

# Winslow Church of England School Special Educational Needs and Disabilities

Report September 2025



## Winslow Church of England School Vision Statement

Our vision is **'Let your light shine'**. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

### The School's approach to teaching

At Winslow we are committed to making sure that children who require additional support are well provided for. As such, staff receive regular update training on SEND provision and SEND across our school is coordinated by a highly skilled SENDCo who has National Accreditation. We know that all children need different forms of support at various stages of their school career and we believe that each pupil has individual and unique ways to achieve their full potential. Our school aims to be an inclusive school and adjustments are made to the learning environment and to the curriculum to ensure that children with Special Educational Needs can achieve as well as others in the school and be independent and successful.

Our SEND Policy can be found here: [www.winslowschool.co.uk](http://www.winslowschool.co.uk)

### Explaining SEND

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for her or him. A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders them from making full use of educational facilities of a kind generally provided for children of the same age in school.
- Is under compulsory school age and falls within the definition above or would do so if special educational provision was not made for them.

In addition, we identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as having SEND if they are not making progress within a curriculum that:

- Sets suitable learning challenges.
- Responds to pupils' diverse learning needs.
- Overcomes potential barriers to learning.
- Has adaptations and scaffolding in place to facilitate learning.
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**We cater for pupils who experience difficulties in:**

<b>AREA OF NEED</b>	<b>CONDITIONS</b>
<b>Communication and Interaction</b>	Autistic Spectrum Disorder (ASD)
	Speech and Language Difficulties
<b>Cognition and Learning</b>	Specific Learning Difficulties (SPLD), e.g. dyslexia, dyspraxia, dyscalculia, developmental language delay
	Moderate Learning Difficulties (MLD)
	Severe Learning Difficulties
<b>Social, Emotional and Mental Health</b>	Attention Deficit Hyperactivity Disorder (ADHD)
	Attention Deficit Disorder (ADD)
<b>Sensory and/or Physical</b>	Hearing Impairments
	Visual Impairments
	Multi-Sensory Impairments
	Physical Impairments

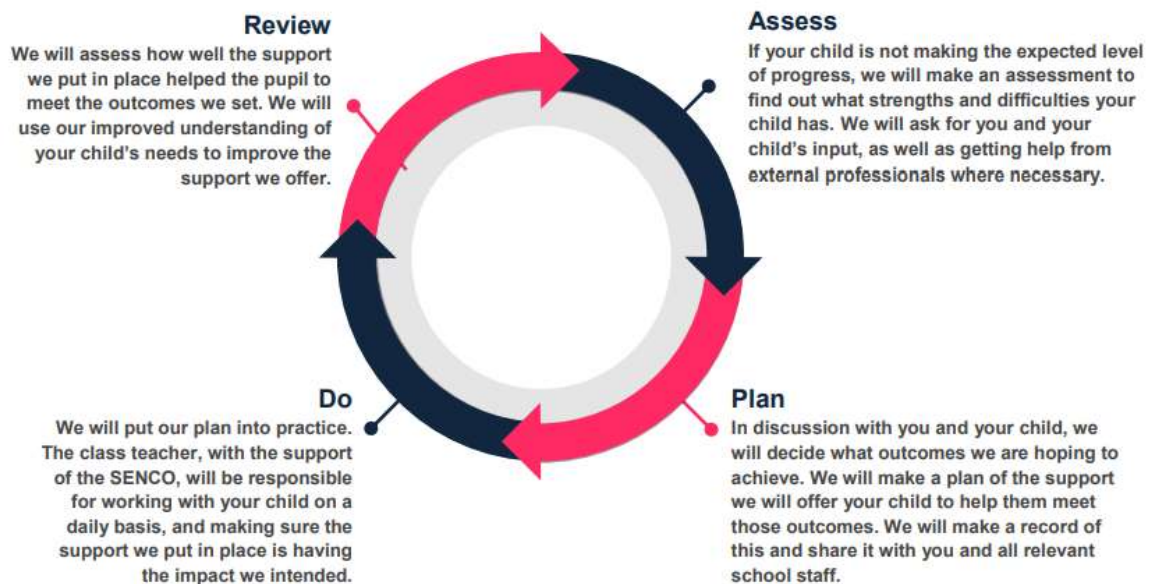
### **Identification of pupils with SEND**

We feel that it is vital that pupils with SEND are identified at an early stage. Each teacher at Winslow School is responsible for identifying pupils with SEND. Pupils are identified and their needs determined through:

- Concerns raised by parents /carers or the child.
- Liaison with previous schools and settings.
- The SENDCo observing a child in class or conducting a diagnostic assessment.
- The SENDCo's analysis of termly assessment data to identify students who are not meeting their targets.
- Class Teachers and Learning Support Assistants sharing their concerns with the SENDCo.
- A child is not achieving at age-related expectations, despite additional provision being put in place.

## How we monitor provision:

At Winslow Church of England school, we follow the 'graduated approach' to meet the children's SEND needs. The graduated approach is a 4-part cycle; **assess, plan, do, review**.



In consultation with the pupil and parent /carer, an APDR or a Special Educational Support Plan will be produced by the class teacher and overseen by the SENDCo. These are reviewed termly. Both APDRs and Special Educational Support Plans are used to show how support is targeted and the effectiveness of the intervention.

## APDR

An APDR (Ass, Plan, Do, Review) is produced when a child is not accessing learning even through quality first teaching. The class teacher will identify additional resources and support through the use of Ordinarily Available Provision. The learning will then be adapted, scaffolds provided and adjustments made to the learning environment where needed. These will be monitored regularly to review progress.

If a child continues to need extra support, a school support plan will be put in place.

## **Special Educational Support Plans**

If, despite an APDR being put in place, the child is still not making the required progress in relation to age-related expectations, a Special Educational Support Plan will be put in place. At this point, the child would be added to our school SEND register. The plan will identify both the strengths and barriers to learning for the pupil, alongside a series of SMART targets which will be reviewed on a termly basis. Termly data and information from class teachers, parents and most importantly, the pupil, is all used to assess the effectiveness of the provision and the progress of pupils with SEND.

### **Pupils with Medical Needs:**

If a pupil has an additional medical need a detailed care plan will be compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff involved with the pupil and appropriate support is put in place.

### **Teaching and Learning Approach:**

All children are entitled to universal high-quality teaching, adapted to children's individual needs to enable them to access the curriculum. Lessons will be differentiated to support children in accessing the lesson at a level appropriate to their learning and developmental stage. Lessons will use a range of visual, aural and kinaesthetic elements to interest and engage children. The lessons consider children's needs and they are planned in order to remove any barriers to the curriculum.

### **Adaptation to the Curriculum and the Learning Environment:**

Some children may require the curriculum to be adapted in order to remove any barriers that would prevent them from accessing lessons. We find ways so that all pupils can take part in lessons and out-of-school activities. As a school we regularly review the resources we have to ensure they are matched to our learner's needs.

### **The school's arrangements for consultation:**

- If parents have a concern relating to a specific subject or if the concern is pastoral, they should contact the Class Teacher in the first instance. Specific concerns which relate to the pupil's special educational need or disability should be raised with the SENDCo
- Each pupil who has been identified as having special needs will have a Special Educational Needs Support Plan, written in conjunction with them and their parent/carer. These are then reviewed once a term.

- Some pupils, being supported by an LSA, will require more frequent communication with the parent/carer and it may be appropriate to use a communication diary.
- Parent Evenings are held twice a year, where parent/carers can meet class teachers.
- Regular SEND drop in clinics and coffee mornings are held with the school's SENDCo.
- Pupils with EHC plans will have their whole plans reviewed on their annual review day (Annex A will be reviewed termly).
- Assessment data is sent out in the pupils' reports twice a year to inform parents/carers of their child's progress.
- Parents with a child on an APDR or a Special Educational Support Plan will be invited to a review with the class teacher where new targets will be set.

### **Training for staff to help them support children with SEND**

All professional development needs are identified through the school's appraisal system and the school improvement plan. We are committed to an on-going training programme for all staff to ensure that they are able to respond to the needs of all children with SEND.

- The SENDCo has gained the National Award for SEN Co-ordination (NASENCO).
- The SENDCo holds regular training sessions to update staff as well as working on a 1:1 basis with staff to address specific training needs.
- Specialist training has been accessed through the Specialist Teaching Service and the Educational Psychology Service.
- Individual staff have had further, or more specific training on how to support students with individual needs from specialists or through external training courses.

### **The Voice of the Child**

As a school we value the views of all our pupils. We encourage children who require additional support to play an active role when planning support and provision. We also encourage involvement in the wider school community, such as joining the Pupil Leadership Team, being a Reading Ambassador or a playground buddy.

### **Parents have an important role to play**

We value parents' knowledge, views and first-hand experience and we see parents as active partners in the educational process. All parents are welcome to contact the SENDCo if they

have any concerns about special educational provision. The SENDCo holds regular SEND drop in clinics and coffee mornings in school.

### **The School's facilities**

- The school's main buildings are DDA compliant.
- The main buildings are accessible for wheelchair users.
- Disabled parking bays are nearest to the school's reception to provide easier access for pupils and parent /carers.
- Ramps are in place to allow access to areas where there would have been a raised curb or steps.
- Personal Emergency Evacuation plans (PEEPS) are in put in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

### **The School's partnerships**

The school involves the following agencies, organisations and support services to meet the needs of pupils with SEND and their families.

- Child Protection Services
- Social Care
- CAMHS (Child and Adolescent Mental Health Service)
- Bucks Mental Health Support Team
- Community Paediatrics
- Educational Psychology Service
- Specialist Teaching Service
- Speech and Language Service
- Pupil referral Unit
- School Nursing Team
- County SEND Team

### **The School's arrangements for students with SEND transferring between other education providers:**

We are aware that the provision for SEND in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition stage between phases as smooth as possible for pupils.

### **When starting at Winslow Church of England School:**

- Foundation Stage teachers arrange home visits in the term prior to pupils starting in Reception.

- All information from the previous school will be requested and shared with the new teaching team to ensure timely intervention and awareness of needs.

### **Between Year Groups:**

- Each year group holds an information meeting for parents whose children are moving into a new year in the summer term.
- Both the current class teacher and the next year's teacher will meet at the end of the year where the needs and provisions for pupils with SEND can be discussed.
- Additional transition opportunities will be scheduled so the child becomes familiar with the new classroom environment and the adults they will be interacting with.
- SEND pupils, or pupils who have any anxiety over the transition, will be provided with social stories as transition booklets for over the summer holidays. This is to support the pupils in understanding the changes in environment and adults. The social story will include photographs of adults who the child will interact with in their new class.

### **When leaving Winslow Church of England School at the end of Year 6:**

- Staff from feeder secondary schools visit the school during the summer term annually to discuss Year 6 pupils prior to transfer.
- Any child with an Educational Health and Care Plan in year 6 will have had a Transfer Review meeting during the summer term while in Year 5 to discuss the parent's preferences of secondary school placement.
- Enhanced transition is offered to children in Year 6.

### **The School's key contacts:**

Miss Katie Webb: SENDCo  
Email: [senco@winslow.bucks.sch.uk](mailto:senco@winslow.bucks.sch.uk)  
Tel: 01296 712296

Mrs Samantha Dimbleby: Head Teacher  
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The School's link to the Bucks Local Offer Information for the Local Offer for Buckinghamshire County is available at: [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)