

*Winchelsea*



*All Individuals Matter*

**WINCHELSEA PRIMARY SCHOOL**

**RUSKINGTON**

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY**  
**POLICY(SEND)**

(INCLUDING INFORMATION ON ADMISSIONS)

## **Winchelsea Primary School Special Educational Needs and Disability (SEND) Policy (including information on Admissions)**

This document is a statement of the aims, principles and strategies for Provision for children with Special Educational Needs and Disabilities at Winchelsea Primary School. Local Authority guidelines, the Children and Families Act 2014, the new Special Educational Needs Code of Practice 0-25yrs (2014) have been taken into consideration in the formulation of this policy. It was developed through a process of consultation between all members of the school community, including teaching and non-teaching staff, Governors and support staff from Lincolnshire County Council.

### **Purpose of the Policy**

This document provides a framework for the identification of, and provision for, children with Special Educational Needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies. It is based on Winchelsea Primary's Local Offer' which can be observed in full on the schools website.

The new Special Educational Needs and Disability Code of Practice' offers guidance on the content of any School's SEND Policy. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice.

### **Aims**

Our aims for SEND are to:

- Early identification of specific needs of individuals and provide a graduated response to their needs.
- Set a positive learning ethos throughout the school, aiming to provide inclusion for all pupils.
- Give emotional/ pastoral support to any pupil that requires this intervention, including trauma and parents working away or abroad.
- Make the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching styles.
- Overcome potential barriers to learning.
- Aim to ensure that each pupil feels equally valued within the school community.
- Involve parents, pupils and outside agencies in developing a partnership of support which will nurture confidence in the strategies adopted by the school.
- Communicate and work together; making sure that all staff are aware of specific interventions that take place, including wave 2/wave 3 and 1:1 interventions.
- To provide and follow whole school provision mapping for each pupil.

### **Principles**

It is the aim of the school that each child should realise his or her maximum potential in a caring and supportive environment which provides equal opportunities.

All pupils have individual needs, including those with exceptional talents and abilities. Many can be met within the normal environment of the classroom, through a differentiated and innovative curriculum, which also provides enrichment and extension.

### **Responsibilities**

All members of the school community work towards the school aims by:

- Being aware of and following the aims and requirements of the Policy.

- Being fully aware of the school's procedures for identifying, assessing and making provision for the pupils with Special Educational Needs. (Please see the 'Local Offer guidelines and support systems').
- A commitment to a partnership or multi-agency approach to individualised provision.
- Working together with parents to maintain fluid communication between home and school. This is essential for assessing each pupil's needs and setting new and personalised targets.

The management team work towards the school's aims by:

- Determining the school's general Policy and approach.
- Taking responsibility for implementing this SEND Policy through widespread consultation.
- Monitoring and evaluating the success of the Policy and ensuring that necessary revisions are undertaken quickly and efficiently.
- Establishing appropriate staffing and funding arrangements.
- Report to Governors regarding SEND, reviewing the policy, resources and progress of children.

The Head Teacher works towards the School's aims by:

- Management of provision for children with Special Educational Needs.
- Keeping the Governing Body fully informed.
- Working closely with the SENCO and class teachers to co-ordinate highly effective provision.

The SENCO, Special Education Needs and Disability Co-ordinator, works towards the School's aims by:

- Co-ordinating day-to-day operation of the School's SEND Policy and Local Offer.
- Preparing and reviewing the SEND Policy and Local Offer.
- Self-evaluating the role of SENCO and the procedures as set out in the Policy.
- To continually enhance professional development.
- Formulating and maintaining the SEN register.
- Producing and revising development plans.
- Liaising with colleagues in writing targets for relevant children.
- Monitoring and reviewing all targets.
- Organising and attending all review meetings with pupils and parents.
- Liaising with parents and outside agencies and keeping them well informed.
- Setting up and monitoring in class learning and preparing, as well as, supporting intervention programmes.
- Monitoring progress and tracking the assessment of children with an SEND.
- Assessing individual needs by including the use of testing.
- Being responsible for overseeing the delivery of the programmes by the intervention TA's and tracking progress.
- Communicating with Parents and continually assessing their child's needs and progress.

The SENDCO is Mrs Dunham. This Teacher fulfils the responsibilities as SENDCO after consultation with the SEN TA's, teaching Staff, Headteacher and Governing Body. This role is shared with Miss Davis when she returns from her maternity leave.

Teachers work towards the school's aims by:

- Being aware that the school should make special provision to meet the children's needs.
- Assessing their class's achievements and setting their targets.
- Working with TAs in developing interventions that aid learning through their successful teaching.

Pupils are expected to work towards the school's aim by;

- Discussing their targets regularly with key staff supporting them.
- Knowing how and who is going to help them reach their potential.
- Reviewing their targets and understand how they fulfil them.

Teaching Assistants work towards the school's aims by:

- Working with individuals and small groups.
- Helping to prepare materials and resources.
- Liaising with teachers to give feedback and help assess the effectiveness of interventions.
- Recording progress and outcomes.
- Running pre-organised teaching programmes.
- Noting observations of progress and outcomes of set targets for pupils with an SEN.

Parents are expected to work towards the school's aims by:

- Ensuring that children attend school in good health, punctually and regularly.
- Offering encouragement and praise when discussing their targets.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with the school to discuss matters which affect a child's well-being, progress and behaviour.
- Taking an active interest in children's home learning specific to their year group.
- Supporting children to take increasing personal and social responsibility as they progress through the school.
- Attending review meetings when required to discuss the efficiency of interventions and to help set new targets.

### **Procedures:**

#### **Admissions of pupils with Special Educational Needs and Disabilities**

Our school is an inclusive school which welcomes all children, providing their needs can be met in our mainstream facility. If a child is registered with SEND, the Headteacher and SENDCO will discuss needs with parents and ensure that all necessary support and/or resources are in place before the child is enrolled.

If physical adjustments or adaptations are needed to the school building, these will be assessed by the appropriate Local Authority Officer or an Occupational Therapist.

#### **Allocation of Resources**

- The school receives a notional SEND funding from which we are expected to contribute the first £6000 towards a pupil who requires SEND/Additional support.
- Pupil premium is also additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Please see the schools Pupil Premium Report on the school website.

### **Complaints**

In the first instance complaints should be addressed to the relevant class teacher and then to the SENDCO or Headteacher if not resolved. If this is also unsuccessful, complaints can then be taken to the schools Governing Body.

### **SEN Inset**

The SENDCO or intervention TA's will attend appropriate courses and conferences as they arise. Information from these courses will then be fed back to whole staff during INSET. The SENDCO will take into account the strengths of current staff and support to attend SEND specific courses, where relevant. When necessary the SENDCO will orchestrate outreach support.

### **Use of Outside Agencies**

- Attendance of the School's attached Educational Psychologist. During her visits, she holds discussions with the SENDCO and Class Teachers about specific children who are raising concern; assesses children, either by observation in class or on a withdrawal basis; and then meet with the parents. The SENDCO and EP then discuss the next strategies needed for individuals.

Links with the following services who are giving support in meeting the needs of specific children:

- Child Guidance/ Early Help Team /ESCO
- Speech and Language Therapy.
- School Medical Service, including the Paediatric teams, Occupational therapist, Physiotherapist and Nurse.
- Local Authority Advisors.
- Out Reach Services, e.g. Autistic and ICT.
- Pathways- Behaviour Support
- Sensory Impaired Service (SIS)
- Primary Mental Health Care(CAMHS)
- Children's Education Advisory Service(CEAS)

### **Identification, Assessment and Provision**

Early identification of children with SEND is important. Initial concerns regarding a child's progress or specific difficulty might be raised by the class teacher, who will discuss this with parents to gain further information. If there is significant concern, the class teacher will then discuss the issues with the SENDCO. Assessment information, pupil views and any information from external agencies will be considered as part of this process.

### **Providing Curriculum Access and Integration**

Teachers will endeavour to teach all children with SEND in the mainstream classrooms, where appropriate, to aid inclusion. They will provide highly differentiated activities and when needed appropriate interventions or support to help children access the curriculum. In accordance with the Teaching and Learning Policy teachers are required to provide a differentiated curriculum and this needs to be seen throughout all subjects and additional school provision e.g. after school clubs. All staff will endeavour to adapt practice quickly and efficiently to avoid unnecessary long term provision. Where appropriate additional adult support will be provided to: accommodate the specific learning needs of individuals, support the use of mechanical aids and adapt the presentation of materials. Teachers will organise their classes to ensure individuals or groups are following the interventions noted on class provision maps. This will also need to take into account emotional and pastoral intervention as well as supporting behaviour plans.

### **Evaluating Success**

The School's SEND Policy will be achieving its aims if:

- All Special Educational Needs and Disabilities are identified promptly and addressed by the appropriate applications.
- There is a fluid movement of individual children between stages where appropriate.
- No child is exempt from accessing the National Curriculum at their level.
- Use of provision map to assess all intervention needs.
- Having regular reviews.
- SMART targets are shared with children.
- Headteacher and SENDCO meet regularly to assess progress and outcomes for all pupils.
- The school follow the plan, do, assess, review method of support, when evaluating success – Please see Local Offer for more information.

### **Partnership with Parents**

Parents are entitled to be kept informed and play an active part in meeting their child's needs. The school regards the support of parents very highly in being able to help their child make good progress. For example, they may be asked to do specific tasks at home in line with their targets. Pupils are asked about their views on their learning and social skills. These are actually recorded before formal meetings and shared as part of the meeting process. Pupils may participate in meetings, if considered appropriate.

The SENDCO is available to give SEND advice to parents when they request it. The Local Authority also funds the 'Parent Partnership' service, should a parent wish to seek independent advice on SEND issues. To raise concerns parents can request a meeting with the class teacher, the schools SENDCO or headteacher. The school values positive relationships with parents and endeavour to be open and honest at every level with supporting children that have SEND.

### **Liaison with Other Schools**

Winchelsea Primary School endeavours to:

- Make every effort to contact playgroups for discussion of children with SEND before they enter the Reception class. This will be done by either the Foundation Stage Lead Practitioner or the SENDCO.
- Contact the previous school of any child with SEND entering the school at any point other than Reception to determine how the child can be inducted, and to enable us to benefit from their previous knowledge of the child.
- Plan meetings involving the Head, SENDCO, prospective Class Teacher, pupil and parents to ensure that the needs of any child entering the School with SEND will be met as fully as possible.
- Contact receiving schools for all children with SEN to ensure the process of transition is smooth and that the receiving school has all the relevant information. In addition, we are willing to be consulted by receiving schools at any point after the child has transferred if we can give assistance to support the continuity of a child's development. If the receiving school is linked with the Armed Forces, the SENDCO will aim to ensure the relevant support is made available to them.
- Ensure smooth transition to KS3 following discussions with the receiving school, also the passing and clarification of all recorded documentation. Transitional review meetings may be implemented to discuss an individual's specific need in KS3.