'All individuals matter'

Special Educational Needs and Disability Policy
(Including information on Admissions)

Date Ratified by Governors	**9th March 2026**
Review Date	**9th March 2027**
Signed by Chair of Governors	L.Grove
Name of Chair	**Mrs Lynsey Grove**

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 (2015) 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 'Information Report' which can be observed in full on the school's website.

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 reasonable adjustments and adaptations.
- 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 support, including in class support, small group work and specific tailored enhancements.
- 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 classroom, through a broad and balanced curriculum with adjustments and adaptations that 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 SENDCo and class teachers to co-ordinate highly effective provision.

The SENDCo works towards the school's aims by:

- Co-ordinating day-to-day operation of the School's SEND Policy and Information Report.
- Preparing and reviewing the SEND Policy and Information Report.
- Self-evaluating the role of SENDCo and the procedures as set out in the Policy.
- To continually enhance professional development.
- Formulating and maintaining the SEND 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 enhancement programmes.
- Monitoring progress and tracking assessment.
- Assessing individual needs by including the use of testing.
- Being responsible for overseeing the delivery of the programmes by the enhancement 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 TA's, teaching staff, Headteacher and Governing Body.

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 a SEND.

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.

Providing Curriculum Access and Integration

The National Curriculum is made available for all pupils. Where pupils have Special Educational Needs or a disability which impedes their learning a graduated approach will be adopted. Teachers will provide reasonable adjustments and adaptations to help all children access the curriculum, when required they will facilitate enhancement support. Teachers are required to provide reasonable adjustments and this needs to be seen throughout all subjects and additional school provision where possible 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 consider emotional and pastoral intervention as well as supporting behaviour plans.

Identification

When there is a discernible effect on the child's ability to learn and develop staff may identify a pupil as having SEND if they have observed one or a combination of the following:

- Lack of progress in acquiring English or Maths skills.
- Marked high ability in Maths, English or reasoning.
- Short term memory issues.
- Difficulties following instructions, or sequencing events or tasks.
- Difficulties with listening and attention skills.
- Difficulties with co-ordination.
- Visual or hearing difficulties.
- Speech and language difficulties.
- Communication difficulties.
- Difficulties with social communication.
- Behaviour problems.
- Delayed physical development.
- Low self-esteem.
- Attention needing behaviour.
- Dysregulated behaviour.
- Withdrawal or isolated behaviour/ over anxiety.
- Lethargy.
- Neglected appearance.
- Toileting problems.
- Obsessive behaviours, nervous tics/habits attendance problems.
- Child protection issues.
- Family problems- family break-ups, bereavement.
- Medical needs.

The Graduated Approach

When a pupil fails to make progress and shows signs of difficulty in one or some of the following areas:

- acquiring literacy and numeracy concepts/skills.
- with behaviour, expressing emotions or socially.

- with sensory or physical skills/development.
- in communicating effectively.

The class teacher will discuss these issues with the pupil and their parents and possibly decide to provide additional support by placing the pupil on the SEND register. Initially, the stage they will be identified by is 'NSA' (no specialist assessment). Pupils may receive targeted support and will be assessed as part of the assess, plan, do review cycle.

The support/intervention given will be guided by discussion with class teachers and the SENDCo and may include specialist external advice as analysed through the graduated approach.

The financial resources allocated to pupils who have Special Educational Needs will be deployed to implement strategies and interventions as part of Provision Mapping. Parents and pupils will be involved in decisions taken at this stage.
If a pupil does not make adequate progress despite the school taking the action outlined, further advice will be sought from the appropriate support services and the child's provision will be amended accordingly. Each pupil will receive carefully targeted support to meet needs and to ensure the gap between attainment and expectation is closed.
Every school must identify support within their school budget for children with special educational needs, should the support put in place exceed six thousand pounds the school will decide through the graduated approach if a request for an Education Health and Care assessment is necessary.

Assessment

Identification of special educational needs will be undertaken by all staff through the SENDCo and the appropriate records and Local Authority forms will be completed (always seeking parental approval for the request). Records will be developed through a process of continuous assessment by the class teacher, through the school's assessment and monitoring to identify next steps for learning or as a result of standardised tests of educational achievement administered by the class teacher and/or external specialist services together with end of key stage attainment tests. The use of regular assessments will allow pupils to show what they know, understand and can do, as well as to identify any areas of learning difficulty or slower than expected progress.

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice 2015. Targets will be reviewed regularly and formally 3 times a year. Class teachers and TAs will discuss possible SEND related targets for September during July transition meetings.

Additionally, the progress of children with an Education & Health Care Plan will be reviewed by the local authority as a minimum every 12 months, as required by legislation.

Detailed records will be kept of the pupils receiving extra teaching support.
These will include:
- Early Years Profiles.
- SATs results.
- Teachers/Teaching Assistants on-going assessments recorded on Arbor.
- Phonic/spelling checklists.

- Detailed records of work.
- Results of standardised and diagnostic tests (Including those carried out by the Specialist Teacher Service and Educational Psychologists).
- Precision teaching charts.
- Behaviour charts.
- Observations made by teacher / teaching assistant / other members of staff.
- Pupil comments / opinions on progress (where appropriate).
- External specialist reports from health, education and social care professionals.

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 unsuccessful, complaints can then be taken to the schools Governing Body in line with the complaints policy.

SEND Inset

The SENDCo or intervention TA's will attend appropriate courses and conferences. In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan and staff performance management processes. When necessary, the SENDCo will orchestrate outreach support.

Use of Outside Agencies

Where necessary the school will seek the support of outside agencies to support the needs of specific children. These may involve but are not exclusive to;

- Child Guidance/ Early Help Team /ESCO.
- Educational Psychologists – Lincolnshire Psychology Service.
- Speech and Language Therapy.
- School Medical Service, including the Paediatric teams, Occupational therapist, Physiotherapist and Nurse.
- Local Authority Advisors.
- Outreach Services, e.g. Autism Outreach – Working Together Team, Dyslexia Outreach or Physical Disability Outreach from St Francis.
- Pathways- Behaviour Support.
- Sensory Education and Support Team (SEST).
- Primary Mental Health Care (CAMHS).
- Children's Education Advisory Service (CEAS).
- Need Bright Solutions – behavioural support.

Partnership with Parents

The school will place the voices of parents and pupils at the heart of the SEND process with a cycle of consultation and review through the year. 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 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 SEND 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.