



## Special Educational Needs Policy

### Table of Contents

<b>DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY .....</b>	<b>2</b>
<b>CHILDREN WITH DISABILITIES INCLUDING THOSE WITH MEDICAL CONDITIONS .....</b>	<b>2</b>
<b>INCLUSIVE EDUCATION .....</b>	<b>3</b>
<b>OBJECTIVES OF SEND POLICY .....</b>	<b>4</b>
<b>ROLES AND RESPONSIBILITIES .....</b>	<b>4</b>
<b>IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS .....</b>	<b>6</b>
<b>BROAD AREAS OF NEED AS OUTLINED IN THE SEND CODE OF PRACTICE (2014) .....</b>	<b>7</b>
<b>THE GRADUATED APPROACH TO SEND SUPPORT .....</b>	<b>8</b>
<b>THE LA SEND SUPPORT PLAN AND EDUCATION HEALTH AND CARE PLAN PROCESS.....</b>	<b>10</b>
<b>SEND REGISTER .....</b>	<b>10</b>
<b>SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEND .....</b>	<b>10</b>
<b>SUPPORTING PUPIL VOICE.....</b>	<b>12</b>
<b>SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS .....</b>	<b>12</b>
<b>FACILITIES AND ACCESSIBILITY .....</b>	<b>13</b>
<b>ACCESS TO THE CURRICULUM .....</b>	<b>13</b>
<b>ADMISSIONS .....</b>	<b>14</b>
<b>MONITORING AND EVALUATION OF SEND .....</b>	<b>14</b>
<b>TRAINING.....</b>	<b>14</b>
<b>FUNDING FOR SEND AND ALLOCATION OF RESOURCES.....</b>	<b>15</b>
<b>STORING AND MANAGING INFORMATION.....</b>	<b>15</b>
<b>MONITORING AND REVIEW OF THIS POLICY .....</b>	<b>15</b>



## Compliance

This policy is provided in accordance with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEN Information Report regulations (2014)
- The Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Winston Way Primary Academy's Safeguarding Policy
- Winston Way Primary Academy's Accessibility Plan
- Teachers Standards 2012

### **Definitions of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (2014) states that a child of compulsory school age or a young person has special educational needs if he or she:

- Has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- Has a significantly greater difficulty in learning than the majority of others of the same age or,
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.

### **Children with disabilities including those with medical conditions**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition provides a relatively low threshold and includes more children than many realise: 'long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is significant overlap between disabled children and young people and those with SEND.



Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

At Winston Way, staff plan and make reasonable adjustments including providing auxiliary aids and services to ensure disabled children are not at a disadvantage compared with their peers. Winston Way Primary Academy promotes equality of opportunity and fosters good relationships between disabled and non-disabled children.

### **Inclusive Education**

At Winston Way, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning - acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- taking responsibility for working with children with special and additional needs on a daily basis
- where interventions involve group or one-to-one teaching, teachers must retain responsibility by closely working with support staff and or specialist staff to plan and assess the impact of interventions
- providing support for children who need help with communication, language and literacy planning to develop children's understanding through the use of all their senses and of varied experiences
- planning for children's full participation in learning, and in physical and practical activities - helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- liaising with the SENDCo where appropriate - informing and working in partnership with parents regarding their child's learning



## Objectives of SEND Policy

At Winston Way Primary Academy, we aim:

- To strive to establish a fully inclusive school and create an environment where all children can be happy, can flourish and feel safe.
- To ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the school's full offer along with their peers.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs
- To identify a pupil's special educational needs at the earliest point and then make effective provision.
- To work in close partnership with parents/carers to achieve these aims. We are committed to parents/carers participating as fully as possible in decisions and being provided with information and support necessary to enable this.
- To support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
- To work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
- To provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
- To ensure the Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- The Head Teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

## Roles and Responsibilities

The Board of Governors:

- The Board has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs and Disabilities.
- The Board has identified a governor to have specific oversight of the school's provision for pupils with Special Educational Needs.



- The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- The Board is responsible for publishing information regarding SEND provision at Park Walk and this is updated annually.

## The Headteacher:

- is responsible for the day to day management to ensure provision for children with SEND as described in the SEND policy.
- keeps the Board informed of developments in SEND provision.
- liaises when appropriate with the SENDCo in the management and operation of the school's SEND policy

## The SEND Coordinator or SENDCo:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs or disabilities
- supports and advises colleagues
- oversees the records of all children with Special Educational Needs or Disabilities
- acts as the link with parents
- acts as the link and works with external agencies and other support agencies
- monitors and evaluates the Special Educational Needs or Disabilities provision, and reports to the Board
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with Special Educational Needs or Disabilities
- contributes to the professional development of all staff
- ensures that the most current SEND Code of Practice is adhered to by all relevant staff members
- manages and safeguards SEND information and documents to ensure confidentiality rights
- work with the Headteacher and the Board of Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

## Class Teachers:

- are responsible for delivering quality first teaching to all pupils.
- are responsible for the learning of all pupils in their class including those pupils who have SEND. They give equal attention to all pupils who may need support with their learning.



They ensure any support, such as that from a teaching assistant, is in addition to and in no way replaces the attention pupils receive from their class teacher.

- are familiar with the SEND Code of Practice.
- are responsible for using the proper procedures for identifying, assessing and making provision for pupils with SEND. They are responsible for giving pupils with SEND 'attainable outcomes to encourage their development and promote self-esteem'. The outcomes and strategies are discussed with parents, are recorded and communicated appropriately to all adults who work with the pupil.
- are responsible for informing the SENDCo and parents of any pupils they identify as having an area of need with requires learning support.
- Teachers have experience in supporting pupils with a range of needs (speech and language difficulties, autistic spectrum, Specific Learning Difficulties, behavioural difficulties).
- Class teachers have experience of working with other professionals (teaching assistants from within the school, the school's Educational Psychologist, the Speech and Language Therapist, Occupational Therapists etc.).

## Teaching Assistants:

- work with pupils who have SEND. They may support one pupil with a Education, Health and Care Plan, or they may support a target group within a class.
- liaise regularly with the class teacher and external professionals/specialists.
- will work according to the strategies recommended on the Statement and or the pupil's individual plan. This may be individual support, group work or whole class support, It may also involve monitoring and recording the pupil's progress in an agreed way. They will also have responsibility for ongoing assessment on the child they support alongside the class teacher and the SENDCo.

## Mid-day Meals Supervisors:

- are informed by the Leadership Team, SENDCo and Class Teachers regarding the dietary, physical or behavioural needs of any pupils who may need special attention or care at lunchtimes.

### **Identification of Special Educational Needs**

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified



at an early age. However, for other children and young people difficulties become evident only as they develop. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying, in particular, where pupils are making less than expected progress, either academically or socially, given their age and individual circumstances. If the gap continues to widen between these children and their peers, then further tests may be employed to assess a child's ability and attainment.

Where a pupil's progress is causing concern, this may be characterised by progress which: is significantly slower than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

### **Broad areas of need as outlined in the SEND Code of Practice (2014)**

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to determine the most appropriate provision for the child. In our school, the needs of the whole child will always be considered in this process and will be evidenced on a One Page Profile. This profile outlines what people like and admire about the child, what is important to them, what support is needed to help them achieve within the educational setting.

There are other factors that may impact on progress and attainment including:

- Disability
- Attendance and punctuality
- Health and Welfare



- English as an additional language
- Social deprivation
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

### **The Graduated Approach to SEND Support**

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through half termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment.

The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength. Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCO. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents may be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought.

If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child, after consultation with the parents/carers, will be placed on the school SEND record at 'SEND Support'. The class teacher always remains responsible and accountable for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant or an external specialist.

High quality teaching differentiated for individual pupils is always seen as the first step in responding to pupils who may have SEND. Working together the SENDCO, class teacher, parents, and child (where appropriate) will plan and deliver appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge.





This SEND support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews, and more specialist expertise in successive cycles in order to match interventions to the SEND of a child. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term.

The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCO where needed, will revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The school can involve specialists at any point for advice regarding early identification and effective support.

However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies e.g. Autism Outreach, Educational Psychologists. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents agree.

It is the SENDCO's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. Examples of specialist agencies which are available to be used by the school are:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists



- Autism Outreach Service

In some cases, there is a charge for accessing specialist agency support; funding will come from the school's notional SEND budget and will be monitored by the SENDCO and Head Teacher.

Where pupils are made subject to an EHC Plan, the school will work in close partnership with any specialist agencies named on the plan to provide support and specialist advice.

### **The LA SEND Support Plan and Education Health and Care Plan process**

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting an LA SEND Support Plan or Education, Health and Care assessment from the Local Authority if appropriate. To inform this decision, the SENDCO will have close regard to the local authority's criteria for funding through a SEND Support Plan or for an EHC Plan assessment. This can be found on the Redbridge Local Offer web site along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process is and how they are involved in it.

### **SEND register**

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and SEND Support is no longer required to ensure this progress is sustained.

### **Supporting Parents/Carers of Children with SEND**

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions



and are provided with the information and support necessary to enable participation in those decisions. The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way
- The SENDCo being available to meet with, by appointment through the school office or by email.
- Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEND information regulations (2014) and as part of the school's contribution to the Local Offer
- Class teachers meet with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity. These concerns may have been raised either by the class teacher or the parents themselves.
- Class teachers will invite parents to review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCo where appropriate.
- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information, and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Local Offer and the SEND policy. A paper copy will be made available to parents on request.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into school or on to the next phase of education.



- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

## **Supporting Pupil Voice**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights by becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress and are as fully as possible included in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council and to apply for Year 6 responsibilities.
- Planning additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or on to the next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.

## **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical



education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements in place in school to support pupils with medical conditions, are detailed within the school's policy for 'Supporting pupils with Medical Conditions'. This can be found on the school's website.

### **Facilities and Accessibility**

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. Some strengths in the school's existing accessibility for pupils with special educational needs and/or disabilities are:

- Specifically designed disabled toilet facility on the ground floor
- Use of learning aids (writing slopes, wobble cushions for example) to support pupils
- Some staff trained in Picture Exchange Communication System (PECS)
- Computers and a wide selection of programmes to meet varied needs are part of the resources available.
- Extra teaching support is given to pupils who need to acquire independence on the computer.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw



children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Admissions**

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available, and the admission criteria are fulfilled. This currently includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of a EHCP under the Children and Families Act 2014 and the Local Education Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs, the SENCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

## **Monitoring and Evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEN, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

## **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in



place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the MAT Subject Leader's Meetings in order to keep up to date with local and national updates in SEND. Additionally, the SENDCo attends regular SENDCo forums as part of Redbridge's offer to support schools.

### **Funding for SEND and Allocation of Resources**

When the Governing Body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual SEND report to parents (available on the school's website) will also include this information. The Principal, Business Manager and Inclusion Manager will manage the allocated funds and will ensure that the best use is made of these resources through Provision Mapping. It is now a mandatory requirement that schools fund up to the first £6000 of any SEN support required.

### **Storing and Managing Information**

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cupboard when not in use. All data held on school computers is password protected and all passwords are kept securely. Teacher's laptops are also encrypted. The school has in place a Records Management Policy, which covers freedom of information and data protection. When a child moves school, computer-based information is sent to the receiving school via a secure CTF file. Written records are posted on to the next school or are taken by the parents. Any sensitive information will be sent recorded delivery.

### **Monitoring and review of this policy**

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo and the Head Teacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold termly meetings.



# Winston Way Academy

The best in everyone™

Part of United Learning

The Board reviews this policy annually.

**Reviewer: SENDCO**

**Date: June 2023**

**Review Date: June 2025**