



Winchmore  
School

learning to realise potential

# Special Educational Needs & Disabilities (SEND) Policy



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Review Committee:	Educational Performance

# WINCHMORE SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

## “CHALLENGE AND SUPPORT FOR ALL”

### 1. Introduction

Winchmore School and its Governing Body are committed to providing the highest quality education for all students which enables them all to reach or exceed their potential. Inclusion is a fundamental component of our vision of a successful learning community where everybody feels valued and every learner can achieve their best.

#### Key principles

- All students have a right to an education that is suited to their particular needs and abilities
- The school has the highest expectations for all students, including those with SEND, who will be provided with high quality teaching, support and challenge to enable them to achieve their best
- Students with SEND will be offered full access to a broad, balanced and relevant education, including the National Curriculum and extracurricular activities
- The views of students with SEND and their parents will be taken fully into account in planning and delivering their education
- Providing for and maximising the achievement of students with SEND is the responsibility of ALL their teachers

#### Aims

- To develop a whole school approach to special needs provision
- To promote an understanding of the particular educational needs of students with SEND so that these can be effectively met through appropriately matched teaching methods
- To enable all students to reach their full potential by providing a rich, stimulating and challenging curriculum
- To ensure students' needs are identified at the earliest possible opportunity through a variety of means
- To support teachers, departments and faculties in their work on curriculum development and delivery with particular reference to issues of differentiation, curricular access and entitlement
- To implement a coherent and comprehensive assessment procedure for identifying, meeting, recording and reviewing needs
- To ensure all staff are aware of their roles and responsibilities in relation to SEND

- To ensure that the SENCO, Learning Support Progress Co-ordinator and HLTAs work closely with subject teachers and Heads of Faculty to ensure good academic progress
- To promote staff development in relation to SEND by ensuring that SEND related issues permeate all aspects of staff development in the school
- To continually monitor and evaluate SEND provision, particularly in relation to progress and standards achieved

### **The Special Educational Needs Code of Practice**

The New SEND Code of Practice (2015) states that a child has special educational needs if he / she has a learning difficulty or barriers to learning calling for special educational provision to be made for him/her.

A child has a learning difficulty if he / she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which either prevents or hinders the child from accessing the education and facilities generally provided for their peers

## **2. ROLES AND RESPONSIBILITIES**

Provision for students with special educational needs is a matter for the school *as a whole*; at Winchmore all teachers are teachers of SEND. In addition to this, the Governing Body, the school's Head teacher and the SENCO have additional responsibilities around the allocation of resources and the strategic implementation of SEND policy.

### **The Governing Body is responsible for:**

The Governing Body has an important strategic role in improving outcomes for children with SEND.

It is responsible for:

- Ensuring all governors, particularly the SEND Governor, maintains an up-to-date knowledge and understanding of the school's SEND provision including how funding, equipment, personnel and resources are deployed
- Ensuring that they are fully involved in developing and monitoring the school's SEND policy
- Ensuring that there is a nominated SEND governor with a primary responsibility for SEND provision

- Ensuring that the quality of SEND provision is continually monitored and that the necessary provision is made for any pupil who has special educational needs or a disability
- Ensuring that SEND is an integral part of the School Improvement Plan and of the school's self- evaluation
- Ensuring that the SEND policy is consistent with and is supported by other relevant key policies including the Inclusion Policy, Admissions Policy, Behaviour Policy, Literacy and Numeracy Policies, Anti-bullying Policy, Child Protection Policy, Looked After Children Policy and Winchmore's Equalities Statement
- Having regard to the Code of Practice when carrying out its duties toward all students with special educational needs or disabilities

**The Headteacher is responsible for:**

- The day-to-day management of all aspects of the school including provision for students with SEND
- Keeping the Governing Body fully informed about the provision and any issues that arise
- Ensuring that parents are informed of any SEND provision for their child
- Ensuring that the relationship between the SENCO / Learning Support team and other staff in the school is mutually supportive

**The SEND link governor is responsible for:**

- Liaising with the SENCO and becoming informed about school policy and practice, SEND provision, staff training and aspects of the School Improvement Plan relating to SEND
- Being informed about relevant documents and legislation; local and national issues impacting upon SEND provision
- Establishing and maintaining effective lines of communication between the SENCO and the Governing Body; reporting back to Governing Body meetings

**The Special Educational Needs and Disabilities Co-ordinator (SENCO) is responsible for:**

- Advising on appropriate provision for all students with Special Educational Needs
- Managing the planning, monitoring, evaluation and review of EHCP's (Education Health Care Plans) and Statements of SEND.
- Referring to and gathering evidence for the SEND Panel to support statutory assessment.



- Ensuring access to a broad and balanced curriculum for all students
- Ensuring that provision for students meets their individual needs
- Ensuring that there is careful recording of these needs, actions taken and outcomes and that this informs planning and future provision
- Ensuring that consideration is given to the wishes of the student and parent/carer
- Providing advice and guidance for classroom teachers and contributing to the in service training of all staff
- Advising teachers of planned strategies for meeting the needs of individual students with SEND
- Monitoring the progress of students with an EHCP
- Coordinating support from external agencies (for example the Educational Psychology service, CAMHS, SEWS or Speech and Language Therapy team) and monitoring the impact of these external interventions
- Ensuring that effective access arrangements are in place and ensuring appropriate examination arrangements are made in consultation with the examinations officer
- Maintaining and reviewing the SEND register
- Participating in the Transition Process of the new intake in Year 7
- Coordinating LAC reviews and PEP meetings for Looked after Children and liaising closely with the school's bursar regarding the pupil premium budget.
- Line managing the Learning Support Progress Co-ordinator, EAL Co-ordinator, SEND teachers, HLTAs and TAs

**The Learning Support Progress Co-ordinator is responsible for:**

- Monitoring the academic progress of learners on the SEND (E) and SEND Support (K) register
- Devising provisions and programmes to raise the attainment of learners on the SEND register who are struggling to meet their targets
- Working with the HLTAs and Heads of Faculty to monitor the progress of SEND students
- Working closely alongside the SENCO to ensure the smooth running of support services for the school
- Working closely with the SENCO to ensure that support staff have good professional development and are line-managed effectively by their faculties

### **Classroom Teachers are responsible for:**

- Being aware of the school's procedures for identifying, assessing and making provision for students with SEND
- Checking their class lists and using SIMS (School Information Management System) to familiarise themselves with student levels of need, provisions and strategies
- Implementing classroom strategies, including differentiated teaching, which ensure access to the curriculum for all students
- Providing feedback to the SENCO/Learning Support Progress Coordinator about the progress of students with EHCP/SEND Support (K) as part of the process reviewing his/her needs
- Liaising with support staff to ensure that students with SEND in their classroom have their needs met
- Delivering interventions devised within their faculties to raise the attainment of targeted learners

### **Heads of Year are responsible for:**

- Providing pastoral support for the young people in their year
- Raising concerns about underachieving students with the SENCO who will then go on to refer to appropriate agencies as required
- Leading on Team around the Child meetings for learners identified as SEND Support on the new SEND Code of Practice

## **3. Identification, assessment and provision of support for students with SEND**

Decisions about whether students should be placed on the SEND register and the level of support needed are made in the following ways:

- Liaison by the SEND team with feeder primary schools to ensure that all known SEND information is accurate and available to staff
- A programme of testing for new Year 7 students to identify other students with SEND
- Diagnostic assessments and regular re-testing to ensure that progress is monitored accurately
- Liaison with the Key Stage Leaders and Heads of Year to ensure that the needs of SEND students (including those with high prior attainment) are met

## **The New SEND Code of Practice (2015)**

In all areas of practice around Inclusion, Winchmore School follows the recommendations outlined in the New Code of Practice. In line with this code:

A student will be placed on the SEND Support Code (K) if he or she:

- Makes little or no academic progress even when teaching approaches are targeted particularly to a student's identified area of weakness
- Consistently displays behaviours or anxieties which prevent the age appropriate development of skills, resulting in significant and enduring underachievement
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has behavioural problems which put them at risk of permanent exclusion

A student on SEND Support Code (K) may need access to a range of internal and external support mechanisms, including possible input from one or more specialist services.

Parents and carers will be consulted where it is believed that their child may have a special educational need. In line with the guidance in the SEND Code of Practice (2015), parents and carers will be considered as key partners. The voice of the pupil will also be given due regard where decisions are made about provisions and the type of support we offer as a school.

In line with the SEND Code of Practice (2015), all students who are identified as SEND Support should get 3 support meetings per year. These meetings may involve parents or carers and any other key professionals who work with the child. Here targets will be set and reviewed to ensure the best outcomes for the learner. If SEND Support (K) pupils make good academic progress over time, resulting in the closing of the attainment gap between themselves and their peers, they can be removed from the SEND register if parents, carers and external agents are in agreement.

### **Statutory Assessment**

A very small number of students fail to make progress despite support on the SEND Support category. For these children, the school and the Local Authority (LA) consider the need for statutory assessment. The Code of Practice (2015) gives clear time-scales which the Local Authority should adhere to. After a request for Statutory Assessment, the Local Authority will consider evidence from the parents, the school, the Educational Psychologist and any other external services involved. The Local Authority will make a decision as to whether to agree a Statutory Assessment.

## **Education, Health and Care Plans**

Once all the advice requested for the statutory assessment has been received, the Local Authority (LA) must decide whether to draw up an Education, Health and Care Plan (EHCP). The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a plan.

An EHCP follows a prescribed format and contains information relating to the child's need, the special educational provision the LA consider appropriate to meet the needs and the objectives and the arrangements to review the progress, the placement, the child's non- educational needs and non-educational provision the child might be entitled to.

Under the New SEND Code of Practice (2015) all newly identified students who have received a statutory assessment and who have had support agreed will receive an EHCP.

## **Interventions and Support for students with SEND**

Interventions are varied but may be defined as measures which:

- Close the attainment gap between the student and the student's peers
- Prevent the attainment gap growing wider
- Will enable the student to match or better his/her previous rate of progress
- Will ensure access to a full curriculum, differentiated accordingly
- Will demonstrate an improvement in self-help, social or personal skills
- Will demonstrate improvements in the student's behaviour
- Are likely to lead to appropriate accreditation
- Are likely to lead to participation in further education, training or employment

Examples of interventions used to support students include:

- Quality first teaching including appropriate differentiation and challenge
- In class support with Teaching Assistant (TA)
- Withdrawal (1:1 or small group)
- Literacy catch up
- Reading recovery
- Access arrangements for examinations
- Homework/ Revision support



- Mentoring or counselling from SEWS
- IT support (for example for the visually impaired)
- Social skills or behaviour transformation group work
- Individual programmes drawn up by an EP, SALT, OT or other external agent
- Interventions recorded on SIMS as type of provision
- Discussion at SWIFT (the school's social welfare and inclusion forum)

### **Annual Reviews**

All students with an EHCP are entitled to a yearly progress review, called the annual review. This review may be more frequent if there are any significant changes or concerns.

At this meeting a review takes place and the student's progress is considered against the targets set in the EHCP. The level of provision outlined in the EHCP is reviewed and a report is provided for the Local Authority. If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority.

Similarly, if it is deemed that the level of support is insufficient to meet the needs of the learner, additional resources may be allocated. Where a change of placement or provision is requested, the Educational Psychologist and other supporting professionals may be asked to provide a report and the EP is expected to attend the review meeting. A copy of the Annual Review can be sent to the family of the statemented child for their records and also to the affiliated agents. In line with the New SEND Code of Practice (2015) the views of parents/carers and students are sought as part of this process.

As part of the Annual review, the school liaises with the Local Authority SEND services and other agencies to arrange Transition Plans for students with an EHCP (and other students with SEND who may benefit from Transition Planning). This will occur at the end of each key stage. Transition Plans are reviewed annually as part of the Annual Review process. When students move to another school their records are transferred to the next school within 15 days of the pupil ceasing to be registered

#### **4. Admission arrangements for students with SEND**

- The Governing Body follows the Local Authority admissions criteria in relation to all admissions including those of students with a Statement of SEND
- The admissions code has due regard to the SEND Code of Practice (2015). This states that students with SEND but without a Statement must be treated as fairly as all other applicants for admission

- The school will put in place procedures to help ease the transition as soon as they become aware of specific needs of individual students eg familiarisation tour, additional induction visits, SEWS support or pastoral support from a Year Head
- The school, in line with the SEND Code of Practice (2015) will make reasonable adjustments in order to accommodate the needs of learners with SEND

## **5. Arrangements for considering complaints about the school's SEND provision:**

The need for home and school to work closely in order to meet students' needs is central to this policy.

Arrangements are in place which should ensure that parents/carers are consulted at all stages about the ways in which the school aims to meet the needs of their child. This should help to avoid any possible misunderstandings and conflicts.

However, if a parent/carer is unhappy with anything the school is doing when dealing with their child's special educational needs, they should first talk to the SENCO, or to the child's Form Tutor, Head of Year or subject teachers. These teachers will raise the matter with the SENCO who will try to clarify the matter and resolve the difficulty.

The SENCO also provides information about the Parent Partnership Service to all parents of students on the SEND register. The Partnership Service can be contacted for independent support and advice.

If parents/carers are still unhappy about the situation after the SENCO has taken steps to resolve the matter, the parent/carer can discuss the matter with the Headteacher following the school Complaints Policy.

If the complaint relates to decisions taken by the LA as part of the Statutory Assessment process there is an external complaints procedure available to parents. Details of this are available from the SENCO.

## **6. Staff Training and Development**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support is given to NQTs, other new members of staff and those who work closely with learners on the SEND register.

The SENCO takes responsibility for prioritising the training needs of staff in regards to those learners on the SEND Register. Training is designed to ensure that the needs of targeted students are met across the school.

## **7. Monitoring, Review and Evaluation**

This policy will be monitored for its impact on the quality of provision and the outcomes for students with SEND and will be reviewed on a regular basis to ensure continuous improvement.

- The SENCO, Heads of Year and Key Stage Leaders will analyse pupil performance using internal progress data and ASP (Analyse School Performance) to evaluate current provision for students with SEND. The outcomes for these students will be compared with national outcomes for similar students
- Provision for SEND will be evaluated by the SENCO
- Provision for students with SEND will also be a focus in the Faculty reviews carried out by the Leadership Team
- The SEND governor will hold regular meetings and discussions with the SENCO and report back to the Governing Body
- The impact of this policy, outcomes for SEND students and progress in meeting the targets for SEND in the School Improvement plan will be reported to Governors through the Headteacher's report and through reports from the SENCO at committee meetings
- This SEND policy will be reviewed by the Governing Body on an annual basis