

Winchmore School

learning to realise potential

SEND Policy



Last Reviewed:	October 2025
Next Review Date:	October 2026
Review Committee:	Educational Performance

CONTENTS

1	Introduction	2
2	Key Principles	2
3	Aims	2
4	Roles and Responsibilities with Regard to SEND Students	3
5	Identification, Assessment and Provision for Students with SEND	7
6	The SEND Code of Practice (2015)	7
7	Statutory Assessment	8
8	Education, Health and Care Plans (EHCPs)	8
9	Interventions and Support for Students with SEND	9
10	Additional Resourced Provision (ARP)	9
11	Annual Reviews	10
12	Admission Arrangements for students with SEND	10
13	Arrangements for Considering Complaints about the School's SEND Provision	10
14	Staff Training and Development	11
15	Monitoring, Review and Evaluation	11
16	Acronyms	12

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.

2. Key Principles

- All students have a right to an education that is suited to their particular needs and abilities
- Winchmore School has the highest expectations for all students, including those with SEND
- Students 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/carers will be taken fully into account when planning and delivering their education
- Teachers are responsible and accountable for maximising the progress of all students in their class, including those with SEND

3. Aims

- To contribute to the development of a whole school approach to inclusion
- To promote an understanding of the particular educational needs of students with SEND so that these can be effectively met through the use of appropriate 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 Assistant Headteacher (Inclusion), and Inclusion Faculty team 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 at Winchmore School
- To continually monitor and evaluate SEND provision, particularly in relation to progress and standards achieved.

4. Roles and Responsibilities with Regard to SEND Students.

Provision for students with SEND 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 Headteacher and the Assistant Head (Inclusion) have additional responsibilities around the allocation of resources and the strategic implementation of SEND policy.

Governing Body	<ul style="list-style-type: none"> ● 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 student who has SEND ● Ensuring that SEND is an integral part of the School Improvement Plan (SIP) and other strategic planning 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 2015 when carrying out its duties towards all students with SEND. <p><u>Note:</u> The Governing Body has an important strategic role in improving outcomes for children with SEND.</p>
Headteacher	<ul style="list-style-type: none"> ● 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/carers are informed of any SEND provision for their child ● Ensuring that the relationship between the Assistant Head (Inclusion)/ Inclusion Faculty team and other staff in the school is mutually supportive.

<p>SEND Governor</p>	<ul style="list-style-type: none"> ● Liaising with the Assistant Head (Inclusion) 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 Assistant Head (Inclusion) and the Governing Body; reporting back to Governing Body meetings.
<p>Assistant Head (Inclusion)</p>	<ul style="list-style-type: none"> ● Advising on appropriate provision for all students with SEND ● Managing the planning, monitoring, evaluation and review of Education Health Care Plans (EHCPs) ● 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 (EP), Children and Adolescent Mental Health Service (CAMHS), Occupational Therapist (OT), Visual Impairment Support (VI) or Speech and Language Therapy team (SALT) 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 Looked After Children (LAC) reviews and Personal Education Plan (PEP) meetings for Looked after Children and liaising closely with the School's Business Manager with regards to the student premium budget ● Line managing the Access Arrangements Coordinator, Assistant SENDCo, SEND Specialist Administrator, SEND Literacy Coordinator, SEND Progress Coordinator, English as an Additional Language (EAL) Co-ordinator, Ethnic Minorities Co-ordinator (EMA), LAC/PLAC

	Coordinator, School Counseling Team, Wellbeing Team, SEND teachers, HLTAs and TAs.
ARP Manager (Durants School)	<ul style="list-style-type: none"> ● Advising on appropriate provision for students in the satellite provision ● Managing the planning, monitoring, evaluation and review of Education Health Care Plans (EHCPs) ● Referring to and gathering evidence for the SEND Panel to support statutory assessment ● Ensuring access to a broad and balanced curriculum for all satellite 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 at both Durants and Winchmore ● Advising teachers of planned strategies for meeting the needs of individual students with SEND ● Monitoring the progress of students within the satellite ● Coordinating support from external agencies 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 and Access Arrangements officer ● Managing the transition process at all stages ● Line managing the satellite department staff team.
SEND Progress Coordinator	<ul style="list-style-type: none"> ● 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 TAs, HLTAs, SEND Literacy Coordinator and Heads of Faculty to monitor the progress of SEND students ● Working closely alongside the Assistant Head (Inclusion) to ensure the smooth running of support services to the school.
Classroom Teachers	<ul style="list-style-type: none"> ● Being aware of the school's procedures for identifying, assessing and making provision for students with SEND ● Checking class lists and using SIMS (School Information Management System) to familiarise themselves with a student's level of needs, provisions and strategies ● Implementing classroom strategies, including differentiated teaching, which ensures access to the curriculum for all students

	<ul style="list-style-type: none"> ● Providing feedback to the Assistant Head (Inclusion)/SEND Progress Coordinator about the progress of students with an EHCP (E)/ SEND Support (K) as part of the process reviewing his/her/their 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 (HoY)	<ul style="list-style-type: none"> ● Providing pastoral support for students in their year ● Raising concerns about underachieving students with the Assistant Head (Inclusion) who will then refer to appropriate agencies as required ● Leading on Team Around the Family (TAF) meetings for learners identified as SEND Support in the SEND Code of Practice 2015.
Lead Counsellor	<ul style="list-style-type: none"> ● Offering emotional support and guidance to SEND students facing various challenges or issues ● Liaising with Inclusion Faculty Team to identify and deliver personalised support plan to help address students` concerns ● To facilitate the development of self-awareness among students ● Encouraging students to explore their feelings, thoughts, and experiences.
Higher Level Teaching Assistants (HLTAs)	<ul style="list-style-type: none"> ● Supporting teaching and learning through planning, preparing and delivering learning activities under the guidance of a teacher. ● Leading classes in the short-term absence of a teacher, ensuring learning continues. ● Delivering targeted support programmes to address gaps in knowledge, skills, or behaviour. ● Monitoring and recording pupils` progress, feeding back to teachers, and contributing to planning. ● Promoting positive behaviour, maintaining a safe and inclusive environment. ● Adapting resources and learning activities to meet the needs of individual students, including those with SEND. ● Working closely with teachers, pastoral staff, and SEN staff to support pupils` learning and wellbeing.
Teaching Assistants (TAs)	<ul style="list-style-type: none"> ● Work with individuals, or groups of students, during lessons to support students` learning and promote their well- being. The work of a TA is directed by the teacher during lessons ● Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or

	<p>they may be directed by other teaching staff within the school, for example the literacy co-ordinator or Assistant Head (Inclusion)</p> <ul style="list-style-type: none"> ● Address very specific needs. Students may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all <p><u>Note:</u> In order to best utilise their support for students' learning, the deployment of TAs within the school is strategically managed by the Assistant Head (Inclusion) in consultation with Key Stage Leaders and Class Teachers.</p>
--	--

5. Identification, Assessment and Provision for Students with SEND

Provision for students with SEND 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 Headteacher and the Assistant Head (Inclusion) have additional responsibilities around the allocation of resources and the strategic implementation of SEND policy.

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

6. The SEND Code of Practice (2015)

In all areas of practice around Inclusion, Winchmore School follows the recommendations outlined in the SEND Code of Practice.

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

A child has a learning difficulty if he/she/they:

- 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.

In line with this guidance, a student will be placed on the SEND Support Code (K) if he, she or they:

- 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 provisions/interventions, 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 student 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 review meetings per year. These meetings may involve parents or carers and any other key professionals who work with the child and targets will be set and reviewed to ensure the best outcomes for the learner. If SEND Support (K) students 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.

7. Statutory Assessment

A very small number of students fail to make progress despite support in the SEND Support category. For these children, the school and the Local Authority (LA) consider the need for statutory assessment. The SEND 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 and gather views from the child or young person, 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 to a Statutory Assessment.

8. Education, Health and Care Plans (EHCPs)

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

An EHCP should be a forward-looking document that helps raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

If following the EHC needs assessment, it has been identified that a child or young person requires special educational provision to be made, then the Local Authority will prepare an EHCP. The whole process from when the request for assessment is received until the EHCP is finalised should be completed within 20 weeks.

9. 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 improve his/her/their 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 (QFT), 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 the in-house counselling team
- IT support (for example for students with a visual impairment)
- 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 the School's Social Welfare and Inclusion Forum (SWIFT).

10. Additional Resourced Provision (ARP)

The onsite ARP is provided by Durants Special School. It is designed to provide specialist and targeted support for children with long term special educational needs (SEND), who have a diagnosis of Autism. It is additionally funded and offers the following:

- Teaching staff with additional knowledge, skills and expertise in a particular area of SEND
- Specialist environments which support the learning needs of each student
- Systems to track small-step progress and wider outcomes
- Lessons in mainstream classes, but with additional specialist resources and teaching.

11. Annual Reviews

All students with an EHCP are entitled to a progress review called the Annual Review. However this review may be more frequent if there are any significant changes in special educational needs e.g. a new diagnosis or concerns e.g. about the suitability of the placement or if additional provision needs to be put in place.

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 student makes sufficient progress and no longer requires special educational provision above which is ordinarily available, the EHCP may be ceased 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 (EP) 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 will be sent to the family for their records and also to the affiliated agents. In line with the 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 student ceasing to be registered.

12. 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 an EHCP
- The admissions code has due regard to the SEND Code of Practice (2015). This states that students with SEND but without an EHCP 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, 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.

13. 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 Assistant Head (Inclusion), or to the child's Form Tutor, Head of Year or subject teachers. These teachers will raise the matter with the Assistant Head (Inclusion) who will try to clarify the matter and resolve the difficulty.

The Assistant Head (Inclusion) also provides information about the Parental Support Offer to all parents of students on the SEND register. The Parental Support can be contacted for independent support and advice.

If parents/carers are still unhappy about the situation after the Assistant Head (Inclusion) 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 Assistant Head (Inclusion).

14. 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 Early Careers Teachers (ECT), other new members of staff and those who work closely with learners on the SEND register.

The Assistant Head (Inclusion) 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.

15. 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 SEND Governor will meet termly with the Assistant Head (Inclusion) to review provision, progress data, and staff training, reporting back to the governing body after each meeting.

- The Assistant Head (Inclusion), Heads of Year and Key Stage Leaders will analyse student performance using internal progress data and analyse School Performance (ASP) 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 Assistant Head (Inclusion)
- 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 Assistant Head (Inclusion) 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 Assistant Head (Inclusion) at committee meetings
- This SEND policy will be reviewed by the Governing Body on an annual basis.

16. Acronyms

SEND	Special Educational Needs & Disabilities
SENDCo	Special Educational Needs & Disabilities Coordinator
EHCP	Education Health Care Plan
EP	Educational Psychology/Psychologist
CAMHS	Child & Adolescent Mental Health Services
OT	Occupational Therapy
VI	Visual Impairment
SALT	Speech & Language Therapy
LAC	Looked After Children
PLAC	Previously Looked After Children
PEP	Personal Education Plan
EMA	Ethnic Minority Achievement
EAL	English as an Additional Language
HLTA	Higher Level Teaching Assistant
TA	Teaching Assistant
SEND E	Special Educational Needs & Disabilities with Educational Healthcare Plan (EHCP)
SEND K	Special Educational Needs & Disabilities - students needing support without an EHCP
SIMS	Schools Information Management System
LA	Local Authority
SWIFT	Social Welfare and Inclusion Forum Team
ECT	Early Careers Teacher
SBSS	Secondary Behaviour Support Service
HoY	Head of Year
HoF	Head of Faculty
HoD	Head of Department