Winchmore School

learning to realise potential

# Inclusion Policy (Incorporating SEND Policy)

| | |
|---|---|
| *Last Reviewed:* | Sep 2026 |
| *Next Review Date:* | Sep 2027 |
| *Review Committee:* | Educational Performance |

**Contents**


| | |
|---|---|
| 1. Introduction | **3** |
| 2. The Inclusion Framework | **3** |
| 3. Key Principles | **3** |
| 4. Aims | **4** |
| 5. Inclusion at Winchmore | **4** |
| 6. SEND Policy | **5** |
| 7. Studios | **15** |
| 8. Behaviour Team | **17** |
| 9. Ethnic Minority Achievement (EMA) | **18** |
| 10. English as an Additional Language (EAL) | **19** |
| 11. Looked After Children/ Previously Looked After Children (LAC/PLAC) | **20** |
| 12. Counselling/Mentoring | **22** |
| 13. Wellbeing | **23** |
| 14. SWIFT | **23** |
| 15. Outside Agencies | **25** |
| Appendix<br>16.1 Acronyms | **26** |

## 1. Introduction

> ‘Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation’
>
> The School's Strategy is designed to ensure that the needs of all children are identified and met, and that no one who is, or is thought to be vulnerable, slips through the net, and as a result, all students feel valued, respected, and empowered to participate and succeed.

Winchmore School, and its Governing Body, are committed to providing the highest quality education for all of our students which enables them to reach or exceed their potential. Inclusion is the responsibility of the whole school community, permeating all aspects of school life and applicable to all of our students

Supporting and enabling every individual student to develop their full emotional, social and academic potential is central to our aims and vision. Inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, disability or background.

The inclusion policy has been written in accordance with our vision for Winchmore School and is supported by the following school policies: previous Special Educational Needs and Disability (SEND), Gifted, Able and Talented (GAT), Winchmore’s Equality Statement, Behaviour Policy, Counselling Policy, Wellbeing Policy, Looked After Children (LAC) Policy, Teaching and Learning Policy and Curriculum Intent Statements.

## 2. The Inclusion Framework

*Inclusive Schooling - Children with Special Educational Needs* (2001, DfE) provides guidance about the inclusion framework. Local authorities and schools must have regard to the guidance, which defines ‘inclusive schools’ as having:

- An inclusive ethos
- A broad and balanced curriculum
- Early identification of barriers to learning and participation
- High expectations and suitable targets for all children.

## 3. Key Principles

- We respect and value all students and we view the diversity of cultures and needs within the school as a positive resource
- 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 who will be provided with high quality teaching, support and challenge to enable them to achieve their best
- All students will be offered full access to a broad, balanced and relevant education, including the National Curriculum and extracurricular activities, as well as access to support and resources to nurture their overall well being.

- We see the education of every student as a partnership between the student, teachers, parents/carers and external agencies as necessary.

## 4. Aims

- To promote an inclusive ethos at Winchmore which ensures that all students feel supported and that the needs of all students are met
- To enable all students to reach their full potential by providing a rich, stimulating, challenging and personalised curriculum
- To promote the social, moral, spiritual and cultural development of all students
- To prepare all students to excel in the world of work and in their chosen path and be ready for the challenges and opportunities of the 21st Century
- To ensure the highest outcomes and standards for all groups of students, and that any underachievement is identified and effective strategies and interventions are put in place to address this
- To ensure that barriers to learning are identified at the earliest possible opportunity and addressed through a range of appropriate interventions
- To foster a positive, supportive, and thriving environment that prioritises the well-being of all students, enabling them to flourish academically, socially, and emotionally
- To empower teachers, departments, and faculties in designing and delivering an inclusive curriculum that champions adaptive teaching, universal access, and student achievement.

## 5. Inclusion at Winchmore

Educational inclusion at Winchmore pays particular attention to the provision made for the emotional development and academic achievement of groups of learners within the school regardless of gender, ethnicity, ability, disability, sexuality or social circumstances. This may include any, some, or all of the following:

- minority ethnic students, including those with English as an additional language
- students with special educational needs and disabilities (having regard to the code of practice)
- able, gifted and talented students
- students under the care of Social Services or students who may be in public care, or living with foster families (LAC) and students who are adopted (PLAC)
- students who are subject to Child Protection Plans or Child in Need Plans
- students with medical or mental health and well-being needs
- students with social and emotional difficulties and those with behavioural difficulties
- other children such as young carers or children from families under stress
- any students who are at risk of disaffection and exclusion
- students with an unsatisfactory attendance record, or students who struggle to attend school due to emotional issues and are at risk of ‘Emotionally Based School Avoidance’ (EBSA)
- students known to be eligible for free school meals

- long or short-term vulnerable or traumatised students, including refugee and traveller children
- lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+) students
- girls with Autism.

At Winchmore we are fully committed to promoting and achieving an inclusive environment in which barriers to learning and participation are overcome. We aim to achieve this by:

- recognising and valuing individual strengths, abilities and needs
- creating an environment where all students can contribute fully and feel valued
- offering a curriculum which enables all students to develop and succeed
- organising teaching groups so that they provide the most effective environment for learning and achievement
- organising additional provisions to target and address specific needs
- ensuring lessons are accessible to all students
- actively involving students in their own learning
- supporting students in learning to manage their own behaviour and relationships with others
- using a wide range of assessment opportunities which enable all students to demonstrate their achievement
- rewarding all forms of achievement and improvement
- ensuring that all students have equal opportunities to participate in extracurricular activities and the social life of the school
- offering fresh opportunities to our students who have experienced previous difficulties
- creating a safe environment where students have opportunities to develop their emotional wellbeing
- working in partnership with parents/carers and providing any support we can
- working in partnership with external agencies to provide integrated support.

## 6. Special Educational Needs and Disabilities (SEND) Policy

### 6.1. 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

## 6.2 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 Head (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.

## 6.3 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 | • 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<br>• Ensuring that they are fully involved in developing and monitoring the school's SEND policy<br>• Ensuring that there is a nominated SEND governor with a primary responsibility for SEND provision<br>• Ensuring that the quality of SEND provision is continually monitored and that the necessary provision is made for any student who has SEND<br>• 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<br>● Having regard to the Code of Practice 2015 when carrying out its duties towards all students with SEND.<br><br><u>Note</u>: The Governing Body has an important strategic role in improving outcomes for children with SEND. |
| Headteacher | ● The day-to-day management of all aspects of the school, including provision for students with SEND<br>● Keeping the Governing Body fully informed about the provision and any issues that arise<br>● Ensuring that parents/carers are informed of any SEND provision for their child<br>● Ensuring that the relationship between the Assistant Head (Inclusion)/ Inclusion Faculty team and other staff in the school is mutually supportive. |
| SEND Governor | ● 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<br>● Being informed about relevant documents and legislation; local and national issues impacting upon SEND provision<br>● Establishing and maintaining effective lines of communication between the Assistant Head (Inclusion) and the Governing Body; reporting back to Governing Body meetings. |
| Assistant Head (Inclusion) | ● Advising on appropriate provision for all students with SEND<br>● Managing the planning, monitoring, evaluation and review of Education Health Care Plans (EHCPs)<br>● Referring to and gathering evidence for the SEND Panel to support statutory assessment<br>● Ensuring access to a broad and balanced curriculum for all students<br>● Ensuring that provision for students meets their individual needs<br>● Ensuring that there is careful recording of these needs, actions taken and outcomes and that this informs planning and future provision<br>● Ensuring that consideration is given to the wishes of the student and parent/carer<br>● Attending HoF meetings to cascade advice and guidance for classroom teachers and contributing to the in-service training of all staff<br>● Advising teachers of planned strategies for meeting the needs of |

| | |
|---|---|
| | individual students with SEND<br>● Monitoring the progress of students with an EHCP<br>● 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<br>● Ensuring that effective access arrangements are in place and ensuring appropriate examination arrangements are made in consultation with the examinations officer<br>● Maintaining and reviewing the SEND register<br>● Participating in the Transition Process of the new intake in Year 7<br>● Coordinating Looked After Children (LAC) reviews and Personal Education Plan (PEP) meetings for Looked after Children and liaising closely with the Deputy Headteacher (Curriculum) and the School's Business Manager with regards to the student premium budget<br>● 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) | ● Advising on appropriate provision for students in the satellite provision<br>● Managing the planning, monitoring, evaluation and review of Education Health Care Plans (EHCPs)<br>● Referring to and gathering evidence for the SEND Panel to support statutory assessment<br>● Ensuring access to a broad and balanced curriculum for all satellite students<br>● Ensuring that provision for students meets their individual needs<br>● Ensuring that there is careful recording of these needs, actions taken and outcomes and that this informs planning and future provision<br>● Ensuring that consideration is given to the wishes of the student and parent/carer<br>● Providing advice and guidance for classroom teachers at both Durants and Winchmore<br>● Advising teachers of planned strategies for meeting the needs of individual students with SEND<br>● Monitoring the progress of students within the satellite<br>● Coordinating support from external agencies and monitoring the impact of these external interventions<br>● 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<br>● Managing the transition process at all stages<br>● Line managing the satellite department staff team. |
| SEND Progress Coordinator | ● Monitoring the academic progress of learners on the SEND (E) and SEND Support (K) register<br>● Devising provisions and programmes to raise the attainment of learners on the SEND register who are struggling to meet their targets<br>● Working with the TAs, HLTAs, SEND Literacy Coordinator and Heads of Faculty to monitor the progress of SEND students<br>● Working closely alongside the Assistant Head (Inclusion) to ensure the smooth running of support services to the school. |
| Classroom Teachers | ● Being aware of the school's procedures for identifying, assessing and making provision for students with SEND<br>● Checking class lists, creating seating plans which identifies the needs within their class e.g. K, EHCP, PP students, reading Student Support Profiles and using SIMS (School Information Management System) to familiarise themselves with a student's level of needs, provisions and strategies<br>● Implementing classroom strategies, including differentiated teaching, which ensures access to the curriculum for all students<br>● 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<br>● Liaising with support staff to ensure that students with SEND in their classroom have their needs met<br>● Delivering interventions devised within their faculties to raise the attainment of targeted learners. |
| Heads of Year (HoY) | ● Providing pastoral support for students in their year<br>● Raising concerns about underachieving students with the Assistant Head (Inclusion) who will then refer to appropriate agencies as required<br>● Leading on Team Around the Family (TAF) meetings for learners identified as SEND Support in the SEND Code of Practice 2015. |
| Lead Counsellor | ● Offering emotional support and guidance to SEND students facing various challenges or issues<br>● Liaising with Inclusion Faculty Team to identify and deliver personalised support plan to help address students` concerns<br>● To facilitate the development of self-awareness among students<br>● Encouraging students to explore their feelings, thoughts, and |

| | |
|---|---|
| | experiences. |
| Higher Level Teaching Assistants (HLTAs) | ● Supporting teaching and learning through planning, preparing and delivering learning activities under the guidance of a teacher.<br>● Leading classes in the short-term absence of a teacher, ensuring learning continues.<br>● Delivering targeted support programmes to address gaps in knowledge, skills, or behaviour.<br>● Monitoring and recording pupils' progress, feeding back to teachers, and contributing to planning.<br>● Promoting positive behaviour, maintaining a safe and inclusive environment.<br>● Adapting resources and learning activities to meet the needs of individual students, including those with SEND.<br>● Working closely with teachers, pastoral staff, and SEN staff to support pupils' learning and wellbeing. |
| Teaching Assistants (TAs) | ● 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<br>● Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the literacy co-ordinator or Assistant Head (Inclusion)<br>● 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<br>● TAs, assigned as key workers, are responsible for developing a Student Support Profile for their designated SEND student, utilising information gained from parent liaison and classroom observations. They ensure that teachers are fully briefed on the student's unique needs and successful learning strategies. In this role, the TA also maintains regular, supportive communication with parents to foster a strong home-school partnership.<br><br><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. |

## 6.4 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.

## 6.5 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 at least 3 reviews per year. These reviews may involve parents/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.

### 6.6 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.

### 6.7 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.

### 6.8 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 and Star Reader
- 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).

6.9 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.

6.10 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.

6.11 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.

6.12 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 Enfield Special Educational Needs and Disabilities Information Advice and Support Service (SENDIAS Service), which provides free, impartial support to Enfield residents aged 0–25 with special educational needs, as well as their parents, carers, and supporting professionals.

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).

6.13 Staff Training and Development

The school makes an annual audit of training needs with a particular reference to appraisal 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.

### 6.14 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 Assistant Head (Inclusion), Heads of Year and Key Stage Leaders will analyse student performance using internal progress data and analyse School Performance Data 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.

## 7. The Winchmore Learning Studios

### 7.1 Overview

The Winchmore Learning Studios are a range of specialist, targeted provisions designed to support students with special educational needs and disabilities (SEND). Operating across Key Stages 3 and 4, the Learning Studios provide tailored schemes of work and bespoke learning programmes to develop essential literacy, numeracy, and independence skills. Alongside daily academic development, the lower Key Stage 3 provisions play a vital role in supporting the transition of some of our most vulnerable Year 7 students into secondary school. By offering structured environments, intensive support, and therapeutic interventions, we foster confidence, emotional regulation, and self-advocacy. These programmes equip students with the tools required to pursue qualifications, navigate key milestones, and successfully transition into adulthood.

### 7.2 Studio 30

Studio 30 is led by a qualified SEND teacher and offers highly specialist Key Stage 3 provision for students with complex SEND (mostly with EHCPs) who require intensive support, whilst also aiding the secondary transition for some of our most vulnerable Year 7 students. Students typically present with significant needs across cognition, communication, SEMH, and sensory processing. Studio 30 provides a bespoke educational curriculum alongside a holistic and social curriculum where learners undertake travel training, emotional intelligence, financial literacy, employability, and cross-cultural awareness to develop vital life skills and independence.

Operating in a small group with enhanced adult support, the provision uses individualised timetables focused on emotional regulation and readiness to learn. Academic input draws on KS1 and KS2 curricula, integrated with speech and language support and adapted RSHE, aiming to provide a secure and nurturing environment for students and prepare them for Studio 40 or an alternative pathway.

### 7.3 Studio 30+

Studio 30 + provides a supportive space for Year 7 and 8 students with communication, interaction, and SEMH needs. We focus on unlocking their high academic potential by providing the tailored environment they need to engage confidently with mainstream education. It also offers targeted transition support for vulnerable Year 7 students adjusting to the secondary environment. The provision utilises a flexible, reintegrative model with bespoke timetables and gradual, supported access to mainstream lessons. Reading, literacy, and embedded speech and language support are prioritised alongside wellbeing activities. The central aim is to secure engagement, build confidence, and facilitate a successful, phased reintegration into mainstream learning, typically by the end of Key Stage 3.

### 7.4 Studio 40

Studio 40 provides specialist Key Stage 3 and 4 provision for students with complex SEND and EHCPs who require ongoing structure and high levels of relational support. As students prepare for post-16 pathways, this provision places a heavy emphasis on promoting independence. Students follow bespoke KS4 pathways, accessing GCSEs, foundation GCSEs, or Functional Skills alongside supported mainstream lessons where suitable. Speech and language strategies, personal development, and preparation for adulthood are embedded throughout to ensure sustained engagement and meaningful future preparation.

### 7.5 Studio 40+

Studio 40 + supports KS3 and KS4 students who demonstrate clear academic potential, but whose communication, interaction, and SEMH needs impact full-time mainstream access. Along with the other studios, it has the flexibility to create a bespoke curriculum which focuses on the students' individual needs, ensuring the right conditions are in place for each student to achieve their full potential. Functioning as a secure base, this provision allows students to access core subjects, targeted qualifications, and supported mainstream options. Notably, in Year 9, if they meet the minimum entry requirements for the course, students are able to choose a GCSE/BTEC course, or they will study on programmes in Functional Skills, resulting in appropriate qualifications. Through flexible timetables, targeted academic support (including 1:1 tuition), bespoke interventions, and a robust focus on wellbeing, students thrive academically while developing independence and self-advocacy to ensure a successful transition into post-16 education or training.

## 8. Behaviour Team

### 8.1 Role of the Behaviour Team

The Behaviour Team at Winchmore School promotes a positive and inclusive ethos to ensure that all students feel supported and that their needs are met, enabling all students to reach and fulfil their full potential.

The Behaviour Team aims to uphold the schools behaviour policy and high expectations through establishing positive and proactive relationships with students, promoting the social, moral, spiritual and cultural development of all.

The Behaviour Team works closely with students who require extra support or display barriers to learning which can not be regulated by an individual themselves. Support may be offered to students, but not limited to, in the following ways:

- Assisting in investigating specific incidents
- Improving behaviour for learning
- Assisting in identifying barriers to learning
- Conducting mediation amongst students and staff
- General monitoring
- Mentoring
- Emotional wellbeing and personal motivation
- Group work
- Targeted intervention programmes
- To assist in developing personalised support plans to outline specific goals and interventions that will help address students` concerns
- Assisting in parent and carer meetings.

### 8.2 Identification

The Behaviour Team will work alongside the HoY/ HoF/ HoD's to identify students who may need further support and plan a level of intervention required to support the individual.

We use a range of strategies to identify students who require intervention from the Behaviour Team. The identification process is on-going and begins when the student joins our school and involves staff, students, parents/ carers and information shared from a student's previous school or outside agencies.

Data taken into account in this process could include:

- Information from parents and carers
- Information from previous teachers or pre-school records
- Information shared from outside agencies
- Discussions with students
- Discussions with parents and carers
- Identification by staff using professional judgements, quality of classwork and test and assessment results

- Learning engagement
- Behaviour data which is logged by staff
- Student conduct records.

8.3 Mentoring/ Emotional Wellbeing/ Counselling

Upon working with students and identifying that an intervention is necessary, the Behaviour Team will assist the HoY and Inclusion Faculty team to assess the need and level of support needed.

Through consultation with parents and carers, students can be offered mentoring support with the Behaviour Team. During these mentoring sessions, the Behaviour Team will facilitate the development of self-awareness, self-regulation and strategies to manage their own behaviour.

8.4 Secondary Behaviour Support Service (SBSS) Referrals:

Where there is a need for emotional support and guidance due to a student facing various challenges or issues, a referral to our Counselling Team will be advised. This process will involve:

- Investigation of student need
- Recognition of emotional wellbeing or mental health support need
- Inform parent and carers of concerns identified
- Discussion with HOY/ Assistant Head (Inclusion)/ Counseling Team
- Gain parent and carer permission to conduct assessments, to gather information and develop appropriate treatment plans to address students` concerns and mental health status.
- Create and develop personalised support plans to outline specific goals and interventions that will help address students` concerns
- Recommend the need for higher level intervention from outside agencies
- Review students' well being at the Student Welfare and Inclusion Forum (SWIFT).

## 9. Ethnic Minority Achievement (EMA)

9.1 Definition and Rationale

We use 'ethnic minorities' to refer to all ethnic groups except the white British group. Ethnic minorities include white minorities, such as Gypsy, Roma and Irish Traveller groups.

Winchmore School is a multicultural and multi-ethnic mixed school. The aim of the school is to create an environment that accurately reflects the diverse nature of its community. Every student who joins Winchmore School is entitled to receive an outstanding education regardless of their background. This means developing every student's academic development in order to reach their full potential. At Winchmore School, we understand and value that EMA students have rich, educational expertise and experience that can help the school as a whole, beyond just the curriculum. As a school, we therefore value the skills, experience and culture that students bring to the school and we value our diversity. Student's heritages are therefore seen as useful tools for the school and the wider community.

9.2 Responsibilities of the EMA Coordinator:

- To reduce levels of under-achievement of ethnic minority students and improve curriculum access and achievement of all students
- To provide increased opportunities for communication and information dissemination to involve parents and carers in the education and personal development of their child
- To improve home/school communication through translation and interpretation services
- To provide in-class support and additional intensive English language classes for targeted ethnic minority students, beginner learners, including newly arrived students who need additional curriculum support
- To ensure students' prior learning and experience is acknowledged and accredited, for example by gaining a GCSE and/or AS level in their home language
- To increase whole school knowledge, understanding and appreciation of different cultures
- To raise the evidence and profile of bilingualism visibly and audibly within the school
- To extend provision for students to share in heritage activities such as music, dance and art as well as experiencing the arts in the wider world
- To provide opportunities for children's learning and homework completion to be supported outside of school hours.

## 10 English as an Additional Language (EAL)

10.1 Definition and Rationale

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.

EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential.

Therefore, our main aim is for all EAL students to become confident in speaking, listening and communicating effectively with their peers and other adults.

The provision of this support fulfils the requirements of the *Equality Act 2010* which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

10.2 Provision for EAL students

- Ensuring good EAL practices throughout the school
- Ensuring appropriate resources are available for staff and EAL students
- Liaising with the Assistant Head (Inclusion)
- Liaising with the Assistant Head (Inclusion) to ensure that mid-phase admission EAL students are identified in a timely way.
- Access to inventions listed in 6.8 above.

10.3 Responsibilities of EAL Coordinator:

- Provides staff with strategies in understanding those with English as an Additional Language (EAL) and the importance of raising their achievement.
- Ensures that the needs of students are addressed by monitoring and reviewing their progress according to the EAL Proficiency in English (PiE) codes.
- Identifies any underachievers and ensures that strategies are in place for tackling their underachievement.
- Informs teaching staff with advice about effective classroom strategies for addressing the needs of EAL students
- Liaises with parents and carers to identify any barriers that may have an impact upon the students` progress.

## 11. Looked After Children/ Previously Looked After Children (LAC/PLAC)

11.1 Provision for LAC/PLAC Students

To support the attainment/progress of LAC/PLAC students, Winchmore will:

- Ensure that the statutory Personal Education Plan (PEP) or Annual Review documentation is complete, up-to-date and shared with designated professionals including social workers
- Ensure that the Designated Teacher for LAC and the Assistant Head (Inclusion) and their team have identified and addressed any additional needs or difficulties that may impact negatively upon the wellbeing or progress of learners within the LAC group
- Do the things we do for all children but also ensure the additional needs of LAC and PLAC students are met
- Balance high levels of support with real challenges
- Links each child to a key person they relate well to
- Make it a priority to know the children well and to build strong relationships with them
- Develop strong partnerships with carers, local authorities, social workers and specialist agencies to put the support in place they need
- Make things happen for them and see things through
- Ensures consistency as well as discrete flexibility in the support we offer
- Actively extends the horizons of each child
- Plans for future transitions.

11.2 Role of Designated Teacher

- Contributes to the development and review of whole school policies to make sure they do not put LAC and PLAC children at a disadvantage
- Ensures that all teachers are aware that disclosures cannot be kept secret and that all concerns are acted upon
- Works with colleagues and families to identify those learners who are LAC and PLAC through informal arrangements such as those cared for by extended family members, grandparents or friends

- Offers guidance and support to the carers above and to monitor the progress of those cared for under such arrangements
- Respects the rights LAC and PLAC children have to privacy regarding their living circumstances
- Ensures that crucial information is disseminated to appropriate staff on a need to know basis
- Makes sure that there are effective and well-understood procedures in place to support individual LAC and PLAC children's learning
- Makes sure that there are effective referral and monitoring procedures in place and that these are reviewed and updated regularly
- Promotes a culture in which LAC and PLAC children believe they can achieve highly and feel they can discuss their progress and be involved in setting their own targets
- Is a source of advice for teachers about differentiated teaching strategies appropriate for individual LAC and PLAC children
- Maintains an overview of the needs and progress of LAC and PLAC students, including making sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of LAC and PLAC children
- Co-ordinates and advocates for any additional support and making sure LAC and PLAC children are prioritised when selecting students who would benefit from one-to one tuition
- Works closely with SEND staff to ensure early assessment if a student is experiencing difficulties, and arranging urgent meetings if he/she is at risk of exclusion
- Promotes good home-school links with the child's carer about how they can support his/her progress
- Ensures that there is a lead professional within the school who implements and monitors the child's Personal Education Plan (PEP)
- Helps LAC and PLAC students to make the right programme/examination choices with regard to their abilities, aspirations and interests, and making sure they have the support they need to do as well as possible in the exams
- Contributes to decisions relating to the use of Personal Education Allowances (PEAs), allocated by the local authority to students who are identified as falling behind their peers
- Monitors attendance of LAC and PLAC students via the attendance officer and utilising the support of the Education Welfare Officer (EWO) if appropriate.

11.3 Admission

- On admission the LAC/PLAC Coordinator will ensure that the child and carer are welcomed, and that a smooth induction is achieved, especially if admission is other than at normal admission times (i.e. not at normal admission years or at the beginning of the academic year, when settling into school might be more difficult). As part of this process all new LAC and PLAC learners will spend a minimum of half a day in the Inclusion Faculty as they await their formalised timetables
- New LAC and PLAC students will receive a guided tour of the school so that they are familiar with their main learning rooms, prayer rooms, library, tutor room, toilets, food

facilities and other key areas

- New LAC and PLAC students will be given access to the Inclusion Faculty whenever required so that they may use the Inclusion Faculty as a safe base. This will support their transition as they grow accustomed to the school
- New LAC and PLAC learners will undergo preliminary screening for difficulties in literacy, numeracy, and social interaction
- Any concerns highlighted during preliminary screening will be passed on to Assistant Head (Inclusion) who will devise an appropriate plan, assign targeted group work, enrol the learner onto an appropriate intervention or pass strategies and concerns on accordingly.

## 12. Counselling/Mentoring

### 12.1 Role of Student Lead Counsellor

- Offers emotional support and guidance to students facing various challenges or issues.
- Conducts assessments, gathering information and developing appropriate treatment plans to address students` concerns and mental health status
- Creates and develops personalised support plans to outline specific goals and interventions that will help address students` concerns
- Employs various therapeutic techniques and interventions to assist students in managing their challenges effectively
- Upholds strict confidentiality guidelines to ensure students trust and privacy
- Adheres to professional ethical standards and will only disclose information when legally required, or if the student poses a threat to themselves or others.
- Facilitates the development of self-awareness among students, encouraging them to explore their feelings, thoughts, and experiences
- Assesses and monitors students` emotional progress. To track improvements, identify obstacles, and make necessary adjustments to ensure students are moving towards their goals
- Works in collaboration with other professionals, to refer students for additional services, or participate in multidisciplinary teams to provide comprehensive care
- Actively engage with parents/carers in order to gain insight into the family dynamics that may impact students well-being, and provide appropriate support tailored to their needs
- Offers professional guidance to parents/carers on effectively navigating and accessing pertinent local mental health services
- Works within codes of practice and ethics recommended by the British Association for Counselling and Psychotherapy (BACP), UK Council for Psychotherapy **(**UKCP) or equivalent organisation
- Plays an active part in safeguarding students at Winchmore School by adhering to school policies and statutory regulations
- Reports all safeguarding concerns to the Designated Safeguarding Lead (DSL) immediately and to work with the DSL, and external agencies, including CAMHS and social services where appropriate
- Engages in ongoing professional development to stay updated on counselling

techniques, best practices, and relevant research.

## 13. Wellbeing

### 13.1 The Role of the Student Wellbeing Lead

- Play a vital role in promoting holistic well-being among students
- Provide guidance and support to help students lead healthier, balanced lives and make positive lifestyle choices
- Assess the well-being needs of students and identifies areas that require attention and development
- Facilitate workshops and group sessions and educate students on various aspects of well-being, including healthy eating, exercise routines, stress reduction techniques, **exam anxiety,** mindfulness, self-care practices, sexuality and gender, resilience, friendship, conflict resolution, social skills etc.
- Track and monitor students' progress towards their well-being goals and provide ongoing support, motivation, and accountability to ensure students stay on track and make positive changes
- Offer one-on-one coaching to students who require more personalised support and provide guidance, advice, and encouragement to help students overcome challenges and achieve their well-being goals
- Collaborate with staff and parents to identify and address academic challenges or learning difficulties that affect their confidence and self esteem
- Work closely with teachers, administrators, and other school staff to address student needs and create a positive and inclusive school environment
- Alert to trends and works with the pastoral team to address issues on a wider basis.
- Advocate for the mental health and well-being of students within the school community and participates in school-wide initiatives and committees
- Continuously update their knowledge and skills in the field of well-being and to stay informed about the latest research,trends, and best practices to deliver effective and evidence-based support to students.

## 14. The Student Welfare and Inclusion Forum Team (SWIFT)

### 14.1 What is SWIFT and what is its aim?

The Student Welfare and Inclusion Forum Team (SWIFT) is a committee which meets approximately once a week, and considers the identified needs of students in a particular Year Group. Its aim is to ensure that the needs of all children are identified and met, and that no student who is, or is thought to be vulnerable ‘slips through the net’.

The Student Welfare and Inclusion Forum is the forum that enables a member of staff who is concerned about a student to make a referral to a HoY.

## 14.2 Who attends SWIFT?

The Student Welfare and Inclusion Forum brings together a diverse team of professionals, including:

- Deputy Head Teacher (DSL) / Assistant Head Teacher (Care, Guidance and Support)
- Assistant Head (Inclusion)/ Assistant SENCo
- Head of Year
- School Counsellor
- Attendance Officer
- Head of Behaviour Team
- CPOMS recorder.

By prior arrangement, invitation or request any pastoral leader in school may attend the meeting.

## 14.3 Referral process to SWIFT

An incident, notification or identified student can be referred directly to a Head of Year, which may be through CPOMS or an external agency. The Head of Year acts as the 'gatekeeper', and will follow up the referral.

## 14.4 Purpose of SWIFT

The SWIFT meets once a week to:

- Assess the level and nature of student's need based on the information from the Head of Year, who is included on CPOMS
- Agree upon intervention and provision
- Inform appropriate staff of strategies, decisions and interventions
- Set review dates for individual students All notifications, incidents, actions are recorded on CPOMS for each individual student. CPOMS data is collated as requested, and this is used to evaluate safeguarding trends across the school over a given period of time. Cases are closed by the safeguarding team following discussion and when thought to be appropriate.

## 15. Outside Agencies

### 15.1 My Young Minds Enfield (MYME)

My Young Mind Enfield (MYME) is a NHS based service in Enfield that works alongside schools within the borough to support the emotional wellbeing and mental health of children, young people and families.

Each school is allocated a School Wellbeing Practitioner (SWP), who offer short-term, low intensity support for children and young people and their families, when they present with a range of mild-moderate mental health concerns such as anxiety, low mood and behaviour concerns using evidence based guided Cognitive Behaviour Therapy (CBT) self-help, working directly with the young person to help them develop an ‘emotional toolkit’ for dealing with difficult feelings and experiences.

### 15.2 Thinking Into Results

Thinking into Results is a Programme that includes a series of exercises and tools designed to help students identify and overcome limiting beliefs, set clear goals, and take action to achieve them.

The objective of this programme is to maximise students' emotional intelligence in order to elevate their academic/personal development, to facilitate positive, profound and permanent change in any area of their lives. The program also emphasises the importance of visualisation, affirmations, and other mental techniques for manifesting desired outcomes. It helps students to think in ways they have never thought before.

## 16. Acronyms

| | |
|---|---|
| SEND | Special Educational Needs & Disabilities |
| SENDCo | Special Educational Needs & Disabilities Coordinator |
| EHCP | Education Health and Care Plan |
| EP | Educational Psychology/Psychologist |
| CAMHS | Child & Adolescent Mental Health Services |
| OT | Occupational Therapy |
| VI | Visual Impairment |
| SALT | Speech & Language Therapy/Therapist |
| 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 |
| ISP | Individual Support Plan |
| 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 |