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Rationale

At Wincham Community Primary School we believe that all children are included and have an equal right to the education the school provides. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Wincham Community Primary School is committed to providing, for each pupil, the best possible environment for learning.

The purpose of this document is to ensure that the school experiences of children with Special Educational Needs and Disabilities are positive and supportive and to allow them the opportunity to develop educationally, socially and emotionally.

We recognise that each child has individual needs and may have additional educational needs at some stage in their school career. These may arise from learning or behavioural difficulties, communication difficulties, physical disability or being identified as more able. We recognise that children may have a variety of Special Educational Needs and/ or Disabilities (SEND) at some time during their school life. In implementing this policy we believe children will be helped to overcome their difficulties and reach their potential from their starting points.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support
- Successful preparation for adulthood, including independent living and employment

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

Definition of Special Educational Needs

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA

Additional Educational Provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

Disability

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCo will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – the school will offer small group and/or one to one learning support where necessary.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning

disabilities (PMLD). The SENDCo will ensure that any provision offered will be suited to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will provide an intervention package to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.

Wincham CP School will have due regard for the Special Needs Code of Practice September 2014, when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child through 'SEN Support'.

Objectives:

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCo.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
- A SEN information report about the implementation of the school's policy for pupils with SEND.

Responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCo for the school.
- Ensure the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

SENDCo:

The SENDCo is Mrs V Bates who is supported by teaching assistants. The SENDCo will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Advising on a graduated approach to providing SEND support.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Designated Safeguarding Lead

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENDCo where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the

impact that these issues might be having on pupil's attendance, engagement and achievements.

- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Class teachers

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Identification, Assessment, and Provision

At Wincham CP School we have adopted a whole-school approach to Inclusion. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. This may involve the use of specialist support, 1:1 provision and equipment. The Code of Practice (September 2014) makes it clear that all teachers are teachers of pupils with additional educational needs and this underpins the ethos of inclusion at Wincham.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Special Educational Needs Coordinator (SENDCo), will ensure that those pupils requiring different or additional support are identified at an early stage.

Early Identification

Early identification of pupils with SEND is a priority. Early identification is key wherever possible to provide the correct level of support to meet the needs of individuals.

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school will use appropriate assessment tools to identify children such as:

- Evidence obtained by teacher observation/ assessment.
- Information collated from parents and carers.
- Their attainment judged against end of year expectations
- Previous data following transitions
- Identifying children who make little or no progress even when teaching approaches are targeted, particularly in an identified area of weakness;
- Signs of difficulty in developing english or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent social, behavioural and emotional difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.

Assessment

On entry to our school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to provide continuity in learning. This and any other records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure ongoing observations/assessments provide regular feedback on achievement / experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach.

English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from an uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required through a mother tongue assessment.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.

- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

Where teachers decide that a pupil's learning is unsatisfactory or they deem that the child may require additional support, they must follow the school procedures.

Pupil Profiles

Some children identified as SEND have a Pupil Profile which follows LA guidance and is stored electronically by the SENDCo and relevant class teachers. They are also used as a working document by the class teachers. All information is stored on password protected computers or memory drives in compliance with the Data Protection Act.

Parents can request at any time to see the information stored within it and to have a copy of it.

A Pupil Profile includes:

- An information page detailing the child's SEND, areas of strength, areas of difficulty and additional medical information.
- Outside agency involvement including any relevant reports and advice.
- Outcomes for the child – written by the class teacher – the long term aims for the child and will briefly detail the provision.
- Provision Map – detailing provision for the current half term / term and is written by the class teacher.
- Pupil Progress Data
- Standardised Test Information
- Declarations & Signatures.

Range of Provision

Teaching SEN pupils is a whole-school responsibility. The core of every teacher's work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. The main methods of SEN provision made by the school are:

- The first level of response for a child who is falling behind age related expectations is characterised by support that is additional to the normal differentiated curriculum, which they continue to receive.
 - Quality First Teaching: - Quality First Teaching is the most effective way of meeting children's needs in school.

Some of the strategies involved include:

 - additional individual support by the class teacher through a differentiated curriculum
 - in-class support provided by the teacher
 - peer support/buddy systems

- The second level of response for a child with SEND is characterised by interventions that are ***different from*** the normal differentiated curriculum, which they will continue to receive. If a teacher feels that a child is having difficulty with any aspect of the curriculum, they will discuss with the SENDCo the concerns that they have. Using assessment information and evidence which the teacher has gathered, a degree of support may be agreed. The teacher will implement a personalised intervention programme which is monitored regularly. The responsibility of progress of the child remains the responsibility of the class teacher with support and guidance from the SENDCO.
- High level support is the third level of response for a child with SEND and is characterised by a sustained level of support which is detailed in a Child Profile document. There will also usually be involvement of external agencies who will liaise with the SENDCo and support the class teacher to implement their recommendations. This may also include applications for top-up funding or an Education, Health and Care plan (EHCP) Placement of a pupil at this level will be made by the SENDCO, after full consultation with parents. High Level Support will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:
 - ❑ still makes little or no progress in specific areas over a long period
 - ❑ continues to work at National Curriculum levels considerably lower than expected for a child of similar age
 - ❑ continues to experience difficulty in developing literacy/numeracy skills
 - ❑ has emotional problems that often substantially impede their own learning or that of the group.
 - ❑ has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
 - ❑ has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Statutory Assessment (EHC Plans)

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Pupil Profile
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- National Curriculum levels where appropriate.
- Literacy and numeracy attainments
- other relevant assessments from specialists such as support teachers and educational psychologists
- the views of parents

- where possible, the views of the child
- Social Services and Educational Welfare Service reports where applicable
- any other involvement by professionals

An EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a EHCP.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the statement
- established through parental/pupil consultation
- set out in the child's provision map
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified

EHC Plans must be reviewed annually.

The SENDCo will organise these reviews and invite:

- the child's parents
- the child, if appropriate
- the relevant teacher
- if relevant, a representative of the LA
- any other person the LA considers appropriate
- any other person the head teacher considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the targets set out in the child's EHC Plan
- review the provision made for the pupil in the context of the national curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENDCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary staff. With due regard for the time limits set out in the Code, the SENDCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan

Integration within the school of pupils with SEND

At Wincham CP School, children with SEND are fully integrated within the school as a whole. Extra support is given in the classroom, if deemed necessary, so that they work alongside their peers for the majority of the time and generalise the skills they have learnt. Teaching Assistants work closely with class teachers in planning and delivering the curriculum and in monitoring and reviewing progress. These are time limited and reviewed half termly. Risk assessments are carried out for children who have an EHCP, top up funding or are identified as being vulnerable.

Staff Training

The school makes ongoing decisions about the training needs of staff, taking into account school priorities as well as personal professional development. The SENDCO takes responsibility for prioritising the training needs of staff.

Parental Engagement

We believe that parents should be involved in their child's education from the earliest stages and, when the child has SEND, this is even more vital. Parents are always informed of teachers' concerns and we strive to create an atmosphere where parents feel able to voice their concerns. This may happen informally, through a structured conversation, at Parents' Evening or a specially arranged meeting. Parents can often provide information about medical, social or emotional factors that may be affecting the child's learning or behaviour. Parents are encouraged to take an active part in supporting their child's learning and are kept informed about progress made. Parental consent is received before a child is discussed at a planning meeting and before requesting advice from or referring a child to external agencies.

Transition

We pass on all records of a child's SEND on transfer to secondary school or to any other school. We have links with the SENDCOs at the main secondary schools attended by our pupils. The receiving secondary school will be invited to review meetings to share information and to draw up a transition plan.

This policy will be reviewed annually as outlined in the SEND Code of Practice.