



WINCHCOMBE SCHOOL

SEND Policy

Effective Date: April 2015

Review Date: Jan 17, Jun 19, Dec 21

To be Reviewed: Oct 23

Review Committee : Curriculum/FGB

This Policy was reviewed and adopted by

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| Adopted | Recommended by C&S 201021 |
| Date | Ratified by FGB 081221 |
| Revisions | i. Full review against model policy |

SENDCo: Mr D. Waller.

SEND Link Governor: Mrs S. Sturgeon

Winchcombe School Special Educational Needs and Disability (SEND) Policy 2021 -2022

1. Aims

The Winchcombe School SEND policy aims to:

- Set out how Winchcombe School will support and make provision for students with an Identified Special Educational Need and/or Disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with an identified SEND.

1.1 Inclusion Statement & Vision

At Winchcombe School we recognise that ~~pup~~students have individual educational needs, and we value the contribution that every child and young person can make to the school community. Winchcombe sSchool seeks to raise achievement, remove barriers to learning and to increase physical and curricular access for all.

All ~~pup~~students with an identified Special Educational Need and/or Disability (SEND) are valued, respected and equal members of the school community. Winchcombe sSchool welcomes a diversity of culture, religion and intellectual ability and strives to meet the National Curriculum Inclusion statement in delivering the curriculum to:

- Provide suitable learning challenges for all students regardless of their starting point.
- Remove the barriers to assessment and learning.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with identified SEND.
- To enable students with identified SEND to maximise their achievements.
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all students with identified SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the student into account.

The Senior Leadership Team in collaboration with the Governing Body and the teaching staff regularly review issues related to students with identified SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. As such this policy is reviewed annually.

1.2 SEND Definitions

A pupil/student has an identified SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

1.3 Legislation & Context

1.3.1 Equal Opportunities

Special Education Needs and Disability was identified as an equal opportunity issue in the 1988 Education Reform Act and the subsequent NCC document "The Whole Curriculum". In these it states that all children have the right to the broad, balance and differentiated curriculum, including the National Curriculum.

There is a clear expectation within the 1996 Education Act that pupil/students with special needs will be included in mainstream schools. The Special Educational Needs and Disability Act 2001 reinforce this and makes it unlawful to discriminate against disabled pupil/students in all aspects of school life. From September 2002 schools and LEAs must:

- not treat disabled students less favourably, without justification for a reason which relates to their disability;
- make reasonable steps to ensure that disabled pupil/students are not placed at a substantial disadvantage compared to other students;
- plan strategically for and make progress in improving the physical environment of the school and improve the ways in which written information is provided.

Winchcombe sSchool aims to reiterate this equal opportunity's theme. Meeting the identified special needs of students is a shared responsibility. All students share the same right to a broad, balanced and adapted curriculum where necessary, which is relevant to their needs. Winchcombe sSchool has been making progress to improve the accessibility of the school to wheelchair users. All ground floor buildings are now accessible via ramps, with one lift in place for the only two floor building on the site. This building is equipped with an "Evac Chair" should there be a fault with the lift in an emergency. The school now has multiple wheelchair accessible toilets/hygiene rooms available.

1.4 Provision for students with identified SEND is a matter for the whole school. In line with the SEND Code of Practice, Winchcombe School will:

- Ensure that all students with identified SEND are offered full access to a broad curriculum.

- Ensure that all students with identified SEND are supported with metacognition and memory recall.
- Provide suitable adaptations to the individual needs of all students with identified SEND and ensure their progress in mainstream education is supported in order to maximise their achievement.
- Ensure that the needs of students with identified SEND are assessed, provided for and regularly reviewed.
- Take the views and wishes of the student into account.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to the education of their child.

2. SPECIFIC ROLES AND RESPONSIBILITIES for SEND:

2.1 Key Contacts and Roles

- 1) Headteacher – Mr Jonathan Templeton (jtempleton@winchcombeschool.co.uk)
- 2) Deputy Headteacher – Mr Parin Gohil (pgohil@winchcombeschool.co.uk)
- 3) SENDCo – Mr Dougie Waller (dwaller@winchcombeschool.co.uk)
- 4) Assistant SENDCo – Mrs Rachael Edgerton (redgerton@winchcombeschool.co.uk)
- 5) SEND Link Governor – Mrs Sue Sturgeon (clerk@winchcombeschool.co.uk)

2.2 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a Disability.

2.3 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and Disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

2.4 SEND Co-ordinator (SENDCo):

2.4.1 Responsibilities to Students. To:

- Use baseline data including reading ages to identify and monitor the progress of all students with an identified SEND.
- Inform teaching staff of students with an identified SEND and the provision that they will need.
- Maintain and update the school's provision for students identified with SEND.
- Monitor, evaluate and review the curriculum that is in place for students with an identified SEND.
- Ensure external examination dispensation is organised appropriately and effectively.
- Co-ordinate the transition of students with identified SEND from primary schools, into KS4 and into further education, attending and organising meetings where appropriate.
- Conduct Annual Reviews and maintain overview of all students with an Education Health and Care Plan (EHCP).
- Liaise with parents about the progress of their child through interim meetings where appropriate.

2.4.2 Responsibilities to Staff. To:

- SENDCo to report to Deputy Head Teacher (Line Manager).
- Oversee and lead Teaching Partners (TPs), Higher Level Teaching Partners (HLTPs), Assistant SENDCo, MyPlan Co-ordinator.
- Liaise with all staff and Trustees.
- Liaise and support the Pastoral Team to ensure provision is correct for all students in their college or year group.
- Act on referrals from teaching staff.
- Arrange and deliver appropriate INSET on SEND for teaching staff in all departments.
- Ensure that the Equalities Act (2010) is in place for the school and staff are clear of their responsibilities from it.

2.4.3 Other Responsibilities. To:

- Liaise with all appropriate outside agencies, including The Advisory Teaching Service, Educational Psychology, the Attendance Enforcement Officer, the Re-integration Service, School Nurse, and support for students with English as an Additional Language.

2.4.4 Subject Teachers. To:

- To know and implement the strategies identified to support students on their individual Student Pen Portraits (a one-page summary of individual student needs and strategies for staff to use) and students My Plans (summary of targets to meet needs).
- Ensure that schemes of work are appropriate and adapted to the needs of all students they teach.
- To use differentiation and adaptations of activities and tasks appropriately.

- As part of the My Plan process (Step 1 of the graduated pathway), set achievable targets for individual students and be involved in evaluating the success of those targets over time.
- Contribute to the My Plan/EHCP review process of individual students.
- Refer students who are having difficulties to Tutors, Heads of Phase/Pastoral Team and the SENDCo.
- Attend INSET provided by the SENDCo.
- Use TP support available in lessons appropriately and liaise with TP about how the support should occur in stand-alone lessons and across a period of time to support ~~pupil~~student progress.

3. THE ADMISSION ARRANGEMENTS

The Trustees are responsible for the admission arrangements of the school. Winchcombe School acknowledges its responsibility to consider admitting students with identified SEND. For further information please see the school's admission criteria.

4. THE TRANSFER ARRANGEMENTS

The Transitions Team, SENDCo and Assistant SENDCo will obtain information from Primary Schools regarding students with an identified SEND transferring to Winchcombe School into Year 7. For students with an EHCP it is very likely that the SENDCo from Winchcombe School will attend the final annual review meeting for the year 6 student at their primary school. It is also very likely that a member of the team will visit or contact all schools before the end of the academic year to speak specifically about students transferring with an identified SEND. This process can start in Year 5 if it is deemed necessary.

Additional support is also provided for those students with an identified SEND in transfer to post 16 provision. Winchcombe School does not have a 6th form meaning that student will have to transfer into post 16 provision. The SENDCo for this provision will be invited to the final annual review meetings for students with an EHCP. Specific details such as provision Maps can be obtained from the SENDCo where required.

5.SPECIAL PROVISION AND FACILITIES

Winchcombe School has wheelchair ramps to ensure access to the school, and full curriculum, at ground level. Facilities include a lift to second floor of the main building, however no other buildings in the school have two floors. There is access to multiple hygiene rooms, accessible toilets, a medical room, access to first aid and a school nurse.

6.IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.

- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a ~~pupil~~student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the ~~pupil~~student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.1 Additional Needs

Students who require support different from and/or additional to quality first teaching methods supported by adaptations. Teaching staff will be made aware of these students and their individual needs met through additional resources where necessary. If a student does not make progress with, in class support, external agencies may be called upon to assist with writing a My Plan (Step one of the Graduated Pathway). My Plans and the associated provision will be reviewed at least once a year in consultation with parents.

6.2 Education, Health and Care Plans (EHCPs)

Should a student's identified SEND change significantly or if a student's identified SEND cannot be met through additional support, then they will be put forward for assessment for an EHCP. This procedure will take place in full consultation with parents and the relevant outside agencies. Examples of such agencies would include the Advisory Teaching Service and the Educational Psychology Service.

When an EHCP is awarded the SENDCo will work with teaching staff and appropriate external agencies to monitor and review the students' performance and progress. A review will take place once a year. The parents will be invited to attend the review meeting and our policy is to maintain ongoing dialogue with parents.

Winchcombe School works within the appropriate Local Authority and Department for Education (DfE) guidelines of delegated funding to ensure all student and staffing needs are met.

7. ACCESS TO THE CURRICULUM AND INTEGRATION ARRANGEMENTS

In Key Stage 3 (Years 7 – 9) there will be an emphasis on shared "in class support" from Teaching Partners. Where appropriate a student may be extracted from lessons or asked to join the Literacy or Numeracy Intervention groups. This would be due to an identification of a low reading age or other school-based assessments highlighting literacy/numeracy needs. The purpose of this type of intervention would be to accelerate the progress of the student up to age expected scores in assessments.

During morning registration all students participate in the tutor reading program. At Key Stage 4 the support time can be varied and flexible to meet and challenge the needs of the students. If appropriate, at Key Stage 4, a modified curriculum is offered.

The ethos of Winchcombe School is that we have an inclusive curriculum for all our students. However, the curriculum for students with identified SEND is continually evaluated and modified when needed.

In addition to the statutory curriculum, Winchcombe School offers a wide range of extra-curricular activities. Students with identified SEND are actively encouraged and supported to join in and benefit from these activities. These activities are designed to support students socially as well as helping them to improve their academic performance. We have a Teaching Partner who is assigned to support practical lessons and in extra-curricular activities.

Winchcombe School's policies and practices are monitored to ensure compliance with the Equalities Act 2010.

8. MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR STUDENTS WITH SEND.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the ~~pupil~~ student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

The monitoring and evaluation of SEND provision and its effectiveness is part of the whole school's systematic review process through Line Management. The SENDCo is line managed by the Deputy Headteacher and attends the relevant Board of Trustees' committee that considers students with identified SEND and/or full board meetings to provide information as part of the regular data dashboards and to regularly inform Trustees of the education provided for and the achievements of students with identified SEND.

9. Consulting & Communication with Parents & Students

The SENDCo and or the Assistant SENDCo will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the student's record and given to their parents.
- We will formally notify parents when it is decided that a student will receive SEND support.

10. Complaints about SEND Provision at Winchcombe School

Complaints about SEND provision in our school should be made to the SENDCo – Mr Dougie Waller (dwaller@winchcombeschool.co.uk) in the first instance. If this deemed not appropriate, please contact the Deputy Headteacher - Mr Parin Gohil (pgohil@winchcombeschool.co.uk). They will then be referred to the school's complaints policy.

The parents of ~~pupil~~students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that Winchcombe School has discriminated against their child.

Parents can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.