



# WINCHCOMBE SCHOOL

## Special Educational Needs and Disability Inclusion Policy

**Effective Date:** April 2015

**Review Date:** Jan 17, June 19

**To be reviewed:** May 2021

**Review Committee:** Curriculum

Signed:	Signed:
Headteacher:	Chair of Trustees:
Date:	

## **1 SCHOOL ARRANGEMENTS**

### **1.1 Definition and aims**

#### **1.1.1 Definition**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. Some students need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

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

#### **1.1.2 Aims**

The Governors and staff of Winchcombe School recognise that all students have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all students whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all students experience success.
- identify, assess, record and regularly review pupils' special educational needs following the four-part cycle (assess, plan, do, review).
- raise the aspirations and expectations of all pupils who have SEND.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- ensure the management and deployment of resources and staff are designed to meet the needs of all pupils with SEND.
- make effective use of support services.
- adhere to the SEND Code of Practice 2015

### **1.2 Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for Winchcombe School as a whole.

#### **1.2.1 Governors**

The Governors of Winchcombe School, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for students with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They determine the school's general policy and approach to provision for students with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review (currently Sue Proctor), with the Headteacher and SENDCo, of the provision for students with special needs and implementation of the policy within the school.

#### **1.2.2 Special Educational Needs Coordinator (SENDCo)**

The SENDCo is Parin Gohil. He works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for students with special educational needs.

With the support of the Assistant SENDCo he is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for students with SEND
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff

- helping to identify students with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with feeder primaries, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next stage providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing Teaching Partners, in liaison with Key Stage staff
- supporting the professional development of teaching partners
- regularly liaising with the governors' representative
- ensuring students are assessed for and receive the appropriate exams access arrangements

### **1.2.3 Headteacher**

The Headteacher has overall responsibility for the management of provision for students with special educational needs and keeps the governing body fully informed and works closely with the SENDCo.

### **1.2.4 Teaching Staff**

Staff at Winchcombe School are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Subject teachers are responsible for working with students on a daily basis and closely monitor students involved in interventions away from the main class. Teachers work closely with teaching partners to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **1.2.5 Teaching Partners**

A skilled and dedicated team of Higher Level Teaching Partners and Teaching Partners support the SENDCo. Their specialist roles range from supporting pupils with EHCP's, delivering literacy, numeracy, speech and language interventions, and ensuring the inclusion of all pupils, whatever their need. In addition HLTAs and TAs keep records of progress made by pupils and attend reviews with parents and external agencies. They regularly update and extend their knowledge and expertise through INSET and externally provided courses.

## **1.3 Co-ordination and managing provision**

The Headteacher and SENDCo meet frequently to discuss SEND issues.

The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of students with SEND. Special needs provision is an integral part of the School Development Plan.

The SENDCo meets regularly with the Teaching Partners to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the students change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by teachers and are encouraged to be involved in the support of their child whenever possible. The SENDCo also liaises with parents and pupils with Education, Health and Care Plans via an Annual Review Meeting. Where there is a concern that parents need extra support, the staff would refer them to the Family Liaison and Outreach Worker. If the situation becomes more worrying, the MyPlan/MyPlan+ process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

## **1.4 Admissions arrangements**

Winchcombe School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with

an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **1.5 Specialisms and special facilities**

Students' specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching students with learning difficulties/disabilities and should any specialist advice be required, this will be arranged. Where a student has a disability the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other students are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the student's needs and this advice is accessible to the adults working with the child through the pupil profiles. Arrangements are made to allow as much independence as possible, but with support available as and when necessary

The SENDCo and Governor with responsibility for Special Needs liaise regularly to discuss provision within the school for all students with SEND.

The SEND department facilities include:

- The Hub (workroom), equipped with a PC, 3 tablet PCs
- the Sensory Room
- a 1-1 study/intervention room
- the SEN office.

Ramps and handrails assist in providing access to the ground floor of all buildings for those with mobility difficulties. A lift provides access to the first floor of the main building, including the library. Evac seats are available for emergency evacuations. Disabled toilets are available in the main block, Kenelm Block and the Mercia Sports Hub.

#### **1.5.1 Specialist training among the staff**

Staff training is undertaken in various aspects of SEND according to the needs of the students to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

### **1.6 Trips and Visits**

All trips and visits will be made accessible to all students. Additional risk assessments may have to be carried out for specific needs/difficulties'.

### **1.7 Exam Access Arrangements**

The school follows guidelines set by JCQ and the individual exam boards. Applications for access arrangements are made to the exam boards for formal approval. For some students with certain formally diagnosed medical conditions, no assessment is needed but a formal application to JCQ is still required.

#### **1.7.1 'Picture of Need'**

Wherever possible students are given access arrangements in formal exams and classroom assessments from Y7 to establish normal way of working and create a picture of need. We then use this information and write a Form 8 in Year 10. Students are assessed by our qualified assessor at the beginning of Year 10 and all results are kept on file. However, there are very rare circumstances where a need arises later than Y7 and we do consider all cases and make applications where appropriate.

#### **1.7.2 Smaller Venues**

The smaller venue (Room 22/23) will be reserved for students with extra time, readers, scribes/Speech Recognition Software and formally diagnosed medical conditions. If your child has Social, Emotional or Mental Health concerns, please contact the school to discuss options available, smaller venues cannot be automatically applied and further medical support may be required.

#### **1.7.3 Private Educational Psychologist Reports**

JCQ and the exam boards do not permit the school to accept access arrangements from privately commissioned Educational Psychologists, however, the school can use it as supporting evidence if an application is made.

## **2 IDENTIFICATION, ASSESSMENT AND PROVISION**

### **2.1 Allocation of resources**

All schools in Gloucestershire receive funding for pupils with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCo.
- The notional SEND budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Education, Health and Care Plans.

Winchcombe School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. Amongst other things resources are used to:

- Employ teaching partners
- Create smaller groups for students with low prior attainment.
- Staff intervention groups.
- Buy specialist equipment including ICT equipment and software.
- Purchase curriculum materials and train staff.
- Purchase appropriate resources to meet the needs of SEND students for departments and the library.

### **2.2 Identification, assessment and review**

The progress of the students is assessed by staff as part of the school's tracking process at least three times per year. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with students are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SENDCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCo, or Assistant SENDCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Winchcombe School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEND support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2015). The LA SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested score for their age
- Requiring greater attention in class due to additional needs in the areas of:
  - Communication and interaction
  - Cognition and learning
  - Social, emotion and mental health difficulties
  - Sensory and/or physical needs
- Requiring specialist material/equipment or support for sensory/physical problems

The SENDCo and teachers, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed up to three times a year.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of students with SEND support are held regularly and led by members of the Learning Support Department along with teachers. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

### **2.2.1 Categories of Special Educational Need**

Students' needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction:
  - Speech, Language and Communication needs
  - Autistic Spectrum Disorder including Asperger's and Autism
- Cognition and Learning:
  - Learning difficulties
  - Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health:
  - Behaviour reflecting underlying health difficulties
  - Mental health difficulties (e.g. anxiety, depression)
  - Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical:
  - Hearing Impairment
  - Visual impairment
  - Physical disability
  - Multi-sensory impairment

### **2.2.2 Pen Portraits**

The type of assistance offered is dependent on the nature of need and in accordance with LA criteria. Where a need is identified, the pupil will be placed on our SEND register. Other pupils may be placed on a monitoring list until we are confident that they are making sufficient progress. All students identified, including those with an EHCP, will have a pen portrait created in collaboration with the SENDCo, TA, pupil, parents and teachers.

A pupils Pen portrait includes:

- The pupil's strengths and difficulties.
- The needs of the pupil.
- Differentiation required.
- How the teacher/ teaching partner can help.
- What to praise.
- Any social and emotional difficulties.

Pen portraits are updated throughout the year, with key workers, SENDCo, TAs and at annual reviews. Every teacher has access to the pen portraits through the staff area and Go4Schools.

### **2.2.3 Supporting pupils with medical conditions**

Where students with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Winchcombe School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See Supporting students with medical conditions Policy

## **2.3 Curriculum access and inclusion**

Winchcombe School is an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all students

### **2.3.1 Learning Provision**

The Learning Provision for SEN students includes:

- In class support.
- Group literacy/numeracy lessons.

- Individual reading/spelling and numeracy sessions.
- Group study skills/memory strategies
- Help with emotional development.

## **2.4 Evaluating success**

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- The SEND learning development plan
- Monitoring of classroom practice by SENDCo and teachers
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND governor
- School self-evaluation
- Monitoring the quality of Pupil Pen Portraits and review meetings
- The School Development Plan

## **2.5 Complaints procedures**

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the SENDCo. A meeting will be arranged, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Gloucestershire LA procedure in the first instance. Parents may also contact the Governing Body.

## **3 PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **3.1 Partnership with parents**

At Winchcombe School we believe that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling students with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with teachers, at a mutually agreed time.

There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

### **3.2 The voice of the child**

All students are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Winchcombe School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some students, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

### **3.3 Links with other agencies, organisations and support services**

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the SENDCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own

checklist, and information about strategies already in use. The SENDCo holds contact addresses and request forms for other agencies and support services.

### **3.4 Transfer arrangements**

The SENDCo and staff liaise over the external transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 students transferring to Winchcombe School have the chance to visit the school during our three transition days. For students with SEND additional visits to the school can be arranged. The primary liaison team from Winchcombe School visit to talk with the students in their primary school. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. As part of the transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's outcomes should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements regarding needs and provision.

### **3.5 Staff development**

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions and for TAs, SENDCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. The SENDCo has completed the National Award for SEN Coordination. The induction procedures for NQTs and new staff include an introduction to SEN procedures and systems.

### **3.6 Monitoring and review**

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.