



# **The Winns Primary School**

## **Special Educational Needs and Disabilities (SEND) Policy**

### **and**

## **Information Report 2021 - 2022**

Policy Written: September 2021

Policy Agreed:

Next Review Due: October 2022

## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Definitions .....	3
4. Roles and responsibilities .....	3
5. SEND Information Report .....	4
6. Monitoring arrangements .....	10

---

## 1. Aims

Our SEND policy aims to:

- › Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At The Winns Primary School we value every child as an individual and seek to ensure inclusion for all children regardless of ability, disability, race, gender or background. Our aim is for all children to have equal opportunities by accessing a full, broad and balanced curriculum in order to fulfil their potential. We aim to raise the aspirations of and expectations for all pupils with special educational needs and disabilities (SEND). This means that we are committed to every teacher being a teacher of children including those with SEND and to the school providing a focus on outcomes for children, not just the hours of provision and support. This SEND policy details how we ensure that the needs of all our pupils with special educational needs and/or disability are met.

## 2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENCOs) and the SEND information report – published separately.

## 3. Definitions

A pupil has 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.

## 4. Roles and responsibilities

### 4.1 The SENDCo Team

**SENDCo:** Marta Brusniak

**Inclusion manager:** Sue Warren

**Learning Mentor:** Jenny Rouchy

**Family Support Officer:** Allison Tokeley

**Child Psychotherapist:** Emma Keene

**SEND Governor:** Dr. Amina Rawat

They will:

- › Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

## **4.2 The SEND governor**

The SEND governor will:

- › Help to raise awareness of SEND issues at governing body meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- › Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

## **4.3 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

## **4.4 Class teachers**

Each class teacher is responsible for:

- › The progress and development of every pupil in their class including children with SEND. In relation to children on the SEND register, all class teacher must ensure they differentiate learning for children with SEND and provide support for them
- › Monitoring the progress of SEND children in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

## **5. SEND Information Report**

- › 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry. Class teachers make regular assessments of progress for all pupils 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 is recorded as having SEND

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 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.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- 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 pupil's own views

- Advice from external support services (eg. SALT and EP reports) if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We ensure that as much support as possible is given to children with SEN during transition phases in school – from class to class and across the key stages. We also have close links with the local secondary SENDCos and Inclusion Managers, as well as Year 7 leaders in order to facilitate smooth transition from primary to secondary school.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Booster Maths and English lessons
- Handwriting groups
- Speech and Language Groups including specific 1:1 and group provision (e.g. Zones of Regulation and Precision Teaching)
- Social Skills Groups
- Learning Mentor sessions
- Read Write Inc.
- Psychotherapy
- Dyslexia support
- Occupational Therapy sessions
- Attention Autism and Intensive Interaction Sessions
- Fine and gross motor skills support groups

All interventions will have clear outcomes related to a child's area of need.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

## 5.8 Additional support for learning

Learning/Teaching Assistants support children with their learning under the direction of the class teacher and/or the SEND Team, implementing strategies recommended by the teacher, SENDCo or professionals from external agencies. To develop the independence of the children with whom they work with and to provide feedback to the teacher and/or SEND Team on the progress of the pupils with whom they work to inform planning and review.

## 5.9 Expertise and training of staff

Our SENCO has 22 years of experience as a class teacher and is undergoing the NASENCO training.

She is allocated 4 days a week to manage SEND provision. Our Inclusion Manager is an Early Years practitioner of over 15 years, with specific experience in Early Years development and learning; ELKLAN Language provision and ASD.

We have a team of teaching assistants who are trained to deliver SEND provision.

We have a broad school based program for in-service training for teachers and teaching assistants

Further training for staff is relevant to their designated roll in school, linked to their appraisal process and to the needs /priorities of the school as set out in the Development Plan

We access other training i.e. hearing or visual impairment through external agencies e.g. school and community nurses, SEND Success Outreach Teams, Educational Psychologists, Physiotherapists, SALT etc.

In the last academic year, various staff members have been trained in:

AET Good Autism Practice

Supporting Girls with Autism

ADHD in the primary classroom, Strategies to support behaviour

Dyslexia

SEND Maths support

Dispraxia

Developmental Learning Disorder

SEND Literacy

Deaf Awareness and Radioaid Training

We use specialist staff for the delivery of:

- Psychotherapy
- Mentoring
- Family Support
- Specific Language Support

## 5.10 Securing equipment and facilities

The Winns Primary will make arrangements to support pupils with disabilities, as stipulated by the SEN and Disability Act 2001.

## 5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 – 8 weeks

- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to **all our pupils**, including our before-and after-school clubs.

**All pupils** are encouraged to go on our residential trips eg. to Treginnis.

**All pupils** are encouraged to take part in sports day activities, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We are an inclusive school and endeavor to make reasonable adjustment to ensure that any activity we offer as part of the school curriculum can be accessed by all students. Our school is located on a ground level throughout and all the toilets are accessible by disabled pupils and staff.

The school's accessibility plan can be found on our school website.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

We run social skills groups for children who need additional support.

Teaching PSHE has a high profile in school.

A highly skilled and experienced learning mentor is available to support children during the day.

We have employed a psychotherapist who works closely with identified children and also supports staff by delivering training.

Pupils with SEND are encouraged to be part of the Learning Mentor's lunchtime, pre- and after school provision to promote teamwork/building friendships.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

Outside Agencies or Outreach Services that may be consulted or referred to include:

- CAMHS (Child and Adolescent Mental Health Services)
- Early Help 0-11 (e.g. Family support advisor, parenting support classes)
- Educational Psychologist
- Hawkswood Primary Pupil Referral Unit (PRU)
- Joseph Clark Service for the Visually Impaired
- SENDSuccess
- Specialist Children's Services (Child Development Team, Pediatricians, Occupational Therapist, Physiotherapist, School Nurse, Speech and Language Therapy)
- Whitefield Outreach Team (Autism, Global Delay, Hearing Impairment)

## 5.15 Complaints about SEN provision

From time to time parents may experience difficulties or have questions about events at school. The procedure if this is the case is as follows:

- Talk to the class teacher in the first instance. If you need to discuss matters at length or in greater detail, an appointment with the teacher should be made.
- Contact the SEND team
- If you have spoken to your child's class teacher and the SEND team, but are still concerned, then a discussion with a member of the school's senior team should be arranged.
- After speaking with your child's class teacher, SEND Team and a member of the senior team, there are rare occasions when you have a concern that is serious but you feel it has not been dealt with satisfactorily. If this is the case the school has a formal complaints procedure and the details of this can be obtained from the school office. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They 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

## 5.16 Contact details of support services for parents of pupils with SEN

For further information within Waltham Forest please refer to:

[London Borough of Waltham Forest](#)

The SEN team LBWF 1<sup>st</sup> Floor Woodstreet Centre

Linford road

Walthamstow

E17 3LA

Tel: 0208 966 503 email: [senteam@walthamforest.gov.uk](mailto:senteam@walthamforest.gov.uk)

## 5.17 Contact details for raising concerns

Tel: 0208 527 1872 email: [office@winns.waltham.sch.uk](mailto:office@winns.waltham.sch.uk)

## 5.18 The local authority local offer

Our contribution to the local offer is:

### Through Support of:

- Inclusive practice
- Assessment of need
- Teacher led support
- Quality First Teaching
- Staff training
- Transition

**Through Families:**

- Transparency
- Accessibility
- Good, effective communication
- Trust
- Joint working
- Proactive support
- Listening to parents
- Open and welcoming
- Flexible

Our local authority's local offer is published here: [Waltham Forest Local Offer](#)

**6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo Team **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Curriculum Committee annually and the Link will report updates to the Governing body.

**7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions