



The Winterton Federation Special Educational Needs Policy



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| Name and title of Author/s: | Mrs Sue Waters |
| Name of responsible Committee/individual: | Governing Board |
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| Targeted audience: | Parents/carers; staff; governing board |
| <p>Related documents:</p> <p>All federation policies referred to are available on the federation website: https://thewintertonfederation.co.uk</p> <p>If English is not your first language, and you require assistance/translation, please contact the Junior school office.</p> | <p>SEND Code of Practice (July 2015); Special Educational Needs and Disability (SEND) Code of Practice 2014; Children and Families act 2014; North Lincolnshire Local Offer; WIS SEND Information Report; WJS SEND Information Report; Equality Act 2010; Supporting Pupils at school with Medical Conditions Policy.</p> |
| Strategic alignment: | <p>1.1 Objective: Achieve and maintain the best possible pupil outcomes;</p> <p>1.3 Objective: Continue to implement and deliver a high impact curriculum; and</p> <p>1.5 Objective: Ensure that the Federation is inclusive, equal and equitable for all stakeholders.</p> |

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The Winterton Federation Special Educational Needs Policy



At The Winterton Federation we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be throughout their journey of life.

“Let us run with perseverance, the race that is set before us” (Hebrews 12:1)

We are all proud to be united in faith, vision and ambition.

Our Special Educational Needs Coordinators (SENCo) across The Winterton Federation are **Mrs Sue Waters and Miss Helena Kennedy, (who are based at Winterton Junior School)**. Our Special Educational Needs and Disability Governors are **Mrs Sheila Rowe and Mr Christopher Bradley-Moulson**.

This policy complies with the statutory requirements laid out in the SEND Code of Practice (July 2015).

Aims

The Winterton Federation is an inclusive federation of two schools, which aim to help all pupils, including those with special educational needs and disabilities, to meet their full potential. We strive to provide an individualised learning experience for all and to help all pupils enjoy their learning: leaving us as enthusiastic, confident and independent individuals.

With this in mind, this policy has been written with the following objectives:

- to work within the guidance laid down in the Special Educational Needs and Disability (SEND) Code of Practice 2014;
- to identify and put in place appropriate provision for pupils who have SEND and additional needs;
- to operate a whole federation approach to the management and provision of support for SEND that takes into account all of a pupil’s needs;
- to ensure that parents/carers have a clear understanding of how the federation supports pupils with SEND, and their own involvement in this;
- to provide an appropriately qualified and experienced SENCo in post who can ensure that the SEND Policy is put into practice;
- to provide support and advice for all staff working with SEND pupils.

Identification of SEN

Pupils are identified as having SEN if they do not make adequate progress through quality first teaching. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all pupils. Through pupil progress meetings and meetings with the SENCo, pupils are highlighted who are not making the required progress. The next stage is to plan and deliver intervention to support the pupil in that particular area or areas of learning. This is reviewed to assess whether the pupil is making progress. If monitoring shows that the pupil needs further support, they would then move to SEN support. Interventions within the federation are identified on the federation provision map, and these include:

- Read, Write, Inc.;
- small group Phonics;



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- small group Mathematics;
- Occupational Therapy;
- Speech and Language Therapy;
- precision teaching;
- Emotional Literacy;
- basic skills English;
- basic skills Maths.
- fine motor intervention.

Quality first teaching at The Winterton Federation allows teachers to support all pupils, through excellent classroom teaching. Quality first teaching is what is on offer for all pupils - a high-quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all pupils. Quality first teaching includes:

- well-resourced and carefully planned provision which provides a rich learning environment;
- clear objectives that are shared with the pupils;
- lively, interactive teaching and learning, based on real life, practical experiences;
- carefully structured, differentiated learning activities that enable all pupils to participate fully;
- pupils being supported with their learning, in groups, pairs and sometimes individually;
- pupils being helped to take responsibility for their own learning, when appropriate;
- pupils being encouraged to know their own targets and how to achieve them.

If pupils continue to experience difficulties despite high quality personalised teaching, they may need additional support. This is called SEN Support. If pupils are identified as needing SEN Support, we:

- put a plan in place to support them (known as a SEN Support Plan);
- regularly review their progress;
- hold a termly meeting with parents/carers to discuss their child's targets and progress towards meeting these, as well as any intervention(s) that are in place/ need to be put in place.

Most pupils receiving SEN Support respond well to this support and make effective progress. However, some pupils may have more complex needs, requiring a greater level of support. Pupils with on-going, significant and/or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHC Plan). Further details about Education, Health and Care Plans can be found on the North Lincolnshire Local Offer website www.northlincslocaloffer.com.

The Special Education Needs and Disability Code of Practice specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder);
- Cognition and Learning;
- Social, emotional and mental health difficulties;



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- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability, but *these alone do not constitute SEN*. The Code no longer allows for the identification of behaviour to describe SEN. Any concerns we may have about a pupil with behavioural needs would form an underlying part of a wider need in relation to the four broad needs highlighted above.

Class teachers are ultimately responsible for the progress of the pupils in their class. Where there are concerns around a pupil's progress, the teacher, SENCO, teaching assistants and parents/carers work together to decide on appropriate next steps.

A whole federation approach to SEN support

Class teachers are accountable for the progress and development of pupils in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

The quality of teaching is reviewed regularly by the Senior Leadership Team through observations which include observations of the learning taking place; differentiation (through adult support and/or task) and level of challenge. Throughout the process, pupil questioning takes place with the pupils and also scrutiny of work.

All staff meet with the Senior Leadership team following teacher assessments to discuss all pupils in their class. This allows teachers to discuss progress and highlight pupils who need more support, to ensure interventions and support for the pupils and teachers are implemented. This is monitored regularly through discussions with the SENCo, review of the interventions and analysis of the impact on the pupil. If a pupil has received numerous interventions and support, the federation may decide, in collaboration with parents/carers, to place a pupil on the SEN register at SEN Support. Throughout this process we look at a range of evidence, including the pupil's academic ability and the progress they are making in line with the end of year objectives. We also monitor behaviour and the way pupils deal with situations.

Every pupil on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. Every pupil at SEN support is included on the federation provision map, which highlights their needs and strategies used to address these concerns, including any interventions.

If the federation feels it has exhausted its own resources in terms of supporting a pupil, additional help can be requested from external agencies. This process entails a referral being made and an assessment of the submitted evidence being made by an external panel. Following a successful referral, external support is offered to the pupil to enable them to



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make progress; the federation works alongside the external agency to ensure the support is continued once the agency withdraws.

Some pupils on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the pupil and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so, a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the pupil, parents/carers, and all agencies involved with the pupil, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Pupils with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress is monitored by the federation and also through an annual review, where the outcomes on the EHCP are considered.

Criteria for exiting the SEN Register

Pupils are monitored regularly, as part of the whole federation monitoring process, and in terms of their additional support. Decisions about whether a pupil should remain on the SEN Register are made in partnership with parents/carers.

Supporting pupils and families

We aim to work in partnership with our pupils, their parents and families to ensure that they are fully informed about all matters relating to their child's SEN. Both schools have their own SEND Information Report which can be accessed on our website and is updated annually, and we guide parents/carers towards the LA Local Offer for information about wider services (www.northlincslocaloffer.com).

Supporting pupils at school with medical conditions

At The Winterton Federation we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case, the federation will comply with its duties under the Equality Act 2010. At times, pupils with special educational needs and/or disabilities (SEND) may require specific medications to be administered. Any arrangements regarding medications for children with SEND will need to be discussed with the SENCo.

For full details of arrangements regarding medical conditions and medications, please see the federation '***Supporting Pupils at School with Medical Conditions Policy***' which can be found on the federation's website.

Monitoring and evaluation of SEND

Our monitoring and evaluation cycle is embedded into practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy is reviewed annually by the whole staff and governors, and any amendments necessary are made to



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comply with the new legislation. Effective implementation of the SEND policy is evaluated by:

- reviewing federation procedures for identification and assessment to ensure that pupils are being identified and their needs met;
- ensuring that available resources are appropriate for pupil's needs and adding to them as necessary;
- reviewing the practical arrangements for ensuring that pupils are able to participate in all school activities;
- evaluating the extent that parents are satisfied with the federation's ability to meet their children's needs at parent meetings;
- ensuring that federation records are kept up to date for each individual pupil;
- termly consultations to discuss the progress of pupils with SEND;
- annual reviews of pupils with an Educational Health Care plan.

Funding for SEN

All schools receive an amount of money to support pupils with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' that caters sufficiently for the special educational needs of the pupils within their school. More information on the funding a school receives can be found on the North Lincolnshire Local Offer website:

www.northlincslocaloffer.com

Roles and responsibilities

Meeting children's special educational needs is the shared responsibility of the Local Authority (LA), governors, parents/carers, teachers and support staff. It is the statutory duty of the governing board to make provision for all pupils with SEND. This includes the majority of those who do not require EHC plans as well as the minority with EHC plans.

Governors:

- ensure a member of staff is designated SEND co-ordinator;
- ensure the necessary provision is made for pupils with SEND;
- consult with the LA and other bodies to co-ordinate SEND provision;
- publish a SEND policy;
- ensure that a summary of the SEND policy is included on the federation website;
- consult with the LA about appropriate staff training in SEND;
- have regard to the Children and Families act 2014 and the SEND code of practice 0-25 (2014).

The Executive Headteacher:

- has a legal responsibility to inform parents/carers if a pupil is identified as having learning difficulties;
- keeps governors informed about SEND across the federation via termly reports to the governing board by the SENCo;
- has the management role to determine how resources are allocated to and amongst pupils with SEND.



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The Special Educational Needs Co-ordinator/Special Educational Needs Team:

- the day-to-day operation of the policy;
- liaising with and advising fellow teachers;
- coordinating provisions for pupils with SEND;
- maintaining each school's SEND register;
- liaising with parents/carers of pupils with SEND;
- identifying and contributing to the in-service training of staff;
- liaising with external agencies, including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies;
- the SENCo identified actively encourages a positive working partnership between parents/carers/teachers and other agencies, working to meet the special educational needs of each pupil.

The Class Teacher:

- plans a broad and balanced curriculum;
- assesses and plans differentiated activities;
- identifies a pupil's SEND using the agreed criteria;
- assesses each individual pupil's SEND at the earliest opportunity;
- employs learning strategies and programmes that cater for SEND;
- produces modified teaching resources, or employs other methods of differentiation, to enable a pupil with SEND to experience success;
- assesses and reviews progress, keeping records in accordance with federation guidelines;
- liaises with parents/carers at regular intervals;
- informs and explains the procedure to parents/carers, values their contribution to reviews where necessary;
- informs the Executive Headteacher and the SENCo of any pupil with SEND;
- liaises with Teaching Assistants who are working with pupils with SEND;
- participates in regular SEND meetings and training.

Teaching Assistants:

- work alongside class teachers, implementing programmes with individual pupils under the direction of the teacher;
- prepare appropriate materials and resources;
- feedback information to staff and keep records as directed by the teacher;
- contribute their knowledge of the pupil and progress to enable future provision to be made;
- undertake any necessary training.

Parents/carers

The federation aims to promote positive, collaborative partnerships with parents/carers. We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.



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Partnership with parents/carers is encouraged by:

- acting upon parental concerns;
- formal and informal discussion between parents/carers and staff;
- providing activities for parents/carers to work with their children at home when appropriate;
- involving parents/carers as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews;
- informing parents/carers about federation policies for SEND on the federation's website, at Annual Parents Meetings and through termly meetings with the SENCo;
- making clear to parents/carers the complaints procedure should they feel dissatisfied with the provision made for their child.

Storing and managing information

All documents relating to pupils on the SEND Register are stored in a locked cabinet. These are all kept in the federation school whilst the pupil attends. If the pupil leaves, all documents are sent to the next setting by recorded delivery.

Dealing with complaints

Complaints about SEND provision should be made in the first instance to the Class Teacher who will inform the SENCo. If parents/carers remain dissatisfied, they should speak or write to the Executive Headteacher. Following this, if they are still worried or dissatisfied, they should put their complaint in writing to the governor with responsibility for SEND (Mrs Sheila Rowe).