



## **SEND POLICY & PROCEDURE**

2023 – 2024

Written by: Miss Kimberley Harris (SENDCo) in conjunction with Ms J Warner  
(DSL / Pastoral Lead for SEND)

**Reviewed Feb 2023**

**Next Review Date: Feb 2024**

**We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LIFE MAT is the cornerstone of our future success.**

### **1. Values**

- Ensuring that **every** student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond
- The relentless pursuit of excellence by; expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
  - Valuing the diversity and qualities of our staff and students
  - Ensuring that **all** students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies.

### **2. Definitions and Provision**

Special Educational Needs and/or Disability

A student has a learning difficulty or disability if he or she:

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

However, a student must not be regarded as having a learning difficulty solely because the language, or form of language of the home is different from the language in which she/he will be taught in school.

The Winstanley School currently provides additional and/or different provision for a range of needs, including:

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

This policy and information report 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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

### **3. Aims**

Our SEND policy and information report aims to:

- Set out how The Winstanley School will support and make provision for pupils with Special Education Needs and Disability
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND at The Winstanley School Vision;

**SHINE brighter than you thought you could.**

Implicit in this vision it is the commitment to the inclusion of **ALL** students. This has particular relevance to the Special Educational Needs and Disabilities Policy.

To support our work the following structures, procedures and systems are in place for students with Special Educational Needs and Disabilities in the School.

As The Winstanley School, we are committed to ensuring the necessary provision is made for every pupil in the community of schools. We are passionate about inclusive education for all. We strive to meet the needs of all young people with a learning difficulty, disability or special educational need.

The new Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further education or training.

The Winstanley School believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put into place. All staff have due regards to general duties to promote disability equality. **Every teacher** is a teacher of every child or young

person, including those with SEND.

We aim to deliver an appropriate curriculum to:

- offer a rich and varied curriculum to **all** students
- provide suitable learning challenges
- identify students with special educational needs at the earliest opportunity
- collect relevant information and to consult with parents/carers and students in assessing the student's needs and formulating the programme of learning / intervention
- meet the students' diverse learning needs and provide a differentiated curriculum which meets the needs of the individual
- remove the barriers to assessment and learning
- ensure that students with special needs are fully included in the life of the school
- encourage communication and co-operation between all concerned, disseminate information appropriately

The Governors and Staff of the schools work in Partnership with the LA to meet the requirements of the Code of Practice.

We are committed to inclusion, meeting individual needs and the efficient use of resources to ensure provision of the highest quality for all students. We encourage mutual respect and consideration as part of our ethos.

#### **4. Roles and Responsibilities**

##### **The SENDCo and the Pastoral Lead for SEND**

The SENDCo 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 coordination 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 SEND 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEND up to date

##### **The SEND governor**

The SEND governor will:

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

#### **The Executive headteacher and Head of School's**

The Executive headteacher and Head of Schools will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil 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

#### **Support Staff**

All support staff:

- are responsible for identifying, assessing and making provision for students with special educational needs/disability
- will refer to the current policy and procedures (Staff Shared Drive and Website) for identification, assessment of, and provision for, students with special educational needs

## **5. Identifying pupils with SEND and assessing their needs**

Information from Primary school is used to inform the students' provision in the first few months. We will assess each pupil'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 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.

We can use a range of screens and assessments to indicate where specific needs might be. E.g.

- Reading Tests
- Spelling Tests
- CATS Tests
- Diagnostic assessments

## **6. The Graduated Approach and Response**

At TWS we follow the graduated approach and response in supporting our SEND students.

### **Assess**

The subject teacher working with the SENDCo will investigate the student's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour. The assessment will be reviewed regularly.

### **Plan**

Where the school decides to provide a student with support, parents/carers, SENDCo, teachers and the student will agree any interventions and/or support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The subject teacher will remain responsible for working with the student if the intervention is part of their planned lesson. Where interventions involve group or one to one teaching away from the main class, they will still retain responsibility for the student.

### **Review**

The effectiveness of support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

## **7. 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 / Learning Profiles.

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

## **8. Supporting pupils moving between phases and preparing for adulthood**

SEND support will include planning and preparation for the transition between phases of education and preparation for adult life. This will involve regular meetings with feeder primary schools. To support the transition post 16, the campus will share information with the next setting the student is moving to.

## **9. Our approach to teaching pupils with SEND**

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, when necessary:

- Individual 1:1 or group support from key staff
- Wellbeing coaching / groups
- Mentoring (group/1:1)
- Social and Emotional Groups e.g. social communication, anger management
- Homework clubs
- Lunchtime clubs
- Reading Academy
- Speech and Language Intervention
- Bespoke timetables and the provision of off-site learning experiences
- Specialist literacy and numeracy intervention programmes
- English and maths tuition
- School nurse input via Teen Health
- Toe by Toe Literacy Intervention
- Autism Friendship Groups

## **10. 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.

## **11. Additional support for learning**

We have teaching assistants who are trained to deliver interventions and general classroom support.

Teaching assistants will support pupils on a 1:1 basis when a student has a specific issue that needs to be addressed or their EHCP states that specific support needs to be put in place e.g. handwriting practice.

Teaching assistants will support pupils in small groups when the teacher feels that students would benefit from a smaller environment or a small group of students have an issue that needs to be addressed.

We work with the following agencies to provide support for pupils with SEND:

Educational Psychology Service, plus Trust Educational Psychologist

Child Adolescent Mental Health Service (CAMHS)

Speech and Language Therapy Service

Hinckley and Bosworth Behaviour Partnership (HBEP)

Special Needs Teaching Service

- Visually Impaired Service
- Hearing Impaired Service
- Autism Outreach Service

Careers Advisors (internal and externally)

Medical Services

ADHD Solutions/ADHD 360

Other relevant agencies

## **12. Expertise and training of staff**

We have a SENDCo and a Pastoral Lead for SEND.

We have a team of teaching assistants, and higher level teaching assistants (HLTAs) who are trained to deliver

SEND provision.

In the last academic year, staff have been trained in ADHD; Wellbeing and Mental Health; and Autism.

We used specialised staff to deliver other aspects of our SEND provision e.g. Anger Management sessions run by our trust Educational Psychologist.

We continue to utilise the Educational Psychologist who works in schools of the LiFE MAT as well as the expertise from the SHINE centre staff re SEMH and ADHD.

### **13. Securing equipment and facilities**

We have an SEND budget which is used by the SENDCo and other relevant staff. We can put a bid in for additional resources each year.

### **14. 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 each block
- Using pupil questionnaires for student voice
- Tracking data monitoring by the SEND Department / discussion at Raising Standards meetings
- Holding annual reviews for pupils with EHC plans
- Feedback from teaching staff and TA's.

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

We ensure that there are no barriers to pupils with SEND enjoying the same activities as other pupils in your school.

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 trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

### **16. Support for improving emotional and social development**

We have an extensive network of pastoral staff at The Winstanley School.

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

- Wellbeing coach
- Teen Health
- Mentoring (1:1 and group)
- Anger Management
- Social Emotional Groups



We have a zero tolerance approach to bullying.

### **17. Working with other agencies**

We make referrals to other agencies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

### **18. Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO or Head of school in the first instance. They will then be referred to the school's complaints policy.

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

### **19. Contact details of support services for parents of pupils with SEND**

SEND DIASS- 0116 257 5027 <https://www.SENDdiassleicester.org.uk/contact-us> SENDA

Leicestershire- 0116 305 6616 [SENDaservice@leics.gov.uk](mailto:SENDaservice@leics.gov.uk)

SCS- Leicester City 0116 4542050 [ses@leicester.gov.uk](mailto:ses@leicester.gov.uk)

### **20. Contact details for raising concerns**

Kimberley Harris SENDCO The Winstanley School- [kharris@winstanleyschool.org.uk](mailto:kharris@winstanleyschool.org.uk)

Julie Warner- DSL and Pastoral Lead for SEND The Winstanley School - [jwarner@winstanleyschool.org.uk](mailto:jwarner@winstanleyschool.org.uk) 6

### **21. The local authority local offer**

Our contribution to the local offer is:

<http://smartfuse.s3.amazonaws.com/731631d3694f8fbbaf7a4988833ecd7/uploads/2018/03/SEND-2017-18-Information-Report-1.pdf>

Our local authority's local offer is published here:

Leicestershire Local Offer

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Leicester City Local Offer  
<https://families.leicester.gov.uk/SENDd-local-offer/>

Other useful links:

[www.sendgateway.org.uk](http://www.sendgateway.org.uk) – for information on SEN and new legislation changes

[www.kids.org.uk](http://www.kids.org.uk) – support for families of children with SEN,  
including financial advice

[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk) – advice on supporting children and families with a variety of needs.

[www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk) – advice on moving into further education, employment and social support.

[www.ipsea.org.uk](http://www.ipsea.org.uk) – independent advice for parents and families of children with SEN, including advocates who can support you during multi agency meetings or legal processes.

## **22. Monitoring arrangements**

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

It will be approved by the governing board.