



Windmill Primary School

Special Educational Needs and Disabilities (SEND) Policy

Person responsible for policy: Miss Clare Hanchet

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1. Legislation and Guidance

This policy has been written as guidance for staff, parents/carers and children. It 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, SEN co-ordinators (SENCOs) and the SEN information report

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEN Code Of Practice (2014)

2. Vision

All children will experience high quality teaching that is differentiated, inclusive, and personalised to meet individual needs. Special educational provision may be required in addition to this, under Section 21 of the Children and Families Act, 2014.

A child has special educational needs (SEND) if he or she has a learning difficulty or disability that calls for special educational provision to be made available. This may mean that a pupil has a greater difficulty in learning than the majority of pupils of the same age in Oxfordshire schools, or a disability that makes it more challenging to access the curriculum or facilities within the school. A special educational need may be an explanation for slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and peers.

We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning – and special educational needs. Early identification and appropriate

intervention are essential in ensuring every child achieves and exceeds their potential. Other pupils will genuinely have special educational needs that **may** lead to lower-attainment and it is our responsibility to ensure that all learners have the maximum opportunity to attain and achieve in line with their peers. This is achieved through accurate assessment of need and carefully planned programmes of intervention to address the root causes of any learning difficulty.

3. Aims and Objectives

Achievement through Creativity, Community and Challenge

The Governors and staff at Windmill Primary School believe that each child has individual and unique needs and as such, some pupils may require more support than others. Some children may have special educational needs throughout their time in school, whilst others may need support for a shorter period of time to help overcome more temporary needs. To ensure every pupil achieves their full potential, we must recognise this and plan accordingly. Each year, priorities for development are identified and included in the School Improvement Plan (SIP).

In particular, we aim:

- To provide curriculum success for all
- To secure high levels of achievement for all through a broad and balanced curriculum
- To promote growth mind-set, independence and a positive attitude to learning
- To follow the assess, plan, do, review model when planning for individuals
- To remove barriers to learning and meet individual needs through a wide range of provision
- To carefully map provision for all vulnerable learners to ensure choice of intervention, staffing deployment and allocation of resources is resulting in positive outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted and continuing professional development
- To ensure class teachers use a range of differentiation to provide learning opportunities for all pupils
- To provide pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To work collaboratively with parents, outside agencies and support services and the Local Authority to ensure a multi-professional approach

4. Roles and Responsibilities

SENCo

The SENCo is Miss Clare Hanchet.

You can contact the SENCo by phone on 01865762509 or via email chanchet@windmill.oxon.sch.uk.

In line with the recommendations in the SEND Code of Practice 2014, the SENCo will oversee the day-to-day operation of this policy in the following ways:

- Working with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Having 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
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEND support and the deployment of the school's delegated budget/resources to meet pupils' needs effectively
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensuring the school keeps the records of all pupils with SEND up to date, including pupil profiles and provision maps
- Monitoring and evaluating impact and effectiveness of interventions
- Contributing to the in-house training of all staff
- Implementing a programme of Annual Review for all pupils with an EHC plan
- Carrying out referral procedures to the Local Authority where a pupil may have a special educational need which will require significant support through additional funding or an EHC plan
- Being the point of contact for external agencies, especially the local authority and its support services

Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Liaising with the SENCo to agree which pupils may require additional support due to a special educational need
- 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 SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Teaching Assistants (TAs)

Teaching Assistants work as part of a team to:

- Support pupil's individual needs
- Help with the inclusion of pupils with SEND within the class
- Help pupils with SEND gain access to a broad and balanced curriculum

Governors

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and the implementation of this policy within school.

The SEND governor will:

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

The Headteacher

The Headteacher will:

- Work with the SENCo 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

5. Curriculum

The curriculum at Windmill is rich, broad and balanced, with opportunities for children to excel in all areas. The curriculum reflects the core values of the school and is designed to be inclusive, inspiring and creative.

The content of the National Curriculum is mapped through topics across year groups to ensure continuity and progress of key skills and knowledge within every subject.

There are further opportunities to extend and inspire learning and the school celebrates a 'growth mindset' culture linked to neuroscientific research about the way in which children learn.

As children progress through the school they will encounter a set of core concepts which link directly to our school vision. Each year the children will meet these concepts across a range of curriculum subjects and within different contexts to support their understanding.

The concepts are: Power, Resistance, Sustainability, Interdependence, Source, Diversity, Community and Creativity.

Curriculum Access and Provision

Where children are underachieving and/or identified as having special educational needs, the school might use a combination of the following approaches to address targets identified for individual pupils.

- Differentiating work as part of high quality teaching
- Universal, targeted and specialist intervention
- Small group class support/small group intervention
- Individual class support/individual intervention
- Differentiation of resources
- Support from the pastoral team – home school link worker, emotional literacy support, play therapy, art as therapy
- Young leaders – cross age tutors
- Referrals to external agencies e.g. Educational Psychology, Communication and Interaction

6. Recording and Reporting

Stage 1

Well-differentiated, high quality teaching, including, where appropriate, the use of universal or targeted interventions.

- All learners will have access to high quality teaching
- Some learners will have access to universal or targeted interventions. These are likely to include pupils who are underachieving but will not necessarily be pupils with special educational needs. This is considered as a differentiation of the usual curriculum rather than a specialist intervention for pupils with SEND
- All vulnerable learners are included on a whole school provision map that outlines and monitors all additional intervention across the school. The provision map ensures that the school is able to:
 - Plan strategically to meet pupil's identified needs
 - Track progress
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Stage 2

Further support is offered when it is clear that a pupil's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum on offer for all pupils i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

- Provision for pupils with additional needs is recorded on a whole school tracking system
- Interventions for pupils on the SEND register are identified and tracked using the whole school provision map
- Support plans are created for children on the SEND register
 - SEN support plans enable us to focus on particular areas of strength and development for pupils with special educational needs
 - Plans follow the graduated approach: assess, plan, do, review
 - They are seen as working document which can be constantly refined and amended
 - Plans will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children
 - Plans will be accessible to all those involved in their implementation – pupils and parents are encouraged to contribute their voice
 - They may include input and targets from outside agencies
 - They are manageable and easily monitored and evaluated
 - A maximum of four SMART targets will be set each term and will outline what the pupil is going to learn
 - Targets for a plan will be arrived at through :

- Discussion between teacher and SENCo
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with another professional
- Plans are reviewed termly by class teachers in consultation with the pupil, their parents and the SENCo where required

Stage 3

It may be decided that a small number of pupils on the SEND register require additional higher needs funding, for which an application must be made to the Local Authority, to ensure underlying needs are being addressed.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan (EHCP).

- Pupils with an EHCP will have access to all arrangements for pupils on the SEND register and additionally, will have an Annual Review of their plan
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process

7. Identification and Assessment

Children's needs should be identified and met as early as possible through the Assess, Plan, Do, Review graduated approach. This is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

Needs are identified through:

- The analysis of data, including entry profiles, Reception scores, reading ages and other whole school progress data
- The use of Oxfordshire's 'Identifying and Supporting Special Educational Needs' guidance
- Classroom based assessment and monitoring
- Following up concerns from parents
- Tracking individual progress over time
- Information from previous schools and nurseries
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND support
- Undertaking, when necessary, a more in-depth individual assessment aimed at delivering useful information on a pupil's needs
- Involving an external agency where it is suspected that a special educational need is significant

8. Monitoring and Evaluation

This policy will be reviewed annually by the SENCo, Miss Clare Hanchet.

The monitoring and evaluation of the effectiveness of our provision for children with SEND and vulnerable learners is carried out in the following ways:

- Classroom observations by the SENCo and/or senior leaders
- Observations of interventions
- Ongoing analysis of progress made by intervention groups
- Pupil progress meetings with the Headteacher, Deputy Headteacher and SENCo
- Informal feedback from all staff
- Meetings with children and their families to set/review outcomes on SEN support plans
- Pupil progress tracking using assessment data (whole-school system)
- Monitoring SEN support plans and outcomes and evaluating the impact of these on progress

9. The Voice of the Child

All pupils are actively encouraged to be involved in making decisions, where possible, right from the start of their education. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

We endeavour to fully involve all pupils by encouraging them to:

- Contribute to reviews and outcomes (formally or informally)
- Talk to teachers and TAs about their learning and progress
- Identify their own strengths and areas for development
- Take part in whole class and individual reward systems
- Share their voice through taking on responsibilities e.g. school council, eco-school council, learning at Windmill (LAW group)

10. Effective Transition

Transfer and links with other schools

- Records of children with SEND are transferred following county procedures
- Pupils will be included in all transition days to their next phase but may also be offered additional transition visits
- Representatives from local Secondary Schools are available for consultation before transition and may meet parents and pupils
- Pupils with an EHC plan in Year 6 will have their Annual Review at the beginning of the academic year and a representative from the named Secondary School may be invited to attend

Transfer within school

- Teachers liaise closely when pupils transfer to another class within the school
- SEND pupils may visit their new class before transition
- Meetings are arranged between the SENCo, parents and teachers where required

11. Complaints Procedure

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

Should parents/carers/pupils be unhappy with any aspect of SEND provision, they should discuss the problem with the class teacher in the first instance. If unsatisfied with the response of the class teacher, the SENCo or Headteacher should be contacted. The governor with responsibility for SEND may also be involved if necessary.