



Wincle CE Primary School



Wincle School provides an enriching and outstanding rural education. We nurture the whole individual: body, mind and inspiring rounded, happy, courageous children who shine in all that they say and do. Our children exhibit a passion learning, a confident faith, a loving concern for community and an inclusive respect for all.

Shine Like Stars' Philippians 2:15

<u>SEND Policy</u>	
Date updated:	Brief summary of changes:
October 2025	Policy reviewed and change of name of SENCO

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

As a Christian school, inclusion is at the heart of our mission and ethos. We believe that children's needs should primarily be addressed by ordinarily available inclusive provision, the differentiated curriculum and caring staff within a clear Christian ethos community of staff/pupils/parents. Wherever possible, children should be integrated within the class and not taken out.

We appreciate that if children are identified as having SEN, this can be difficult for some parents and that is why good communication and working in close partnership is so important. We are keen that any special educational needs are identified and support is put in place but that a child is not defined/limited by his/her SEND. Each child is unique and we believe that God has granted each child different talents and abilities. Part of our approach to SEND provision within our school is to celebrate each child as an individual and to value progress in the widest sense.

This SEN policy works alongside, and in conjunction with, the Local Offer offered by Cheshire East Local Authority. Wincle CE Primary School's part of the Local Offer can be found on the school website. This includes information on Identification of SEND, Teaching Learning and Support, Keeping Students Safe and Supporting Wellbeing, Working Together and Roles, Inclusion and Accessibility and Transition.

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are at compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

(Code of Practice September 2014)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

For children of two or over, special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

This SEND Policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will have regard to the Special Educational Needs Code of Practice September 2014 when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified if a decision is made by the school that SEND provision may be appropriate for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to receive in order to make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Winkle School recognises that when a member of staff is employed to support a child and their family on a one-to-one basis, it can be an intense position and that staff will care deeply for the child and their family. Staff at Winkle must remain professional at all times and are asked to only work in a professional manner with the families they support and not meet outside of school on a personal level. This is to ensure the confidentiality can be maintained and staff and families protected.

Identification, Assessment, Provision and Monitoring

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SEND coordinator (SENCO) and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly below the expected range may have special educational needs. In addition, there will be children with SEND who are attaining at the expected level, or above, i.e. children who are on the autistic spectrum, ADHD, visual impairment, hearing impairment, physical disabilities.

Step 1: Identification

Termly progress meetings will pick up children who are not attaining at the expected level, but importantly will also identify children who are not on track for their own individual target, (for some children their personal target will be above the expected level.) Where this discrepancy is identified then support will be put in place. The progress of specific groups of children, such as those receiving Pupil Premium Grant and those with English as an additional language are also tracked termly alongside those children with SEND.

Step 2: Whole School Provision and Monitoring

This may take the form of group or individual intervention or the child may be identified as “teacher focus” in whole class teaching where their needs will be met by differentiated work and support. This support will be identified on a whole school provision map and will be tracked and reviewed during the cycle of termly progress meetings. The progress of all children receiving interventions will be closely monitored. The impact of interventions will be measured as part of the progress meetings cycle and amended as necessary.

Step 3: Provision for children identified as having Special Educational Needs (School Focused Plans)

The school’s system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers (using national SEND achievement data)
- matches or betters the child’s previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. These children will have a School Focused Plan (SFP) prepared for them by their class teacher. This plan will include ordinarily available inclusive provision strategies, SEN interventions and desired outcomes. The SFP will be written annually and parents will be invited into school to discuss progress against the desired outcomes termly.

School will fund up to 12 hours SEND provision per child, according to need, from their school budget. School will also seek outside advice from other agencies such as speech and language therapists and educational psychologists as and when necessary. The school will record the steps taken to meet the needs of individual children. The head teacher will have responsibility for ensuring that these records are kept and available as needed.

Step 4: Children with significant needs (Education, Health and Care Plans)

For children with significant needs who require funding additional to the 12 hours, school will ask for a formal assessment for an Education, Health and Care Plan. This will be made in conjunction with parents and specialist services, following the legal assessment procedures outlined in the Local Offer by Cheshire East Local Authority.

All Education, Health and Care Plans must be reviewed at least annually. The parents, the pupil, the LEA, the school and professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Plan. The Annual Review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

As a small school with limited provision, the governing body of Winkle School will carefully monitor the number of pupils with an educational health care plan to ensure that their needs, as well as the other pupils in school, can be met successfully. When a request is made for a school place for a child with an educational health care plan, the governors will liaise closely with the headteacher to determine whether the school can successfully meet the child's needs.

Step 5: Transition

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with EHCPs to allow the receiving school to plan an appropriate SFP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

The SENCO from the feeder secondary school will visit Year 6 pupils in the summer term and will have a handover with the primary SENCO. All SFPs and SEN records will be passed on to the appropriate secondary school.

The role of the SEND Coordinator (SENDCO)

The SEND Coordinator's is named as Mrs Sarah Smith and her responsibilities include:

- overseeing the day-to-day operation of the school's SEND Policy.
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- ensuring that screening for SEND is effective and monitoring the impact of interventions.
- monitoring of support/ ordinarily available inclusive provision, alongside monitoring of attainment of SEND children against their own targets and against SEND national data.
- attending regular meetings with the SEND governor (Amy Henshaw) to audit SEND provision within school.