Wincle CE Primary School

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

Shine Like Stars' Philippians 2:15

SEND Policy	
Date updated:	**Brief summary of changes:**
October 2026	Policy reviewed and changes made to the step-by-step identification process as well as the roles and responsibilities of all stakeholders.

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.

Wincle 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 Wincle 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: Quality First Teaching

When initial concerns are raised, the class teacher (CT) and Special Educational Needs and Disability Coordinator (SENDCO) will place the child on our 'SEN Monitor' list where they will be closely monitored until the next assessment point (in more severe cases children will jump this stage). At this point, the CT will also work through the relevant parts of the CE 'Toolkit for Inclusion' to identify current needs and suggested responses. A link to the toolkit can be found at The Toolkit for Inclusion: Graduated Approach

The provision in place will be Quality First Teaching QFT and suggestions from the toolkit.

The Senior Leadership Team (SLT) regularly review the quality of teaching and learning for all pupils via lesson observations, learning walks, book looks and pupil progress meetings. Differentiated QFT is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Step 2 – Short Term Interventions

Where a pupils' attainment or progress continues to be a cause for concern, and QFT is not enough to support their needs, then the individual may be offered support in addition to that usually on offer in the classroom.

At this point the pupil will:
- be given 'First Concerns' status on the SEND Register.
- have a '1-page profile' which has been completed by the CT or TA.
- be offered intervention support if needed

Their progress will then be closely monitored by the CT and supported by the SENDCo, using a range of high-quality formative assessment tools.

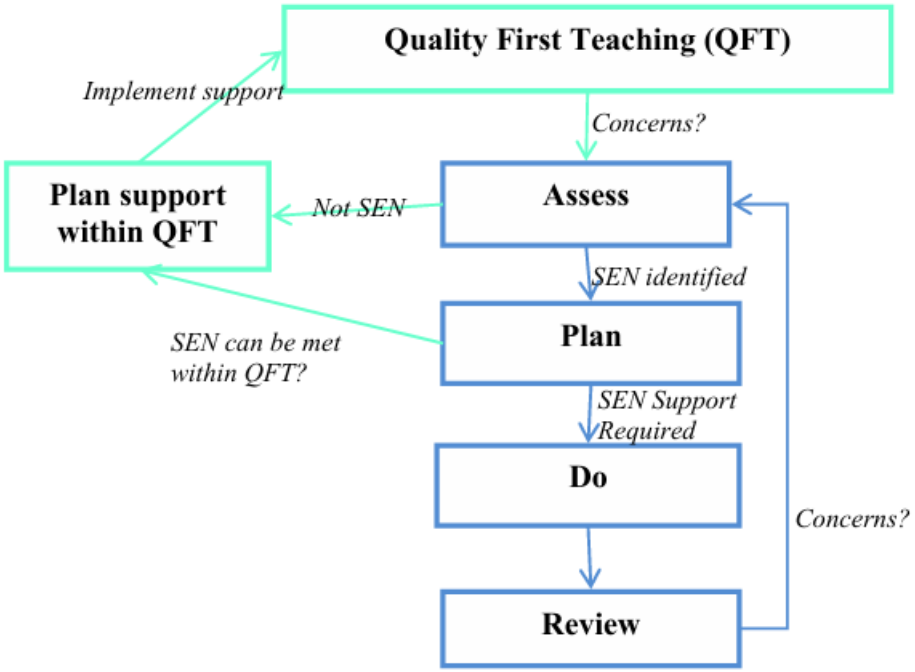
The overriding purpose of this step is to either overcome any barriers to learning, via targeted interventions, or to identify what the specific barriers to learning are. Consideration of whether SEN provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The CT is responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from Teaching Assistants.

*At this stage, under the new Code of Practice, a child is not registered as having SEND.

Step 3 – SEN Support – School Focused Plans

The Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have received interventions and adjustments in addition to differentiated QFT. If this is the case it is at this point that the pupil will be recorded as having 'SEN Support'. This is when the Graduated Approach to SEND will begin:



At this point the pupil will:
• be given SEN Support status on the SEND Register (Code K on SIMS)
• have a 'SEN Support Plan' (SSP) with SMART targets which are reviewed on a termly basis with the CT and the parents (also the SENDCo if appropriate). This is known as the 'Assess, Plan, Do, Review' cycle or the 'Graduated Approach'
• have their SSP shared with all of the adults working with the child

Progress will be measured by:
• progress towards identified outcomes
• small step progress based on the child or young person's previous baseline
• demonstration of new skills
• improved self – confidence, independent learning

Step 4 – Element 3 – EHCP

Where a child's needs are considerable and there is little progress following the interventions and support put into place at Step 3 then the decision may be taken to request an EHCP. Before this process can be considered it is usual for there to have been at least 3 cycles of the graduated approach, however this is not always the case, especially if a child is new to the school.

This process will involve presenting detailed records of existing provision and its impact to the Local Authority for their consideration. Parents and carers will be fully involved in the process and will have the opportunity to contribute to the reports. Should the LA agree with the level of need suggested by us then an EHCP will be put into place.

In order to move to Element 3 a pupil will:
• be given Complex / Specialist status on the SEND Register (Code E on SIMS)
• have an Education and Health Care Plan
• have support from outside agencies

• have their provision recorded on a SSP
• have a personalised timetable and a costed provision map
• have external funding to support their needs
• have termly meetings with their parents and CT present (sometimes the SENDCo will also be present) to review the provision in place.
One of these three meetings will be the Annual Review with the SENDCo will lead.

As a small school with limited provision, the governing body of Wincle 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.

Specific Roles and Responsibilities

Role of the Governing Body is to:
• use best endeavours to ensure that pupils with SEND get the support they need
• ensure relevant policies have been approved and monitor their effectiveness
• ensure the necessary SEND information is published on the school website
• ensure that adequate resources are allocated to provision for pupils with SEND
• ensure a suitably qualified or experienced SENDCO has been appointed and is working effectively • ensure a member of the governing board or a sub-committee has specific oversight of the school's SEND arrangements.

Role of the Headteacher is to:
• work closely with the SENDCO, staff and Governing Body with regards to SEND provision when formulating the School Development Plan;
• follow up any safeguarding issues, as Safeguarding Lead;
• monitor the quality of teaching for pupils with SEND;
• monitor the effectiveness of this policy

Role of the SENDCO is to:
• hold responsibility for SEND provision in the school;
• oversee the day-to-day operation of the school's SEND policy;
• liaise with parents and other professionals in respect of children with SEND;
• ensure that all tracking is up to date and used effectively;

• co-ordinate provision for children with SEND;
• advise and support other practitioners within school;
• work closely with the designated 'Vulnerable Pupils' Governor, class teachers and teaching assistants;
• keep the Governing Body informed of all matters relating to their responsibilities for the provision of SEND;
• be responsible for supervising the EHCP and annual review process for pupils with SEND.

Role of the Classroom Teacher is to:
• have high expectations of pupils with SEND
• be responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff;
• be well informed of the SEND and medical conditions of the pupils in their care;
• deliver high quality, differentiated teaching;
• set challenging, yet achievable SMART targets which are appropriately matched to the individual; • act upon any advice/strategies given to them by the SENDCO/additional specialists;
• offer an inclusive learning environment which is accessible by every pupil;
• be aware of the procedures for identifying, assessing and making provision for children with SEND;
• make regular assessments of progress (with support from the SLT) for all pupils;
• inform the SENDCO of any identified barriers to learning and lack of progress of pupils;
• liaise with parents of pupils with SEND to update them of their child's progress;
• identify any additional training needs which they require.

Role of the Teaching Assistant is to:
• work closely with the SENDCO and class teachers;
• provide support for individual or groups of pupils with SEND;
• prepare and use resources (such as now/next boards, cue cards) which will be of benefit to the children with whom they are working;
• monitor pupils progress;
• provide feedback to teachers and the SENDCO;
• attend appropriate training/identify training needs;

Role and Rights of the Parent is to:
• share their expert knowledge about their child with the relevant staff;
• to become a 'partner' when making decisions about their child's education;
• take an active role and provide effective engagement and collaboration

Role and Rights of the Pupil is to:
• share their unique knowledge of their own needs;
• set their learning targets;
• take part in identifying their needs (depending on their age and maturity).

Admissions
Admission arrangements for children with SEND are stated in the 'School's Admission Policy following guidance from Cheshire East Council.

Medical Conditions
We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. For further details please see our 'Supporting Pupils with Medical Conditions Policy' along with our 'Intimate Care Policy'.

Equal Opportunities

Fundamental to the aims of the school being achieved is a belief that all children should be treated fairly and equally without prejudice and that individual potential should be developed to the full. We do not discriminate against any child or adult because of gender, age, ethnic origin, social class, religion, marital status, sexual orientation, disability or special needs. Please see our 'Equality Statement' and our 'Accessibility Plan' for more details.