

Winnington Park Primary School and Nursery

Special Needs Statutory Statement



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Special Educational Needs and Disabilities (SEND) Policy

School Vision Statement

Our vision is that all children fulfil their potential and make a positive contribution, irrespective of any barriers to their learning. As a school, we offer a rich and deep, inclusive curriculum to ensure that all children are provided with opportunities to progress academically, socially and emotionally. We believe that every child deserves a happy, safe environment where they are respected as equals.

Overview

Winnington Park Primary School is an inclusive school and we are committed to giving all our children every opportunity to achieve the highest of standards. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies. This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice, 0-25 guidance, together with the Equality Act 2010. This policy is written in conjunction with the school's SEND information report and Cheshire West and Chester Council's LiveWell Website: <https://www.livewell.cheshirewestandchester.gov.uk/>.

As a school we provide a broad and balanced curriculum for all children. The Early Years Foundation Stage (EYFS) and the 2014 National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for these children takes account of the type and extent of the difficulty experienced by the child. Every teacher at Winnington Park Primary School and Nursery is a teacher of every child or young person, including those with SEND.

The SEND team at Winnington Park Primary School and Nursery

Communication is vital to ensure all children's needs are met and children of all abilities are supported, challenged and guided through all aspects of their school life. Inquiries about an individual child's progress should be addressed in the first instance to the class teacher, and we encourage positive communications to take place throughout the year, not just on set Parents' Evenings. Other enquiries can be addressed to Naomi Mitchell, our Special Educational Needs and Disabilities Coordinator (SENDCo). Please make an appointment with the school office if you wish to speak to the SENDCo. Additionally, appointments can be made with both the class teacher and SENDCo.

Headlines from the 2014 SEND Code of Practice:

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

Latest changes made on 30th April 2020 where a link to guidance on 'Changes to the law on Education, Health and Care needs assessments and plans due to coronavirus.

- No new statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCO.
- There are four broad categories of SEND: communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory.
- Schools will work more closely with parents and children to ensure they consider the child's own views and the parent's aspirations for their child. Parents will be invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children will benefit from 'Quality First Teaching'. This means that all teachers assess, plan and teach all children at the level which allows them to make progress with their learning, in addition to implementing focused interventions to target particular skills.

Defining SEND

The 2014 Code of Practice says that: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Reference: 2014 SEND Code of Practice: 0 to 25 Years: SEN page 15 xiii, xiv and xv.

SEND policy and practice at Winnington Park aims to reflect the vision of the 2014 SEND Code of Practice

Children's SEND is picked up early and support is routinely and quickly put in place. Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled. Parents know what they can reasonably expect their local school, college, local authorities and local services to provide. Aspirations for children

and young people are raised through an increased focus on life outcomes and for more complex needs, an integrated assessment and an Education, Health and Care Plan from birth to 25 applies. There is greater control for parents and young people over the services they and their families use.

Aims and objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To ensure children's strengths are celebrated and children don't just see success in 'academic' subjects.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents and external agencies.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND.
- To work closely with external support agencies and the Local Authority, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Our school aims to be an inclusive school, raising the aspirations of and expectations for all groups of pupils (girls and boys; looked after children, children in receipt of Pupil Premium and free school meals, minority ethnic and faith groups; children who need support to learn English as an additional language; gifted and talented children; any children who are at risk of disaffection or exclusion, those with special educational needs or disabilities), through focusing on the outcomes for children and young people in our setting. Equality of opportunity must be a reality for all vulnerable groups of children within our school children.

Identifying children at SENS (SEN Support) Level

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings held between teachers, the Senior Leadership Team and the SENDCo. Where children are identified as not making progress in spite of Quality First Teaching a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which: 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. At this stage, children may be placed on our Vulnerable Learners Register.
- Parents sometimes ask us to look more closely at their child's learning and specific needs, which they have identified at home. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child may be placed on our SEND

register, appropriate provision will be arranged and if appropriate, a referral to the community paediatrician with parents/ carers.

Teachers and Specialist Teachers working within school are qualified to undertake a range of standardised tests with children. These assessments add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer medical diagnoses. School will work with parents to contact external professional agencies such as the School Doctor, School Nurse, Speech and Language Therapists, The Autism Team, CAMHS, Occupational Therapy, Physiotherapy, Educational Psychologists, and the Behaviour Team to access diagnoses and/or further support.

Winnington Park Primary School and Nursery will consider the needs of the whole child which will include not just the special educational needs of the child or young person, when working with a child on the SEND register.

Factors that may impact on progress and attainment but are not Special Educational Needs

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation, this alone do not constitute a special educational need).
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (this has been removed from the four broad areas of SEND in the 2014 Code of practice and can no longer be an acceptable way of describing a special educational need).
- Impact of whole school closures during 2020 and 2021 due to Covid -19
- Family factors, for example a change in home circumstances.

A Graduated Approach to SEND Provision and Support

Once a child has been identified as having SEND a Pupil Profile document is completed in line with Local Authority guidelines. Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information is updated during the year. Target setting for the child will be ongoing throughout the year (as for all children in the school), but will incorporate any specialist professional advice that may have been provided in relation to the SEND and will be recorded on the pupil profile. All targets are individually set and are classed as SMART (specific, measurable, attainable, relevant and timely).

Moving to Top Up Funding

Top up funding is considered before an EHCP. Together, schools and parents will look at the progress, support and attainment of a child and will consider if top up funding would help 'close the gap'. This means funding is allocated for a year and will be reviewed.

If a child fails to make progress, in spite of consistent Quality First Teaching and high-quality targeted SEND support, we may apply to the Local Authority for the child to be assessed for top up funding. Generally, we apply for top up funding if:

- The child has a disability which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely the child may at some point benefit from special school provision.
- The child is not making progress and has a significant and complex learning difficulty in one or more of the four broad areas of SEN and will benefit from receiving further and specialised support.
- An external party agrees with our concerns.
- With allocated support, the gap could begin to close within a year.

The Local Authority has 6 weeks to consider the school's application. If the application is successful the Local Authority will initiate an EHC needs assessment. This process may take up to 14 weeks to complete. The Local Authority will provide written feedback collected during the assessment process, which the child's parent, the young person, and school can understand and may find useful, including evidence and reports from professionals. This information may be in the form of an EHC Plan and will inform how the outcomes sought for the child or young person can be achieved. Further information around the process is available on Cheshire West and Cheshire Council's Local Offer website: www.westcheshirelocaloffer.co.uk

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed. For example, having a diagnosis of Attention Deficit Hyperactivity Disorder or Dyslexia does not necessarily mean that a child needs top up funding.

Moving to an Education, Health and Care Plan (EHC Plan)

If a child fails to make progress, in spite of consistent Quality First Teaching and high-quality targeted SEND support, we may apply to the Local Authority for the child to be assessed for an EHC plan. Generally, we apply for an EHC Plan if:

- The child has a disability which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely the child may at some point benefit from special school provision.
- The child is not making progress and has a significant and complex learning difficulty in one or more of the four broad areas of SEN and will benefit from receiving further and specialised support.
- An external party agrees with our concerns.

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Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. For example, having a diagnosis of Attention Deficit Hyperactivity Disorder or Dyslexia does not necessarily mean that a child needs an EHC Plan.

Working with Parents and Children

We aim to have positive and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at a formal Parents' Meeting or an additional meeting arranged with the child's class teacher. If a child has been identified as having SEND, the class teacher and SENDCo will liaise with the parents to: formally agree that their child is being placed on the SEND register; discuss assessments that have been completed; discuss and agree a plan that outlines upcoming support and provision.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the 2014 SEND Code of Practice. The child will be notified and involved in this process in a way appropriate for their age, understanding and their interest. An ongoing dialogue will be maintained with parents to inform of progress and developments through letters, home-school diaries, and regular formal and informal meetings.

Parents are directed to the school's SEND information report available on the school website and the Local Offer provided by Cheshire West and Chester Council (the Local Authority) on their website.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND. Winnington Park Primary School and Nursery ensures all staff who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. Winnington Park Primary School and Nursery also listens to and addresses any concerns raised by children themselves. We use our best endeavours to make sure that EYFS SEND pupils get the support they need; ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND and involve and inform parents when we are making special educational provision for their child. We will seek support from the Early Years Team, Speech and Language or the Autism Team if appropriate to help children with additional needs on EYFS. We also liaise closely with other nurseries if children have been to different settings to see if any needs were identified or support was needed in an additional setting.

Teaching and Learning

The EYFS Curriculum and the 2014 National Curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through: setting suitable learning challenges; responding to children's diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils; providing other curricular opportunities outside the curriculum to meet the needs of individuals or groups of children.

Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher, and not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with the children in their class with SEND, individually or as part of a group. Our teachers adapt planning based on individual needs and ensure they are inclusive in their teaching.

When allocating additional TA support to children (whether individual or in a group), our focus is on outcomes, not hours. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN Support level are deliberately challenging in the attempt to close the attainment gap between the child and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher (who monitors progress towards the targets during the intervention), the adult delivering the intervention if different to the class teacher and by the SENDCo who monitors overall progress after the intervention.

Disapplication and modification

The school can, where necessary, modify or disapply the EYFS Curriculum and the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for SEND would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs (EHCP);
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Adaptations to Curriculum Teaching and the Learning Environment

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, autistic spectrum disorder etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible to all learners. We encourage all learners to use visual, tactile and concrete resources. We also incorporate different backgrounds onto PowerPoints and ensure fonts are large and clear for all children.

The main school building is one level, corridors are wide and we have an easy access toilet. The newer building has classrooms and inclusion rooms on the ground floor. Reasonable adjustments to the physical building and school learning environment are made in line with the 2010 Disability Act.

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of Special Educational Needs, Disability or medical needs.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions: Do all our children achieve as much as they can? Are there differences in the achievement of different groups of children? What are we doing for those children who we know are not achieving their best? Are our actions effective?

Supporting Pupils at School with Medical Conditions

The school recognises 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 children with medical conditions may be disabled and may also have Special Educational Needs. Where this is the case the school will comply with its duties under the Equality Act 2010, and the 2014 SEND Code of Practice.

Medical care will be provided as outlined in the 2014 SEN Code of Practice and the April 2014 Department for Education statutory guidance: Supporting Pupils at School with Medical Conditions, under the guidance of medical professionals.

Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as an SEND. If a child shows consistent behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we liaise with families and implement a 'Team Around the Family' (TAF) support if necessary with the family and support

the child through that process. The school's family support worker will become involved. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school may deliver a social skills or cognitive behaviour therapy interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills in line with the relevant school policies.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from the Nursery, as smooth as possible. This may include, for example: additional meetings for the parents and child with the new teacher; additional visits to the classroom environment in order to identify where the toilets are and where the pegs are etc; opportunities to take photographs of key people and places in order to make a transition booklet; and other enhanced transition arrangements tailored to meet individual needs. An Access for Inclusion Plan may be written with consultation from all relevant parties as required.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other relevant meetings. Additional transition arrangements may be made at these reviews with the new school, for example: additional visit, practice travel, meeting key adults, meeting buddies from older year groups, making transition booklets using photographs.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Mr Chris Story.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013

- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was written by the school's Deputy Head and Behaviour Lead alongside the SENDCO with School Governor support, in liaison with the Senior Leadership Team. This policy was consulted upon by some of the parents of children in the school with SEND.

COVID-19

Supporting our SEND and vulnerable pupils returning to school after COVID-19 is crucial. As a school, we are following government guidance to helping these children settle back into education. Having assessed their risk, we are committed to deliver a broad and balanced curriculum for pupils, including full educational and care support for those pupils who have Special Educational Needs and Disabilities (SEND). We have identified that some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine, so teachers and support staff have planned how to meet these needs. Additionally, we have put into place and continue to provide provision for children who have SEND, who have been disrupted during partial school closure and we are aware that this may have an impact on their behaviour.

Abbreviations

SEND: Special Educational Needs and Disabilities

SENS: Special Educational Needs Support

EHC Plan: Education, Health Care Plan

SENDCo: Special Educational Needs and Disabilities Coordinator