



The Winston Churchill School

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Review by:	SENCo/SLT
Adopted by Full Governing Body:	February 2020
Next Review:	February 2021

Aims:

- ❖ To adhere to the school's principle aim, to provide the highest standards of teaching and learning for all students.
- ❖ To ensure that all students enjoy a broad and balanced education that meets individual needs.
- ❖ To ensure that The Winston Churchill School fully embraces and adheres to the SEND Code of Practice: 0-25 years
- ❖ To embed the principles of SEND:0-25 years in our practice; especially in ensuring that our Special Educational Needs and Disability (SEND) provision is student and family centred.
- ❖ To ensure the Code of Practice, the Disability Act and the Children's Act are integral to the school's commitment to equality.
- ❖ To promote an ethos of inclusion in our school, holding staff to account for ensuring all aspects of school life are accessible to all.

Key objectives

- ❖ To promote inclusion for all students.
- ❖ To follow a robust programme of transition; including following up the assessment results and records of all students on entry in order to identify and register those students who have SEND.
- ❖ To assess any student who is experiencing difficulties accessing the curriculum.
- ❖ To have available clear information for all staff regarding students identified as having SEND, and for teachers to take responsibility for meeting their needs in the classroom situation with the staff and resources available.
- ❖ To prioritise whole school measures to raise the standards of basic skills across the curriculum, especially the literacy skills of students during Key Stage 3 (KS3).
- ❖ To make reasonable adjustments to the curriculum, the school rules and its environment, when necessary, to meet the needs of very high need students.

- ❖ Teaching Staff, the Learning Support Department, the Year Teams, Student Services Team and external agencies to work together in supporting students who manifest behaviours likely to affect access to the curriculum and school life.
- ❖ To work with each student identified as having SEND, and their families, to produce a One Page Profile and where necessary a 'My Plan' document.
- ❖ All staff to read One Page Profiles of students they teach or support and take into account the student's voice in planning and teaching, so that the students' progress is accelerated.
- ❖ To provide opportunities throughout the year for students and their families to review provision, and progress and revise the One Page Profile.
- ❖ To identify students with a higher need and accelerate their level of support by working through the Surrey SEND Support Arrangements Document with them and their families.
- ❖ Staff to take necessary steps to support students in reaching targets set in SEND Support Arrangement documents.
- ❖ The SENCo to review Education Health Care Plans (EHCP) on an annual basis in meetings with the student, parents/carers and external agencies; and to liaise with teaching and pastoral staff on outcomes and new strategies to be implemented.
- ❖ Staff to collaborate in preparing and monitoring report-led interventions such as SSAs (SEND Support Arrangements), My Plan documents, PSPs (Pastoral Support Plans) and PEPs (Personal Education Plans) for specific students; the Learning Support Department to advise on considerations to the students' SEND in achieving targets set.
- ❖ Students who might need access arrangements for assessments and exams to be referred by staff to the Learning Support Department. The Department to respond to concerns raised, and those raised by parents, by collecting evidence, carrying out screening tests, arranging specialist testing, and establishing access arrangements for qualifying students.
- ❖ The SENCo to ensure that JCQ rules are adhered to robustly for Access Arrangements, and to provide clear evidence to inspectors.
- ❖ The transition team and the Learning Support Department to liaise with Primary schools and colleges to ensure continuity of provision for students with SEND and to facilitate smooth transition between phases.
- ❖ Learning Support staff to liaise with external agencies where it is agreed that a student's needs go beyond those that the school can solely meet, or where further evidence is needed.
- ❖ To use the school's staff funding and resources in the most cost-effective way.
- ❖ The Learning Support Department and Student Services team to liaise regularly to best meet the needs of students with SEND.
- ❖ To provide regular and effective professional development on SEND issues to all staff.
- ❖ To provide a safe area for students with SEND when needed, for example, during busy break times.
- ❖ To provide a Special Educational Needs Information Report (SIR – Appendix 1) [WCSC SIR](#) and a whole school provision map (Provision Map – Appendix 2) on the school website to inform parents and other interested parties of the principles of SEND in the school.

Physical Access

- ❖ The site has a series of ramps and allotted disabled parking bays.
- ❖ On the ground floor there is wheel chair access to all but two classrooms. On the first floor the majority of rooms are accessible via lifts but alternative arrangements are made for Business Studies.
- ❖ There are disabled toilets on the site, and a physio room.
- ❖ A number of classrooms are carpeted which creates a more acoustically beneficial environment, as does the replacement of the windows in the main building.
- ❖ The corridors in the main building are fitted with fire doors, which self-close should there be an emergency.

Specialist Equipment

- ❖ Tall chairs with backs are available for use in Science, Art and Technology.
- ❖ Specialist and non-slip utensils are available for use in Food Technology.
- ❖ Hoists and slip mats are available.
- ❖ There are six 'Evac' chairs - two in the English block, two in the main building and two in the Science tower.
- ❖ Laptop computers are on loan through the Learning Support Department for named students, and there are some available for the SENCo to lend out to students on a short-term need basis.
- ❖ Various pieces of PE equipment are available including a specialist seat for use in the rowing machine.
- ❖ Specialist equipment is ordered/ resourced on a need by need basis. E.g. For a student returning to school after an operation.

The Learning Support Department

The Learning Support Department provides advice and information to all staff on request, and electronically, about students with SEND who are on the main and extended registers. The Department provides advice about equipment; computer programmes; in-service courses; differentiation of curriculum materials; as well as advice on how staff can guide families seeking further support. The department can also advise staff on the different categories of Special Educational Needs and how to differentiate provision for individual students. Neurodiversity is promoted across the school and advice is given to teaching staff, through training and climate walks, on how to create neurodiverse learning environments.

Arrangements for the co-ordination of provision

The Head of Learning Support is the SENCo, leads the Learning Support Department, reports to a Deputy Headteacher and is a member of the Extended Senior Leadership Team. The SENCo is responsible for:

- ❖ ensuring that the school adheres to, and fully embraces the SEND Code of Practice, and for informing all staff in a clear and accessible way of their legal obligations
- ❖ ensuring that all SEND related legislation is adhered to in all areas of school life
- ❖ the day to day implementation of the school's SEND policy, procedure and provision

- ❖ ensuring that parents/carers are fully involved in decisions made about students with SEND
- ❖ liaising with, and reporting to, external agencies
- ❖ ensuring that data is analysed to monitor the progress of all students with SEND
- ❖ ensuring that teaching staff take responsibility for meeting the needs of all students in their classes
- ❖ ensuring that neurodiversity is promoted across the school
- ❖ ensuring that public information about SEND is up to date and available on the school's website
- ❖ ensuring that Quality First Teaching is strived for across curriculum areas
- ❖ deliver training to teaching staff and/ or invite external trainers into school
- ❖ engage parents through events and coffee mornings/ afternoons

Admission arrangements

The school caters for the full range of abilities, and the presence or absence of a special educational need or disability is not a factor in the selection of students. The only exception is where admission of a child would be severely detrimental to their own education, or that of other students, or would make the school an unsafe place to work or learn, or would be in contravention of the bills of human rights.

Identification, Assessment and Provision

The following list details the strategies used to identify students with SEN in line with the expectations and principles of the Code of Practice:

- ❖ The SENCo liaises with, and makes visits to the primary feeder schools with the transition co-ordinator and members of the year team to investigate and record information regarding those students already registered as having SEND, to ensure continuity.
- ❖ The Learning Support team uses data from screening tests and KS2 results to help identify students with SEN during their first term.
- ❖ Learning Support staff observe and monitor, and liaise with teaching staff over the progress of all students with SEND.
- ❖ The SENCo follows up class teacher referrals and expressions of concern (e.g. from parents, students, health authority) in conjunction with Year Teams.
- ❖ Student One Page Profiles, liaison with the students' families, student interviews, self-assessment forms, consultations with the Headteacher, Senior Leadership Team, Year Teams, tutors, teachers and support staff, and reference to student files, all assist in the identification of students who might be identified as having SEN and who would benefit from special provision.
- ❖ The school's graduated response to provision is student and family centered; which is pivotal to all decision making from the early identification of SEN. Students and their families take part in the completion of a One Page Profile, work with the school to plan and review provision, and are involved in the development and implementation of SEND Support Arrangements to this end, where appropriate. Families of students with EHCP are invited to attend meetings about provision, and families of all students with SEN support are invited to communicate with the school at least three times a year to review provision and update the One Page Profile.

Strategies used to establish the nature of students' Special Educational Needs

- ❖ The school responds quickly to identifying need as soon as a concern is raised. The school uses school based assessments as part of our monitoring system, which involves Tutors, Year Leaders, Subject teachers and Subject Leaders.
- ❖ For all students with SEN support, the SENCo, Learning Support Teachers, Year Leaders and the Educational Psychologist discuss the areas of concern of individual students. Tests / assessments are carried out, if appropriate. Other outside agencies can be involved at this stage including local authority agencies.
- ❖ The whole Education Health Care Plan review process involves student / parent advocacy, from preliminary interviews / telephone conversations, during completion of paperwork and during the reviews themselves.
- ❖ The school complies with statutory requirements of the SEN Code of Practice and uses the paperwork supplied by the Local Authority to record the above information.

Provision

The following points are illustrative of students' access to the curriculum:

- ❖ Students with SEND have access to a balanced and broadly-based curriculum including the National Curriculum. For some individual students an alternative curriculum is put in place appropriate to their individual needs.
- ❖ All teachers are teachers of SEND and Quality First Teaching forms wave one of our graduated response to meeting Special Educational Needs. Learning Support Assistants form professional teams with the teaching staff and liaise over the individual needs of students.
- ❖ Once every term, the SENCo attends each subject area's department meeting where the progress and needs of students with SEND are discussed, lack of progress can be identified, and further support can be planned. Year leaders have regular meetings with the SENCo, as does the Pupil Premium lead also to discuss students' progress and needs.
- ❖ There is a database of all students, by year on the SEND register. These are held electronically and hold photographs of each student, information about their needs and membership of sub-groups, as well as data. Staff are expected to refer to and contribute to the registers for suggested strategies for individual students, and there is a hyperlink to each student's One Page Profile. Teachers are expected to implement strategies held on the databases and use all external advice held there to accelerate progress.
- ❖ All departments must have due regard for the implications of the SEND Code of Practice and this policy. Agenda items at departmental meetings include those relating to SEND. Differentiation is embedded in all lesson planning.
- ❖ The SENCO, and others members of the Learning Support Department, advise on the differentiation of curriculum and assessment materials.
- ❖ Learning Support Assistants (LSAs) provide in-class support. They monitor the progress made by all supported students with SEND. They also run additional support sessions in break time and after school and withdraw selected students from lessons for targeted interventions. They run reading, literacy, numeracy and socializing programmes.
- ❖ For Year 7, students are identified during the transition period to be part of the Foundation Teaching group. This is a smaller teaching group of 15, they receive the full curriculum, with LSA in-class support. The class also have increased school-home liaison.

- ❖ Identified Year 7 students participate in a Literacy carousel which targets specific areas of need unique to the individual.
- ❖ A robust Literacy intervention programme is in place to target students whose reading and writing ability is below age related expectations in KS3.
- ❖ A Literacy tutor supports KS3 and KS4 students who require additional support to meet their targets.
- ❖ Escort / practical assistance is provided for physically disabled students where required.
- ❖ Support is given through therapy programmes, where appropriate, and under the guidance of qualified therapists that advise the school through the local authority team and / or health services.
- ❖ Students struggling with SEMH issues are supported on a 1:1 basis or through small group intervention by our Assistant Psychologist for Education.
- ❖ Internal Exclusion Centre (IEC) is a sanction for students who have breached rules in the school's behaviour policy; Students with SEND have their needs taken into account; year leaders, SENCo, Deputy Heads and Head Teacher all liaise over appropriate arrangements for these students in the IEC.

Inclusion

Students with SEND are fully included in the life of the school, as are all inclusive groups that include Pupil Premium, Looked After Children and Young Carers. Students hold positions of responsibility and represent the school in sports, drama and a comprehensive range of other activities. Students with SEND participate in school visits (where appropriate, in line with the risk assessment undertaken and with due regard for the health and safety of all students and staff), and support staff accompany those considered to be most vulnerable.

Evaluation, Monitoring and Impact

Indicators used to gather evidence of the effectiveness of provision for students with SEN, and methods of data analysis include:

- ❖ data analysis through SISRA (data assessment and tracking system) showing progress for students in KS3
- ❖ data analysis through SISRA showing attainment against FFT20 and Winston Targets in mock exams and teacher predictions for KS4 students
- ❖ data analysis through SISRA, and the school's Ofsted Data Dashboard on attainment of year 11 leavers
- ❖ information gathering from the families of students with SEND
- ❖ the number of students whose EHCP is withdrawn due to academic progress is tracked
- ❖ students making significant measurable progress in reading during the year
- ❖ reports from students confirming their increased ability for independent learning
- ❖ reduction in the number of exclusions of students with SEND
- ❖ school-based leveling / tests / assessments / reports and external examination results, which are tracked and intervention offered where required

- ❖ analysis of destinations of students with SEND, showing the number of students who have had successful transition to their next phase of learning or training
- ❖ the professional development of the Learning Support staff to further develop their skills and expertise
- ❖ the positive response of parents, the scarcity of complaints, and the absence of any appeal made on behalf of any student receiving Special Educational Needs intervention
- ❖ the SEND Link Governor to produce an annual report regarding SEND and Inclusion

Resources

- ❖ The school receives funding for students with EHCPs, and funding for students with SEN support. Decisions about how funds are spent are personalised to meet individual needs.
- ❖ The Headteacher, Senior Leadership Team and Governors employ an experienced and highly qualified SENCo, and a team of LSAs including one with HLTA status.
- ❖ Aspects of SEND feature regularly as part of the school's INSET programme for both the Learning Support team and whole school staff.
- ❖ The SENCo, and Learning Support team provide training for newly qualified teachers and PGCE students.

Support Services

Surrey Local Authority has a multi professional service.

The SENCo liaises with the following outside support agencies and coordinates their work with Year Leaders and other school based staff where appropriate:

- ❖ Educational Welfare Service (EWS) liaises directly with the Attendance and Welfare Manager and Year Leaders, involving the SENCo when appropriate.
- ❖ Physical and Sensory Support (PSS) provides a consultant for each of the areas of hearing, visual and physical disabilities. The consultants visit by appointment to test, monitor and review named students.
- ❖ The Health Service provides a school nurse, physiotherapists, occupational therapists and speech therapists where appropriate for a student's individual needs.
- ❖ Child and Adolescent Mental Health Service (CAMHS) supports students, liaises with school and advises parents. Referrals can be made to this service.
- ❖ The Educational Psychology Service (EPS) provides a named Educational Psychologist who observes and interviews students and parents by appointment and may be present at Annual Reviews of EHCPs where appropriate and at person-centred reviews.
- ❖ The Travellers' Service provides a link between school and families when necessary.
- ❖ Speech and Language Therapy Service provides an assessment and reporting service.
- ❖ Learning and Language Support (LLS), provides a named consultant for the school.

- ❖ Social Care work in conjunction with Year Leaders, Learning Support and Student Services, the Designated Safeguard Leads (DSL) and the Safeguarding team regarding students within the school, who may also be on the school's SEND registers.
- ❖ Surrey SEND Information, Advice and Support Service (SSIASS) give independent support and advice to parents / carers of students with SEN.

Communication with parents

- ❖ the school regularly communicates with families at Parents' Evenings and Learning/Progress Review meetings
- ❖ the Learning Support Department requests information from staff before all reviews of EHCPs and Annual Reviews of the remaining Statements of Special Educational Needs
- ❖ there is contact by telephone, e-mail, letter or meeting as requested by parents
- ❖ the school enlists parental support in helping students meet their targets
- ❖ letters and information are distributed to parents of students on the SEND registers, including an annual letter advising parents that their child is on the SEND register.

Links with other Schools and Colleges

- ❖ The SENCO attends transition (year 6) Annual Reviews of EHCPs when invited by the feeder Primary Schools.
- ❖ The SENCO and year team follow a programme of transition with the feeder Primary Schools during the term prior to the new intake, in order to identify students needing early intervention.
- ❖ There is regular contact with the local Colleges / sixth forms in order to facilitate a smooth transfer post 16 and continuity of provision.

Complaints procedure

The school has a formal complaint procedure which can be found on our website at: [Parental Concerns and Complaints Policy](#) .

The Annual Review of EHCP process provides a forum for parents to express any concerns. Parents can also contact the SENCo at any other time to discuss matters relating to the provision made for their child's Special Educational Needs. The Headteacher will inform the Governors of any complaint of a serious nature, relating to SEND provision.

Links with other policies include:

- Access Plan/Disability
- Attendance
- Behaviour
- Concerns and Complaints (for parents)
- Curriculum
- Equality
- Examinations
- Teaching and Learning

Signed: Chair of Committee.....Date:.....