



The Winston Churchill School

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Review by: Teaching and Learning Committee

Date:

Adopted by Governing Body:

Next review:

February 2022

Coronavirus Pandemic:

The school has continued to provide students with an EHCP and those identified as having SEND, with access to support whether in or outside of school.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely by:
 - Making regular phone calls to SEN support students
 - Having regular online meetings with EHCP students
 - Group reading sessions online with selected SEND students
- Supporting students who are in school by:
 - Providing timetabled support to key worker students with SEN
 - Providing specific intervention sessions to students with SEN ○
Lunchtime supervision

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Policy Statement

At The Winston Churchill School we believe that all pupils have the right to access and enjoy every aspect of school life, regardless of any physical or learning disability. Regardless of their starting point, all pupils are expected to grasp every opportunity to make progress at their own pace and reach their full potential. The SEND policy is intended to ensure consistency across the school, reward successes and provide the highest standards of teaching and learning for all students.

Principle

Every member of The Winston Churchill School community, regardless of background:

- Undertakes the **Responsibility** to learn effectively, in all situations, through positive engagement
- Builds **Respectful** relationships, empowering everyone to achieve their personal ambitions
- Is **Ready** and equipped to access the diverse range of inclusive opportunities
- Contributes to the local, national and global community

At The Winston Churchill School we aim to work together with outside agencies, teachers, parents and pupils to achieve equality of opportunity.

Aims of the policy

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Legislation and guidance

This policy and information report 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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities, of a kind generally, provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The Head of Learning Support (SENCO) is Claire Lenaghan

c.lenaghan@wcsc.org.uk.

The Head of Learning Support will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with feeder primary schools during the summer term to gather information on pupils transferring to The Winston Churchill School and where needed organize additional transition sessions
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class. When required, to liaise with the SENCO to review pupil progress and development and decide on any changes to the provision and or curriculum offer
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensuring they follow this SEN policy

5. SEN information report

5.1 Groupings by Need

At The Winston Churchill School, our pupils on the SEND register are grouped by their current primary need. Groups are fluid and a student may be moved from one group to another as progress is made in a particular area. Students are grouped through discussion with teaching/support staff, year leaders and outside agencies. Grouping has helped staff to quickly identify need and support students in the best possible way. See a detailed description of each group in appendix 1.

Back on Track: Social, emotional and mental health difficulties (SEMH). These students are usually supported by outside agencies and/or the school's family support workers and/or the year team.

Mind over Matter: SEMH and/or other areas of need (e.g ADHD). Students are supported by our school Assistant Psychologist for Education. Family support workers are also regularly involved in these cases.

Communication is Key: Communication and interaction, for example, autistic spectrum disorder, ADHD, speech and language difficulties. These students may be supported directly by our Speech & Language therapist (SaLT) or by our school Language and Communication Support Assistant.

Back to Basics: Cognition and learning, for example, moderate learning difficulty, dyslexia, dyspraxia, ADHD. These students are supported through additional literacy, English and maths intervention/access arrangements etc. See Whole School Provision Map.

It is important to note that a diagnosis/condition does not mean that a student is placed in a particular group- the above are examples only. The students are grouped depending on the support that they require at any time; this is ever changing and personalized to a student's specific need.

Our school also currently provides additional and/or different provision for a range of needs, including:

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy. These students are often supported by external specialist teachers or health professionals

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents/carers

Parents/carers may request a meeting with the SENCO to discuss their child's special educational need and progress. If school staff are concerned about a child's progress and feel that additional intervention is required, contact will be made with parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added to the pupil's record.

Parents are notified annually if their child is receiving SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teachers and the year team will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Standardized scores (CAT4) and PASS survey data
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views. Every student on the SEND register has a One Page Profile which is updated by the pupil annually and shared with parents as part of Learning Review meetings
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Students who require additional support will have a 'My Plan' document with clear targets. This is written by the SENCO in liaison with the student, parents/carers and relevant staff. Regular meetings are held to review progress towards targets.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

The SENCO and year team follow a transition programme 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.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual students. For a list of wave 1, 2 & 3 interventions that are offered to students depending on their need please see appendix 2.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, LSA support, teaching style, content of the lesson, alternative resources etc.
- Y9 Pathway options. Pathway 3 for example offers a range of more vocational subjects
- Alternative curriculums are available to certain students dependent on need and additional funding
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access Arrangements are put in place through agreement with our external assessor

5.8 Additional support for learning

We have learning support assistants who deliver interventions such as our core studies carousel/reading interventions etc... (See appendix 2)

Depending on need, learning support assistants will support pupils on a 1:1/1:2 basis for catch up literacy, maths or science.

At The Winston Churchill School, we have two Education Psychology Assistants and a Speech & Communication Assistant who deliver group sessions as well as support for students on a 1:1 basis. We also have members of staff who are ELSA trained.

5.9 Expertise and training of staff

Our head of Learning Support (SENCO) has over 13 years experience in education across the key stage phases in both mainstream and specialist settings. Previous experience includes working as a Deputy Head in a specialist school for high functioning autistic children.

We have a team of learning support assistants, including one higher level teaching assistant (HLTA) who are trained to deliver SEN provision. All staff in the department have regular training and the opportunity to work closely alongside external professionals.

We have two Education Psychology Assistants (EPAs) and a Speech & Communication Assistant who are psychology graduates. We also have two ELSA trained members of staff. Our EPAs and ELSAs are supervised by a qualified EP. Our Speech & Communication Assistant is supported by the school's designated Speech Therapist.

We also use a range of external specialist staff such as REMA to support our students (See appendix 2).

5.10 Specialist equipment and facilities

- 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
- 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

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their FFT20 each term and progress made towards 'My Plan' targets
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to track progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Escort/practical assistance is provided for physically disabled students where required. Specialist equipment is available to help disabled students and visitors access our site. Please refer to the school's accessibility plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school student council. We have a SEN prefect. We have family support workers who work closely with students and families to support any social & emotional needs. Our SENCO and EPa work closely with student services and the year teams. As required, referrals are made to social care or CAMHS. We have a zero tolerance approach to bullying.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, school will monitor and if need be assess to determine whether there are any undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviors a multi-agency approach e.g Early help will be sought. (See SEND code of Practice)

Reasonable adjustments are made to ensure SEN students can access all the benefits of their education. If a child with SEN is displaying disruptive or challenging behaviour, early intervention is required (specific 'My Plan' targets for example) to assess whether appropriate reasonable adjustments have been made. The fact that a child has SEN does not mean that they should never be disciplined, rather that reasonable adjustments should be made.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- 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 Health Service provides, physiotherapists, occupational therapists and speech therapists where appropriate for a student's individual needs
- Child and Adolescent Mental Health Service (CAMHS)
- ASD/ADHD outreach services
- The Educational Psychology Service (EPS)
- The Travellers' Service
- Learning and Language Support (LLS)
- Social Care
- Surrey SEND Information, Advice and Support Service (SSIASS)
- Surrey Graduated Response Advisor (NW & NE)

5.15 Complaints about SEN provision

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.

5.16 Contact details of support services for parents of pupils with SEN

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=BJUPLnqrLnk>

5.17 Contact details for raising concerns

Miss C Lenaghan – Head of Learning Support c.lenaghan@wcsc.org.uk –

Ms J Sigrist – Assistant Headteacher - j.sigrist@wcsc.org.uk - Wednesday

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Claire Lenaghan (Head of Learning Support) **every year**. It will also be updated if any changes to the information are made during the year.

This policy is approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

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

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