



The Winston Churchill School

The kinds of Special Educational needs that are provided for here at The Winston Churchill School:

Our school is a mainstream inclusive setting. We fully comply with the requirements set out in the Special Educational Needs Code of Practice. Staff have received training to be able to cater for learners who may have difficulties with:

- ✓ Cognition and Learning
- ✓ Communication and Interaction
- ✓ Social, Emotional and Mental Health needs
- ✓ Sensory and/or Physical needs

We make reasonable adjustments to our practices and environment to ensure we comply with the Equality Act (2010).

We have staff who have received a higher level of training in the following areas:

- ✓ Hearing and Visual Impairment
- ✓ Physical Disabilities / Physiotherapy
- ✓ Autistic Spectrum Disorder
- ✓ Attention Deficit Hyperactivity Disorder
- ✓ Specific Learning Disability: including dyslexia and other high incidence SEN
- ✓ Testing and access arrangements
- ✓ Social, emotional, mental health well-being

Our policies for identifying children and young people with SEN and assessing their needs, the name and contact details for our SENCo:

The SENCO at our school is Rachel Berry. Fiona Francis and Beth Redick are Deputy SENCos/Primary Specialists. All are contactable via AdviceSEN@wcsc.org.uk
Janet Sigrist oversees the Learning Support Department as Assistant Headteacher.

Students with special educational needs are identified through:

- ✓ the transition process, and links with primary schools
- ✓ data, e.g. KS2 results, MIDYIS or CAT4 levels / standardised scores, standardised reading tests, KS3/4 assessments, PASS testing
- ✓ routine analysis of data to identify students not making expected progress
- ✓ teaching, support and pastoral staff raising concerns
- ✓ parents raising concerns
- ✓ students themselves raising concerns

Once identified, we follow our 'Assess, Plan, Do, Review' process:

1. assess the student's special educational need by analysis of data and consultation with the student, her/his family and by having meetings with staff
2. plan how to meet the student's need by working with the student, liaising with her/his parents/carers and with staff, and through setting up a personal profile for the student
3. endeavour to ensure that all parties carry out the plan through regular communication and staff training
4. review how well the plan is working to meet the student's needs through analysis of termly data, consultation with the student and her/his family, and through liaison with staff

This process will be repeated to make sure that the student's educational needs are met and that she/he makes good progress.

We hold a half-termly meeting with the Learning Support Department and Subject Leaders to discuss progress, and strategies for access to learning for all. The Learning Support Department holds twice weekly meetings to discuss support for all students with special educational needs. Teacher team meetings are also called as required for targeted students. Decisions are made as a result of these meetings as to the most appropriate steps to take in order to support the learner; these decisions tie in with the school's graduated approach to meeting needs.

Our arrangements for consulting parents of students with SEN and involving them in their child's progress:

We are committed to involving parents from the outset of a student being identified as potentially having a special educational need, throughout the whole process of ensuring that those needs are met. Parents/carers of students with SEN can communicate through the Learning Support Department via email, telephone or meetings. They will also be given the opportunity to discuss the effectiveness of support at Learning Review meetings and Parents' Evenings.

- ✓ the SENCO discusses with Year Leaders, subject staff and other key staff where there are concerns about progress or engagement, this includes discussion about the teaching groups SEND students will be placed in, and parents / carers will be liaised with over any decisions being made
- ✓ the amount and type of support given to the students is then considered based on the individual student's SEND, and recommendations from outside agencies and / or primary schools which are, again, communicated to families

As part of this process, a one page profile is compiled with the student; parents / carers are also consulted when the profile is put together. One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the student's whole story. We feel it is vital to have the views of the learner so that they feel involved in their own learning. For pupils who require further support a My Plan assessment is carried out.

Arrangements for assessing and reviewing students' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment review

- ✓ in addition to the normal reporting arrangements parents / carers are encouraged to discuss their child's progress with the subject staff at Parents' evening and with the Form Tutor on Learning Review day
- ✓ termly tracking of each student's progress takes place by the parents / carers, Form Tutor and Year Leader through the termly report, which gives the current level and a target level
- ✓ students' planners, school website and Frog system (the school's intranet) are the ways of checking school information on a daily basis
- ✓ information evenings for parents / carers are held early in the first term as well as being part of the induction process in year 6
- ✓ a range of parent training and learning events take place throughout the academic year
- ✓ individual meetings can also be arranged with the SENCO / LSAs to help support parents / carers and students with SEND

During our Assess, Plan, Do, Review process we will look at the actions needed to support learners towards their outcomes and highlight what each stakeholder can do to make a positive contribution. We

	<p>also have Home School Link workers who can support parents and make recommendations on how they can positively engage with their child’s learning and all round development.</p>
<p>Our arrangements for supporting students in moving between phases of education and preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include Higher Education, employment, independent living and participation in society.</p>	<p>During the summer term the Transition Team, including an Assistant Head, the SENCo, the Deputy SENCo, and Year Team leaders, visit our feeder primary schools and meet all the children to make them feel like ‘Winston Students’ and ensure they are confident in transition. We meet with primary teachers and discuss every individual student, and the staff raise our awareness of students’ needs. Best practice is shared so that transition is easier. Other measures we take:</p> <ul style="list-style-type: none"> ✓ run induction days for all students ✓ run an information evening for year 6 students’ parents ✓ host an extended transition programme over a number of weeks for more vulnerable students, this is run by the Learning Support Department; parents are invited in for the initial session <p>We liaise with the local authority to maximise the chances of successful transitions for year 11 students to their next phase:</p> <ul style="list-style-type: none"> • all students receive guidance and support in preparation for the moving on to their next phase from year 9 onwards • all students have training on, and access to Start, career advisory systems • the responsible Deputy Head Teacher works with form tutors to give students the optimum exposure to available options • Subject areas provide detailed accessible information on our Frog system so that learners can make informed choices about their courses and their futures • Students with SEND receive additional support through the SENCO and the LSAs, Surrey county council have a Special Educational Needs team • The SENCO liaises with the prospective college / school regarding support that may be required for individual students • We have careers mentors who work with identified students • We have a Progress Leader, Miss Exworth who will arrange an alternative curriculum offer if needed.

Our approach to teaching students with SEN

We adopt a graduated approach to meeting needs, through Quality First Teaching our staff make reasonable adjustments to help include all students, not just those with SEND. We take a holistic approach to supporting learners; teaching staff, support staff, Year Leaders and form tutors, pastoral staff and Senior Leadership Team members are all involved with supporting our students.

Each student is treated as an individual. Their educational needs programme is based on the curriculum for their year group with additional support as identified on the Waves of Intervention, depending on their individual need / diagnosis.

The educational programmes are overseen by the Learning Support team with involvement from the Student Services Team, subject staff and Form Tutors. All those involved with an individual student are involved in the tracking of their progress as well as reviews to consider the success of interventions.

We have a nominated Governor, Mr Andy Erskine, responsible for monitoring and reporting on Special Educational Needs.

How adaptations are made to the curriculum and the learning environment of students with SEN.

- ✓ in year 7, students are broadly grouped to enable them to settle, to be tracked and accurately assessed at KS3, for each unique cohort, we review to decide how far they will be set or remain as mixed ability groups for 8 and upwards
- ✓ teachers have high expectations and will provide work that matches the individual student's abilities and which will stretch them academically
- ✓ students with higher needs will be placed in the Foundation teaching group in year 7
- ✓ subject staff will match teaching with the learner's needs (differentiation)

These approaches ensure that every child has access to an appropriate curriculum.

We have an Accessibility Policy and Plan which shows how adaptations are made not only to the built environment but to the Curriculum and how information is accessed by students and their parents / carers.

- ✓ the school is accessible for wheelchair users with lifts and ramps available
- ✓ there are automatic doors and disabled toilets
- ✓ the buildings have been acoustically improved to support hearing impaired students and the site has been marked out to improve movement for visually impaired students
- ✓ the school will arrange for appropriate communications to be made to parents / carers to support those whose first language is not English or who have learning needs / disabilities

The expertise and training of our staff to support students with SEN, including how specialist expertise will be secured

We have trained staff in our school, including in the following areas:

- ELSA (Emotional Literacy)
- Toe by Toe (reading programme), Lexia and Elklan
- Working with students with ASD, and ADHD
- Moving and Handling if needed
- Specific Learning Disabilities (Dyslexia, Dyspraxia)
- Phonics
- Testing and access arrangements
- Social, emotional and mental health support

✓
We aim to ensure that all staff working with learners who have SEN possess a working knowledge of strategies to manage the range of SEN, allowing all learners access to the curriculum.

Where it is deemed that external support is necessary we discuss any referrals with parents / carers in the first instance and gain full consent before proceeding with a referral. We regularly work with external agencies including: the Educational Psychologist, CAMHS (Child and Adolescent Mental Health Service), CYA (youth arm of CAMHS), Case Workers at the Local Authority, Learning Language Support at the local authority, The Abbey School (ASD outreach), our Specialist Access Arrangements Tester, and Child Services.

- ✓ Learning Support staff liaise with physiotherapists in order to support individual students who require physio programmes
- ✓ a member of the Learning Support staff is trained to oversee the support for hearing impaired students, and for visually impaired students, liaising closely with the County Specialist Teachers
- ✓ a member of the Learning Support staff oversees students with a physical disability liaising closely with the County Specialist Teacher for physically disabled students
- ✓ the SENCO / student services staff liaise with specialist medical staff / consultants when appropriate, including pediatric consultants
- ✓ the school has a team of qualified and experienced staff who liaise with CAMHS and social care where appropriate, they also provide support for the vulnerable students
- ✓ we have a qualified specialist HLTA who delivers a range of interventions including very small group twice weekly literacy lessons, focusing very much on the individual needs of the students, also handwriting and other literacy related support
- ✓ we have identified staff in the Learning Support Dept who offer targeted support to our students with ASD and they run a communications group for them
- ✓ a member of the Learning Support team specializes in the support of EAL students (English as an Additional Language), in terms of managing learning, school life and exams
- ✓ various aspects of SEND are included in whole school staff training e.g. ASD, ADHD, behaviour management, CAMHS, specific learning difficulties
- ✓ students have regular after school access to a specialist teacher to cater for their individual needs with regard to specific learning difficulties

	<p>Half termly, Subject or Deputy Subject leaders meet as a group with the SENCO to discuss a range of SEND topics.</p>
<p>Evaluating the effectiveness of the provision made for students with SEN</p>	<p>We review the needs of the learners within the school and endeavor to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards training so that in-house provision is better. The SENCo carries out learning walks to a range of lessons to see how provision is delivered and this rigorous quality assurance helps to maintain standards.</p> <p>We use our provision management tool to look at specific interventions for targeted students and how those interventions have impacted on progress. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.</p> <p>Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place, for example a targeted reading group.</p> <p>The school's special needs budget provides our range of support depending on the needs of the individual students. This support includes in-class support from the Learning Support team for students with a statement or an EHCP, which may be for a group of students or individual students. Other types of support include: individual tutorials, support with homework after school, a practical assistant, the use of a laptop.</p>
<p>How students with SEN are enabled to engage in activities available with students in the school who do not have SEN</p>	<p>In our school we support all learners engaging in all activities together. Staff work to try to remove any barriers to learning or inclusion. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</p> <ul style="list-style-type: none"> ✓ students with SEND are fully included in educational visits, thorough risk assessments are carried out to ensure it is safe for the student to attend the visit ✓ the SENCO liaises closely with the trip organizer / leader and parents / carers to ensure that the appropriate support is available ✓ The Winston Way is actively promoted and embedded in school life which supports inclusion and a respectful school community

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of students with SEN and measures to prevent bullying

In our school we have a zero tolerance policy against bullying. One of our Assistant Head Teachers coordinates a very effective anti-bullying programme, including the student-run ABC (Anti-Bullying Committee). We bring in outside groups to run additional assemblies to encourage a 'respect for all' ethos in the school. We deal with all negative behaviors through consistent application of our behaviour policy which can be read on our website (About our School – Policies).

Our PSHCE programme looks to develop emotional and social maturity. Every child has a form tutor with whom they can share any concerns but we also employ mentors, and we have our ELSA trained member of staff, should students require further support.

- ✓ students with SEND have access to support from the pastoral and medical staff as well as the Learning Support team
- ✓ should a student require personal care there would be support staff identified for this on an individual basis

How we involve external agencies such as health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of students with SEN and supporting their families

At times, we refer to agencies outside the school setting for additional expertise to make sure that we are fully addressing the overall development of the learner.

We hold meetings in school to which professionals from outside school are invited. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases the consent and opinions of students and their families are sought and / or are invited to attend the meeting.

We have a particular duty to ensure that looked-after children are given the appropriate support and care to help promote their progress and engagement within the learning environment. Our SENCo, two of our Assistant Head Teachers, Mrs Janet Sigrist and Mrs Jo Mellor (designated senior lead for Child Protection and LAC), and one of our Child Protection Team, meet with Social Services and the Virtual School to ensure the student's wider needs are being met. A PEP (Personal Education Plan) is produced and reviewed regularly to help support the student's progress.

Arrangements for handling complaints from parents of students with SEN about the provision made at school

The first point of contact to discuss something in general about your child is their form tutor.

If you have a query that is about a subject, please contact the subject teacher.

The school website has details about Open Evenings and the procedure for applying for a place at the school.

If you want to discuss your child's SEND, please Rachel Berry, Fiona Francis or Beth Redick via AdviceSEN@wcsc.org.uk

	<p>We have Home / School link workers and Key Stage Managers</p> <p>A copy of the school's Concerns and Complaints policy and procedure can be found on the school website (About our School – Policies). The procedure outlines the formal steps the school would take in handling any complaint.</p> <p>Where a resolution between the parent and the school cannot be reached, then parents will be advised to seek external support through the Parent Working Partnership.</p>
How to find further help through the local authority	<p>You can access Surrey's Local Offer Website by typing 'Surrey LO' into your search engine. The URL is: https://www.surreylocaloffer.org.uk/</p> <p>At the local offer website you can find services, read information and guidance, discuss with parents/carers through a forum, give feedback, contact the local authority and find local events.</p>