# Wincanton Primary School

# Special Educational Needs and/or Disabilities Policy

**2024-2026**

**November 2024**

**Approved by Chair of Governors**

**Signed:**

**Date: 21.1.2025**

**Proposed Date of Future Review: November 2026**

## Rationale:

This policy should be read in conjunction with the following documents as appropriate:

## School Documents

- WPS SEND Information Report- Full Parent Carer Report
- WPS SEND Information Report- Simplified Parent Carer Guide
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Equalities Policy
- Behaviour Policy
- Anti-bullying Policy

## County Documents

- Somerset Local Offer
- Somerset Graduated Response Tool

Wincanton Primary School (WPS) is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having **special educational needs and/or disabilities (SEND)** have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

WPS is committed to inclusion. Part of the school's strategic planning for improvement is to develop policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We believe that educational inclusion is about equal opportunities for all learners, whatever their needs, ability, age, gender, ethnicity, impairment, attainment and background.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and particular needs. We pay particular attention to the provision for and the achievement of different groups of learners under our care.

We pay particular attention to the provision for and the achievement of different groups of learners:
• girls and boys
• learners who need support to learn English as an additional language (EAL)
• learners with special educational needs and/ or disabilities (SEND)
• those who are more able and talented (also known as Gifted and Talented)
• those who are looked after by the local authority (CLA) or who have been previously looked after (CPLA)

• children in receipt of pupil premium funding
• children in receipt of the free school meals entitlement
• children with a low level of attendance in school
• Learners with medical needs

As a school, we uphold the Governments **SEND Code of Practice 2014** and the **Somerset Graduated Response Tool – Ordinarily Available Provision for Children and Young People with Special Educational Needs,** which is a graduated framework setting out the entitlement of provision offered to children with SEND needs in Somerset.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to medical, sensory or physical impairment, cognition and learning difficulties, communication and Interactions needs, social emotional and mental health development or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity, adverse childhood experiences or trauma. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At WPS we aim to identify these needs as early as possible and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We strive to work together with pupils and their parents/carers and are mindful of the need to consider the 'whole child.'

WPS sees the inclusion of children identified as having special educational needs or disabilities as equal opportunities issues, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are ever conscious of ensuring our environment is supportive of our SEND pupils.

The development and monitoring of Inclusion and Intervention will be undertaken by the Leadership team in conjunction with the SENCo (Special Educational Needs Co-ordinator) which meets on a weekly basis to discuss a wide range of school matters including SEND.

The SEND Coordinator is Luisa Richardson who is part-time. Please see the SEND Information report for contact information.

The SEND Governors is Kirsty Calcott.

Senior Leaders, Team Leaders and the SENCo are responsible for co-ordinating the day to day running of support staff. The teachers as 'teachers of all pupils' are responsible for organising and delivering class provision and and the monitoring of Intervention Packages, bespoke programmes of work designed to fill gaps in a child's

knowledge or understanding and the Team Leaders and SENCo are responsible for the overall monitoring of the provision or interventions.

## Objectives:

In order for a child to be placed on the Special Educational Needs and Disabilities (SEND) register they must have one or more of the following needs which means they make significantly less progress than is expected:

• a learning difficulty;
• social, emotional and/or mental health needs;
• speech, language and communication needs;
• a medical, physical and/or sensory disability.

Therefore, provision must be made in order for them to make expected progress alongside their peers.

1. To ensure the SEN and Disability Act, relevant Codes of Practice, the **Somerset Graduated Response Tool** and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for all children at WPS and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible. Any additional support needed is planned for using the ASSESS-PLAN-DO-REVIEW cycle and follows a graduated approach to allocation of support.
4. To provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate.
5. To provide specific input, matched to individual needs, for those pupils recorded as having SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that the SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. To value and appreciate positive relationships between child, home and school. It is recognised that such links may have a significant beneficial effect on a child's progress.
9. To actively seek pupils' views on school life/procedures and involve the children themselves, when appropriate, in planning and decision making that affects them.

## Arrangements for coordinating SEND provision:

It is recognised that some pupils may have special educational needs during the course of their educational career, and that these may be mild, transitory, specific, severe or complex. Some pupils may have a range of difficulties. The aims and objectives of this policy are that the needs of these children should be met, within the context of the following, and in line with the SEN Code of Practice 2014

1. The SENCo will meet with the class teacher at a SEND review meeting once each term to discuss whole school SEND improvement, additional needs concerns, provision, and to review personal ASSESS-PLAN-DO-REVIEW plans.
2. At other times, the SENCo will be alerted through class teachers, to newly arising concerns as part of the schools graduated approach to SEND as well as from pupil progress meetings which are held termly with senior leaders.
3. Learning goals/outcomes arising from meetings and reviews will be used to inform and support whole class Universal Provision approaches to inclusion, e.g. differentiation, varied teaching styles and strategies, alongside child specific provisions.
4. The SENCo monitors whole school SEND improvement development, provision for SEND pupils at Universal class level and provision for specific pupils at a personal/group level.
5. The senior leadership team, together with the Head Teacher, monitors the quality and effectiveness of provision for all pupils including those with SEND through classroom observation. The SENCo monitors the effectiveness of provision by monitoring pupil's progress. A child must not be considered as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.
6. Special Educational Provision means provision which is additional to, or otherwise different from, the Universal educational provision made generally for children of their age.
7. Learning support can generally be defined as anything which is needed to enable the learning process to take place. Learning support is the combination of the process of supporting learning, and the resources required to enable that process to be accomplished effectively and efficiently.

   This school policy reflects the consensus of opinion of the whole teaching staff, and has the full agreement of the governing body and school staff.

8. Every teacher is a teacher of SEND. The implementation of this policy is the responsibility of all the staff.
9. Early identification is essential, with appropriate support planned for using the ASSESS-PLAN-DO-REVIEW cycle and given from the earliest identification of pupil need, with appropriate support to be given through a graduated approach.
10. All confidential SEND paperwork is stored in locked teachers' cupboards and the locked SENCo office cupboard. At transition relevant documents are transferred to the pupil's next educational placement and any additional information not needing to be passed on will be destroyed securely.
11. The SENCo coordinates the SEND register which is a list of pupils who have SEND in school and who are supported at a high level. The SENCo also coordinates a Universal Plus list which monitors provision for some pupils who are more closely monitored under Universal provision. Pupils move on or off these lists according to their presenting need.
12. The school will work closely with other professionals to develop best practice in SEND. Such links may include:

**Current Services:**

- The Access to Inclusion Team:
- The **Access to Learning Team** (A2L) - **Learning Support** until April 2024 when this ceases to exist under Somerset's new restructuring programme.
- The **Access to Learning Team** (A2L) - **Autism and Social Communication** until April 2024 when this ceases to exist under Somerset's new restructuring programme.

- The Children and Young person's Specialist Service, SEND and Inclusion Support Somerset:
- **Occupational Therapy Team (OT)-**
- **Hearing Support Team (HS)-**
- **Vision Support Team (VI)-**

- **Educational Psychologists**
- **Access and Assistive Technology Team**
- **Children's Social Care** (CSC) and the **Family Intervention Service** (FIS)
- **Parent Family Support Advisors**

**Future Services:**

- **'Team Around the School'** support
- **'Team Around the Child'** Support

- The school's **'Locality SEND Assessment'** representatives from April 2024 to include:

  - 1 **Senior Educational Psychologist**
  - **3 Educational Psychologists**
  - **1 Senior Assessment and Reviewing Officer**
  - **2 Assessments and Reviewing Officers**

- The school's '**Locality School Age Virtual School'** representative from April 2024
- The school's '**Locality Parent and Family Support Advisors (PFSA)'**
- The school's '**Locality Education Engagement Officer'**

**NHS Services:**

- Children and Young Person's Therapy Services - **Occupational Therapy** (O.T)
- Children and Young Person's Therapy Services- **Speech and Language Therapists** (SLT)
- Medical Services- General Practitioners and Paediatric teams

## Identification and Assessment Arrangements, Monitoring and Review Procedures:

In order for a child to be placed on the Special Educational Needs and Disabilities (SEND) register they must have been identified as a child or young person that has a learning difficulty or disability and is making significantly less progress than is

expected, which requires SEND provision to be made in order for them to make expected progress alongside their peers.

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*

Pupils fall into one or more of the following categories of need:

***Communication and interaction:*** *This incorporates those students with speech, language and communication needs (SLCN) who have difficulty understanding and expressing themselves, communicating with others. This may include children and young people on the Autism Spectrum.*

***Cognition and learning:*** *This focuses on those children and young people who learn at a slower pace than their peers and have Moderate Learning Difficulties (MLD), as well as those with Specific Learning Difficulties (SPLD), including dyslexia, dyscalculia and dyspraxia.*

***Social, emotional and mental health difficulties:*** *Those children who may have become withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These children may have had Adverse Childhood Experience (ACE's) or have experienced Trauma.*

***Sensory and/or physical needs:*** *This encompasses children with a disability that prevents or hinders them from making use of the educational facilities generally provided – including those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.*

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children through a graduated process, who are not progressing satisfactorily and who may have additional needs:

Class teacher-based monitoring and assessments:

- Early Years Foundation Stage Profile Assessments
- Teacher assessments are made against the National Curriculum Programmes of Study and attainment targets
- National end of Key Stage testing
- Pre-Key stage 1 standards
- Pre-Key stage 2 standards

- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development

Further diagnostics-based SEND assessments and monitoring:

- Specific standardised screening and assessment tools for aspects of Learning
- Pre-diagnostic Neurodevelopment pathway assessments
- An existing Educational & Health Care Plan

Outside of school expertise assessments:

- Assessments by a specialist Outside service, such as the Learning Support Team or Educational Psychology, identifying specific additional needs.
- Therapy services assessments, identifying specific needs.

## The School's Arrangements for SEND and Inclusion Training:

- The SENCo attends regular Network meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals through the School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and Inclusion training is provided either through staff meetings by the SENCo or support services visits and courses including webinars.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the head teacher or SENCo will attempt to provide training where this is appropriate.

## Access to Information:

- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- Within WPS the use of technology and alternative methods of recording are part of normal practice. Communication is also supported via signing, visuals and using objects of reference.
- WPS uses a range of assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Our school complies with GDPR regulations.
- The school SEND Information Report is in a full and simplified version on the school website.

## Enriching and Extending Learning:

In addition to the compulsory National Curriculum Programmes of study, the school

has a comprehensive programme of inclusive enrichment activities.
These include:

- Residential trips
- A programme of day trips, visits and visitors for every class every term
- A varied programme of clubs after school which are different every term
- Small group or individual music lessons
- Themed weeks and days such as “Zambia”
- Inter school sporting activities
- Activities and Hook days, linked to our learning experiences.

## Admission arrangements:

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Additional arrangements can be made in order to accommodate a young person during
school to school transition as well as within school movement.

The school aims to ensure that good liaison is fostered with the Early Years Centre providers, in the light of the DFE guidance for the Foundation Stage and with secondary schools before entry and at transfer.

## Evaluating the success of the Schools SEND and Inclusion Policy:

Every year, we analyse the data we have on the percentage of our pupils with very low
attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision.

At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment;
- An increase in the percentage of children recorded as having special educational needs attaining age related expectations at the end of Year 2 end of KS1 and 6 end of KS2.
- An increase in the percentage of children recorded as having special education needs making the expected or accelerated progress across an academic year
- A reduction in behavioural incidents and exclusions.
- We report progress against these targets to the governing body, who in turn report to parents/carers. This Annual Report is linked to SEND Information Report, Accessibility Plan, along with the information required by the Disability Discrimination Act.
- The SENCo will provide information to the Governing Body as to the numbers of pupils receiving special educational provision. The Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

- SEND and Inclusion is a standing agenda item at all Governor meetings and will be reported on in the termly Head Teacher's Report and annual presentation by the SENCO, which are then discussed as necessary.
- The SENCo will meet with the SEND governor to discuss Inclusion and current SEN concerns. The SEND governor will lead governor monitoring of the SEND policy through procedures to be agreed annually.
- The policy itself will be reviewed bi-annually.

## Dealing with complaints:

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.
- If the issue cannot be resolved, the parent can submit a formal complaint to the Head Teacher in writing or any other accessible format. The Head Teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

## EXTRACT FROM- Wincanton Primary School Accessibility Plan

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| **Type of school** | Primary School | Reception to Year 6 |
| **Accessibility & brief description of school site** | Fully wheelchair accessible | yes |
| | Auditory / visual enhancements | no |
| | **Other adaptations**<br>Our school is split across two buildings, one Victorian and one modern, with a large central playground within the middle of the site and a second at the front of the old Victorian building. The children of reception age also have access to their own play area on the front playground.<br><br>Years 6, 5 & 2 are situated in the old Victorian building which has one year 6 class upstairs with only stairway access and there are two wheelchair safe access ramps on the lower floor; one near the year 2 classroom on the main playground and the other at the front of the Victorian building by the rear entrance.<br><br>Years R, I, 3 & 4 are in the Modern two storey building. Year 3 and 4 are upstairs which can be accessed at either end by a double flight of stairs or at the Main entrance end via a fully functioning lift. The Reception and Year 1 classes have access to an innovative outside learning area directly from their classroom.<br><br>Both Victorian and Modern buildings have disabled toilets and Therapy rooms. | yes |

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| | The school hall/dining room and drama studio are in a separate building off of the Victorian building. They are at ground level and can also be accessed via the central and front playgrounds with both rooms being accessed via stairs and access ramps.<br><br>Two Elliot huts comprise of additional teaching spaces for alternative provision or intervention. These classrooms are at a raised level. There is an outside learning area off of one of these rooms. They are both accessible via ramps.<br><br>A sensory/ quiet garden is available for activities. We have access to a field which is used for sporting activities and there are plans to develop some of the school land into a Forest School provision area.<br><br>A dedicated parking bay is available on the slip road alongside the Victorian building and there is a new carpark with disabled bay outside the front of the new building. | |
| **Core offer** | Are you able to deliver your core offer consistently across all areas of your school? | yes |
| **School policies available on your school website** | SEN Policy<br><br>Safeguarding<br>Behaviour<br>Are you familiar with the requirements of the Disability Discrimination Act 1995 & the Equality Act 2010? | This booklet forms part of the policy.<br>yes<br>yes<br>yes |
| **Indicate what your school has to offer (over and above your core offer)** | **Specialist Equipment/ Facilities:**<br>Easy access toilet<br>Hoists<br>Rooms in both building with: | |

| | |
|---|---|
| | Shower, easy access toilet and changing bed.<br>Therapy suites with equipment for physical & creative therapy programmes<br><br>**Input from therapists/ advisory teachers/ other specialist support:**<br>We have access to an Educational Psychologist and specialist advisors from Somerset County Support Services. We also have access to a Parent Family Support Advisor who conducts home and school visits and offers advice on a range of issues.<br>With your consent, we are able to liaise with medical specialists.<br><br>As a school we have heavily invested in improving our provision for social, emotional and mental health through the ELSA project (Emotional, Literacy Support Assistants). We have two fully trained support assistants who are under the supervision of the Educational Psychologist. |
| **How do you promote inclusion within the school?** | Lessons are as inclusive as possible, with adjustments made depending on need.<br>Children with disabilities are included on all school visits and residential stays. Children are taught to use technology as part of their learning as well as an aide to communicate. |
| **How have we made Wincanton Primary accessible to children with SEN?** | • We ensure that equipment used is accessible to all children regardless of their needs.<br>• Key words & literacy resources are used across the school to support learning.<br>• Practical maths resources are available in all classes.<br>• Visual timetables, reminders & learning prompts are used in all classrooms.<br>• Considerations will be made to ensure that all school trips are inclusive.<br>Alternative activities may be offered whilst on a school trip to meet the needs of your child.<br>If necessary, an additional adult may accompany your child on the trip.<br>Adapted transport can also be provided.<br>• Occupational Therapy & physiotherapy sessions can take place in the therapy suite.<br>• An access toilet & shower room with changing bed is available.<br>• A slightly smaller access toilet is also in the main building.<br>• Ramps are around the school site.<br>• Outreach work can be provided by WPS or access to a specialist programme offsite. |