



# Winster Primary School

CofE (Controlled)

## Policy Document

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### Special Educational Needs and Disability Policy

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#### Introduction

Winster C of E Primary School is an inclusive school, supporting a policy of integration, access, entitlement for all children.

We take account of the needs of individuals to ensure they feel valued, secure and have a sense of belonging. We are committed to the integration of all children into the curriculum.

All children have an equal right to be listened to and valued in our school. We recognise that special educational needs are the responsibility of all staff and aim to develop the skills of all.

The school promotes good communication between staff, parents, carers and other professionals and agencies.

**The school offer for SEND is available on the website**

Drafted:	16 March 2015	
Approved by Governing Body:	5 May 2015	Minute number: 16/15
Review date:	2016	

## Admissions

We admit all children, including those with special educational needs from the September of their 5th year. All new pupils are assessed informally, and formally by school staff to ensure that their needs are addressed.

We work with Early Years Providers before children start in Reception to ensure we meet the needs of each child as they enter school. Parents, carers and other professionals should approach school to discuss any special needs concerns. Informal meetings with class teachers, Mrs Slack the Special Educational Needs Co-coordinator (SENCO), can be arranged by speaking to school staff in person or by telephoning school to make an appointment.

## Transition

There is a very strong link between us and our designated secondary school, Highfields. Prior to transfer, Y6 pupils visit the school on at least 2 occasions and staff from Highfields also visit our school. One of the members of staff is a member of the Learning Support Department and any concerns or special educational needs can be discussed.

## Premises

The school is a two-storey building with six rooms, two on the upper level. Although it is a two-floored building all pupil's needs can be met on the ground floor.

Parents can see our accessibility plan for other information and to discuss the specific needs of their child.

## Roles and Responsibilities

Responsibility lies with the Headteacher and a nominated Governor for overseeing the SEN provision.

All practitioners in our school have a responsibility for meeting individual pupil's needs and for identifying and bringing to the attention of the SEN co-ordinator any children who they feel gives cause for concern.

If the concern is sufficient to warrant the child's inclusion on the SEN register, the parents of the child will be consulted. With their agreement their name will be entered.

Headteacher/Special Needs Co-ordinator- Mrs S Slack

Governor responsible for Special Needs - Nicola Gilbert

## Identification and Assessment

Children who are experiencing difficulty with their learning are identified through discussions with parents, carers, observations, progress tracking, routine health screening or discussions with colleagues. We observe the progress that all children make and note any child who seems to be having difficulties

The code of practice outlines 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning

- Social Emotional and Mental Health Difficulties
- Sensory and physical needs

If a child needs something additional to, or different from the level of support given by whole setting arrangements this will be met through 'School Support'. An IEP (Individual Education Plan) will be produced setting out clear targets, strategies and success criteria's. This will be shared with the child and the parents/carers.

IEPs are reviewed regularly to measure the impact of strategies in regards to the targets set and to set further targets.

Teaching Assistants work with the class teachers to deliver strategies which have been identified in the IEP.

If a child has been identified as needing a particularly high level of individual or small group support they may be referred to the Local Authority for a more formal assessment.

This may lead to a child been given an Educational Health Care Plan(EHCP) This document is compiled in collaboration with the parents/carers, school and outside specialist agencies and is designed to provide specific targeted support to enable a child to make the best possible progress.

## Resources

Any additional resources required are either purchased or borrowed from specialist units e.g. a writing slope was borrowed from occupational health, the school has a wide range of materials to support early numeracy and literacy skills.

Winster School also has a range of files produced by Derbyshire County Council's Special Educational Needs department that offer advice on support and interventions to use in a range of situations. These include ideas for supporting children with difficulties such as Speech and Language development, Autism and Dyslexia. Information from other sources is also kept in school.

## Inclusion

All children have access to all areas of the curriculum. Planning addresses individual needs through differentiated activities.

## Partnership with children

All children take part in setting and reviewing their learning objectives and targets. Objectives and targets are differentiated to suit the needs of individual children.

## Partnership with parents and carers

We encourage open consultation with parents and carers. We have an open door policy offering informal chats along with twice yearly parent consultation evenings. Parents can also make an appointment for more formal discussions.

## Training

All staff members receive training as and when necessary to ensure we meet the needs of all the children. This may take place at Winstar School or at a local school who are already using a particularly useful scheme or piece of equipment. Also cluster meetings are held to network with other schools and develop and share good practice

Additionally there are opportunities for CPD training provided by the local authority.

The school ensures any legislative training and initiatives take place.

SSSEN working with children who have statements of special educational needs or health care plans and provide training on the SEN code of practice and the graduation response towards special educational needs.

## Partnership with external support agencies

We are committed to effective joint working with external support agencies through a variety of ways e.g. telephone contact, written reports.

We are working alongside outside agencies including:

- Educational Psychologist
- SSSEN
- Speech and Language Therapist
- Occupational Therapist
- School Doctor

## Complaints

Any complaints will initially be dealt with by the SENCO through discussion with the member of staff involved. Every effort will be made to resolve the complaint, should this not happen we will refer the complainant to our Schools complaints procedure

## Monitoring and Reviewing the Policy

The Governing Body will review the Policy annually.