Winterbourne Earls CE Primary School
Special Educational Needs and Disability Policy

Date: September 2026
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Definitions of Special Educational Needs and Disability (SEND)

The Code of Practice (2015) states that a child is deemed to have Special Educational Need or Disability (SEND), if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or his or her disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'.
Special educational provision is needed for him or her, over and above that which can be met through good quality classroom teaching and differentiation. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
Children with special educational needs and disabilities may be especially vulnerable, as their individual needs can sometimes make it harder for them to recognise unsafe situations, communicate concerns, or access support. Safeguarding must therefore be proactive, ensuring that every child is protected, listened to, and empowered to thrive.

Children have a learning difficulty if they:

• Have a significantly greater difficulty in learning than the majority of children of the same age
• Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school. (Special Educational Needs and Disability Code of Practice, 2015) Children may have needs and requirements which fall into at least one of four areas:

• communication and interaction;
• cognition and learning
• social, emotional and mental health difficulties
• sensory and/or physical needs

All children and young people learn and develop at different rates and have both areas of strength and interest and areas of weakness. A child or young person may have a special educational need if, despite appropriate educational activities, planning and support, they continue to experience a greater difficulty than their peers in learning and developing skills.

Many children will have inter-related needs. These additional needs may be for a short period of time or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education. Children must not be regarded as having Special Educational Needs solely because the language they speak, or the language spoken at home, is different from that in which they are taught. Not all children with a disability have special educational

needs. Under the Equality Act 2010, a disability is defined as '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments and long-term health conditions. Special educational provision means: - "Support and interventions (additional to and different from that provided by high quality teaching) …selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness…provided by staff with sufficient skills and knowledge'. 3 See Section 6.50 Special Education Code of Practice, 2015)
Winterbourne Earls CE Primary School will have due regard for the Special Educational Needs and Disability Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified and involved when SEND provision is being made for their child.

Intent

At Winterbourne Earls School we strive to educate every child to his or her full potential. All children and young people learn and develop at different rates and have both areas of strength and interest and areas of weakness. A child or young person may have a special educational need if, despite appropriate educational activities, planning and support, they continue to experience a greater difficulty than their peers in learning and developing skills.

A special educational need is a barrier to learning that might take a variety of forms. As a school we seek to ensure all children in our care have access to a broad and varied curriculum and as such, some children may need provision that is different from or additional to that normally available to pupils or students of the same age and it is our job as educators to ensure that we provide these children with the best possible opportunities to succeed despite these differences. *We believe that 'all children and young people are entitled to an education that enables them to make progress so that they achieve their best; become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further education or training'.* (SEND CoP p.92 6.1)

Objectives
The objectives of our policy are:

- To identify, address and monitor individual needs as early as possible so that attainment can be raised
- To plan effective, wide ranging provision for children with SEN to ensure that individual needs are met
- To ensure that staffing deployment, resource allocation and choice of intervention leads to a positive outcome for each child
- To secure good levels of achievement
- To work in close partnership with parents and carers
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all children with SEN

- To ensure that children with SEN are treated positively by all members of the school community

Roles and Responsibilities

1. The role of the SENCo

The Head Teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCo).

The SENCo is Mrs. Kate Woodfine. She has a strategic planning responsibility and co-ordinates our provision for children with special educational needs. She reports regularly to the Head and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. All staff in school have a responsibility for maximising the achievement of vulnerable learners; specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

In accordance with Section 6 of the SEND Code of Practice 2015, the Special Educational Needs Coordinator is to be a qualified teacher working at our school and will have statutory accreditation (National Award for SEN Co-Ordination). If a new SENCo is appointed, he/she must gain statutory accreditation within three years of appointment.

The SENCo is responsible for co-ordinating the provision for special educational needs throughout the school. Together with staff from both key stages, this will involve:

- updating the SEN Register
- maintaining and analysing the Provision Map for vulnerable learners
- meeting regularly with each teacher to review and revise positive outcomes and teaching strategies
- liaising with teaching assistants regarding interventions
- tracking progress and attainment as part of the pupil progress reviews
- overseeing and maintaining specific resources for special educational needs and contributing information, strategies and support to the in-service training of staff
- liaising with staff concerning any issues or training needs
- liaising with staff to identify, assess and plan effective interventions
- overseeing the maintenance of records on all children with special educational needs
- liaising with outside agencies
- arranging for outside agencies to contribute to in-service training of staff
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils and pupils leaving or entering the school on the SEN Register and those children highlighted by their pre-school setting
- evaluating regularly the impact, effectiveness and value for money of all additional interventions
- liaising with parents/carers especially when writing and reviewing Support Plans and when updating them with relevant information – usually on a termly basis
- implementing a programme of Annual Review for all pupils with an EHC Plan

- liaising with the school's SEND Governor, reporting on the provision of the SEND Policy and keeping her informed of current issues (nationally, locally and within school)
- attending area SENCo network meetings and training as appropriate

2. The role of class teachers

Class teachers plan for positive outcomes for vulnerable learners by:

- Providing differentiated teaching and learning opportunities
- Ensuring there is adequate opportunity for pupils with special educational needs to work towards the positive outcomes, which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum
- Seeking out and acting on advice/support from outside professionals
- Planning differentiated learning to address special educational needs (this includes pupils with EHC Plans)
- Ensuring the effective deployment of resources; including teaching assistant support, maximising outcomes for all groups of vulnerable learners
- Ensuring programmes of work are drawn up, modified and evaluated
- Monitoring and recording appropriately

3. The role of teaching assistants

Teaching Assistants support positive outcomes for vulnerable learners by**:**

- Supporting children to become independent learners
- Reporting back to the class teacher on a regular basis
- Facilitating learning and social interaction for children in order to develop independence
- Assisting with accurate record-keeping

4. The SENCo leads the work towards positive outcomes for all vulnerable learners by:

- Liaising sensitively with parents, carers and families, keeping them informed of progress and listening to their views
- Liaising with class teachers and fellow professionals
- Liaising closely with a range of outside agencies to support vulnerable learners

5. The Head teacher leads the work towards positive outcomes for all vulnerable learners by:

- Fostering an inclusive ethos in the school
- Monitoring and evaluating the progress of all pupils
- Making strategic decisions which will maximise opportunities for learning, supported by SENCo and SLT
- Delegating the day to day implementation of this policy to the SENCo.
- The Head teacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met

6. The role of the Governors:

The governors at Winterbourne Earls are fully involved in developing and monitoring the school's SEND policy. They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed. SEND provision is an integral part of the School Development Plan.

The governor responsible for SEND is Mrs Nichola Salisbury.

The Governing Body will:

- Ensure that there is a qualified teacher designated as SENCo for the school. If a new SENCo is appointed, he/she must gain statutory accreditation (National Award for SENCo-Ordination) within three years of appointment.
- Ensure that the necessary provision is made for any child with special educational needs.
- Ensure that where the 'responsible person' – the Head teacher – has been informed by the LA that a child has SEN, those needs are made known to all who teach him/her.
- Ensure that all teachers in the school are aware of the importance of identifying and providing for those children who have SEN.
- Consult the LA and the Governing Bodies of other Schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision for the area as a whole
- Ensure that the school fosters an inclusive ethos where children with special educational needs are concerned, so far as is reasonably practical and compatible with the child receiving the special educational provision.
- Ensure that SEND provision is an integral part of the School Development Plan and the school's self-evaluation process.
- Ensure that an annual SEND Report is provided for parents and is available on the website

Identification of Special Educational Needs, Assessment and Review

Winterbourne Earls School follows the guidance contained in the Special Educational Needs (SEND) Code of Practice (2015). The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical disability

Children's needs are identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores and other whole-school pupil progress data, classroom-based assessment and monitoring arrangements (cycle of planning, assessment and review)
- Liaison with feeder nurseries on transfer
- Following up parental concerns
- Tracking individual children's progress over time
- Information from previous schools

- Information from other services
- Regular "Pupil Progress Meetings" between Head teacher and teachers with follow up discussions held with the SENCo
- The constant monitoring and review of the Provision Map for all vulnerable learners
- The use of the Graduated Response to SEND Support (Wiltshire LA document) to support identification of need and identify possible strategies for support
- Undertaking where necessary, a more in depth individual assessment – this may include a range of assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs
- The involvement of an external agency when a significant special educational need has been identified

Pupils who are identified as having SEND are categorised either as pupils with an Educational, Health and Care Plan or as pupils who receive additional SEND support. All vulnerable learners are included on class Provision Maps, whether they are on the SEND register or not.

The Provision Map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Implement the 'Assess, Plan, Do, Review' approach advocated in the Code of Practice
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation
- Report trends to Governors

Curriculum access and provision for vulnerable learners:
Where children are underachieving and/or identified as having special educational needs, the school uses a combination of personalised approaches towards achieving positive outcomes for each pupil. At Winterbourne Earls School we:

- Differentiate work as part of quality first teaching
- Use Wave 1,2,3 interventions
- Plan for children to work in small groups
- Provide individual class support/individual or group withdrawal
- Differentiate through use of resources
- Use flexible teaching groups

Arrangements for coordinating provision for children with SEN

At Winterbourne Earls School we have a graduated approach to SEN Support. The needs of the majority of children will be met in the classroom. Teachers, through high quality teaching, will make every effort to ensure that children with special educational needs are fully involved in the life of the class.

Class teachers are responsible for identifying pupils who require additional support and for tracking the effectiveness of this support. Class Provision Maps provide an overview of the support pupils receive and the SENCo monitors pupils on the Provision Maps.

SEN Support

Termly assessments are carried out by class teachers to enable them to monitor progress and attainment. When a teacher identifies that a child is failing to make the expected progress or appears to be struggling more than other pupils, despite 'quality first' teaching in one or more areas, he or she will put in place additional short-term support (Wave 2 support intervention). This is where a pupil is given additional support to catch up with his/her peers. It can include a child working in a small structured group targeting a specific area of need such as spelling. Examples of Wave 2 interventions used include: ELS (Emotional Literacy Support), spelling groups, maths intervention groups, precision teaching methods and individual reading.

At times individual children may be withdrawn from the classroom for specific, timed activities related to the needs identified on the class provision map. These activities may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

A Pupil who is identified as needing Wave 2 intervention will be put on the class provision map and his/her parents will be informed. Intervention will be reviewed termly. Class Provision Maps are monitored and reviewed termly either by class teachers or with the involvement of the SENCo.

The SENCo will oversee this provision to ensure it meets the objectives of this policy.

If, despite having Wave 2 intervention, pupils fail to make the expected progress, the class teacher will raise his/her concerns with the SENCo. At this stage the SENCo may arrange more specialised assessments from external agencies and professionals such as the Wiltshire SSENS (Specialist SEN Services), EP (Educational Psychology), VI (Visual Impairment), OT (Occupational Therapy) or SaLT (Speech and Language Therapy). Where a child has been identified as having high level complex needs that need additional support and planning, we will, in cooperation with the relevant agencies and Local Authority Lead Workers develop either a **Learning Plan** or, in the case of suspecting additional support may lead towards applying for additional funding through an Education, Health and Care Plan, a **Support Plan** may be put into place as a way of addressing those needs.

- **Learning Plans and Support Plans** helps inform planning, teaching and reviewing which enables us to focus on particular areas of development for pupils with special educational needs.
- These plans will only record that which is additional to or different from the differentiated curriculum plan that is in place as part of provision for all children (ordinarily available provision).

- At the centre of these plans is the child's voice and his/her views regarding outcomes and will be accessible to all those involved in their implementation.
- Learning Plans and Support Plans will be monitored regularly (at least termly) in consultation with all the relevant staff, pupils, parents and outside agencies where appropriate.

Education, Health and Care (EHC) plans

- On very rare occasions where a pupil has a significant, severe and sustained need, or multiple complex needs, it may be necessary to begin an assessment towards an Education, Health and Care Plan. It is likely that in this case, a child may already have a non-statutory 'Support Plan', which can be submitted to the LA with a request for an EHCP assessment.
- Children who receive an **EHCP** may receive support from named teaching assistants in accordance with their needs and their support allocation. This support is mainly delivered within mainstream class setting through a mixture of individual, paired or small groups and work is differentiated according to the needs of individuals. Where a child has an **EHCP** we will carry out an Annual Review which parents, children outside agencies, the SENCo and the class teacher will be invited to attend.

Monitoring and Evaluation of SEN

The monitoring and evaluation of the effectiveness of provision for SEN is carried out in the following ways:

- Classroom observation by the SLT
- Ongoing assessment of progress made by intervention groups
- Work sampling on a regular basis
- Scrutiny of planning
- Teacher discussions with the SENCo
- Informal feedback from all staff
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data
- Attendance records and liaison with Educational Welfare Officer
- Meetings about pupil progress between the SENCo and the Head Teacher
- Questionnaires and discussion with parents
- Head Teacher's report to Governors
- Regular data reviews by Governors' Teaching and Learning Committee

Supporting pupils and families

At Winterbourne Earls we fully recognise that parents/carers are important partners in helping the school to raise their child's attainment. We highly value their contribution to their child's education.

Parents are guided towards **The Wiltshire Local Offer that** helps parents, carers and young people to find out about the support and services available in their local area and how to access them. More information can be found on their website: https://localoffer.wiltshire.gov.uk/

We encourage children with special educational needs to share their concerns and, with growing maturity, to take an active role in reviewing their progress and in setting new targets and challenges. We ensure that steps are taken to mitigate the risk of bullying and discrimination through educating the whole school about respect and inclusion**.**

How often is the policy reviewed?
This policy will be reviewed annually by the SENCo in collaboration with the SEND Governor.