

The Federation of Winklebury Infant and Junior Schools

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Believe, Strive, Achieve

Inclusion and Special Educational Needs and Disabilities Policy

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Signed:

Position:

Date of next review: Mar 27

Inclusion and Special Educational Needs and Disabilities Policy

This policy should be read in conjunction with the Federation of Winklebury Infant and Junior Schools' 'SEND Information Report' which can be found on the federation website at www.winkleburyfederation.com.

Compliance

This policy was developed in consultation with governors, staff and parents. It complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013);
- SEND Code of Practice 0 – 25 (2015);
- Schools SEN Information Report Regulations (2015);
- Statutory Guidance on Supporting Pupils at School With Medical Conditions (2014);
- The National Curriculum in England: Key Stage 1 and 2 (2014);
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards (2012 – updated 2021).

The Federation of Winklebury Infant and Junior Schools, is fully committed to the Children and Families Act 2014, the SEND Code of Practice 2015 and the Equality Act 2010 and will make all reasonable arrangements to provide inclusive education and services for all those involved with the school. We believe that, as far as possible, every child should have access to the full curriculum. We strive for 'High Quality Inclusive Teaching and Learning' and believe that every teacher is a teacher of every child, including those with special educational needs (SEN).

Definition and Identification of SEND

As stated in the SEND Code of Practice, 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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;
- 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'.

The Inclusion Manager/Special Educational Needs Co-ordinator (SENDCo)

Miss Helena Walker, who is part of the Leadership Team, is responsible for the arrangements for SEND provision across the school. She can be contacted via the Federation Admin Office, telephone 01256 323244 or e-mail adminoffice@winklebury-jun.hants.sch.uk or adminoffice@winklebury-inf.hants.sch.uk.

Aims

Our aim is to create an atmosphere of encouragement, acceptance, and respect for achievements and sensitivity to individual needs with a focus on outcomes. Our aspiration is that all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention;
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular;
- enabling each pupil to partake in, and contribute fully, to school life;
- meeting the individual needs of each pupil;
- developing a feeling of self-esteem within each pupil;
- fostering an atmosphere in our schools which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children;
- providing for children's individual needs by supporting them in various ways - whole class, small groups and individual;
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements;
- providing access to, and progression within, the curriculum;
- working with parents and other agencies to provide support and opportunities for those children with SEND;
- using a variety of teaching strategies, which take into account children's different learning styles, to facilitate meaningful and effective learning for all children;
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs;
- ensuring access to a range of resources to support staff in their teaching of children with SEND;

- including the voice of the child in monitoring and reviewing Pupil Learning Plans.

Objectives

- To identify the processes and procedures that will be used to identify and meet the needs of children with special educational needs;
- To ensure the school works within the guidance provided in the SEND Code of Practice (2015);
- To ensure the school has a holistic approach to the management and provision of support for children with special educational needs;
- To provide all staff with clear guidance regarding meeting the needs of children with special educational needs.

Categories of Special Educational Needs and disabilities (SEND)

SEN is divided into four types. The SEND Code of Practice defines these as:

- **Communication and Interaction** – Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and Learning** – Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Mental and Emotional Health** – Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical Needs** – Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Behavioural difficulties, persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN and do not automatically lead to a child being registered as having SEN. However, we believe all behaviour is a method of communication and we will always seek to understand the needs being communicated.

Slow progress and low attainment do not necessarily mean that a child has SEN and do not automatically lead to a child being recorded as having SEN. However, we will always investigate slow progress and low attainment and put in place any support we feel is necessary.

Identifying and assessing SEN for children or young people for whom English is an additional language requires particular care; difficulties related solely to limitations in English as an additional language are not SEN. We will use EMTAS (Ethnic Minority and Traveller Achievement Service), where necessary, to support us in identifying the needs of children with English as an additional language.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between children with disabilities and young people and those with SEND. Where a child or young person with a disability requires special educational provision they will also be covered by the SEND definition.

As a school we observe two key duties:

- We do not directly or indirectly discriminate against, harass or victimise children and young people with disabilities.
- We do make reasonable adjustments, including the provision of resources and services, to ensure that children and young people with a disability are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what children and young people with a disability might require and what adjustments might need to be made to prevent that disadvantage.

A Graduated Approach to SEND Support

At the Federation of Winklebury Infant and Junior Schools, we adopt a ‘high quality teaching and learning’ approach, the key characteristics of which are:

- focused teaching with clear objectives and outcomes, differentiated and/or scaffolded where necessary to meet the needs of all children;
- high expectation of child involvement in and engagement with their learning;
- high levels of interaction for all children;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through talk, with regular opportunities for children to talk both individually and in groups;
- an expectation that children will learn to take age-appropriate responsibility for their learning and learn to work independently;
- continuous support, encouragement and praise to engage and motivate children.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work scrutiny, planning scrutiny, pupil conferencing and regular pupil progress meetings where pupil progress and attainment data is scrutinised. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and quality first teaching.

We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

The first response to such progress should be quality first teaching targeted at a child's areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to the next key stage or setting.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of strategies that support the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the needs of children and young people.

Assess

Once a child has been identified as needing SEN support, the class teacher, supported by the SENCo where necessary, draws on their knowledge and understanding of the child, their previous progress and attainment, the views of parents/carers, the child's own views and, if relevant, advice from external support services, in order to develop a clear picture of the whole child and their needs. We will always listen and investigate any concerns raised by a parent/carer and use these, alongside our own assessments and professional knowledge of the child, to inform any decisions we make. As part of this information gathering process, the school uses the Hampshire criteria found at www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/aboutsen .

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform assessments. Where professionals are not already working with the child, but we feel their expertise could be beneficial, the SENCo will engage them where necessary (with parental agreement).

Plan

Where it is decided to provide a pupil with SEND support, the parents are formally notified. The teacher and the SENDCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and are provided by staff with sufficient skills and knowledge. Where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's Information Management System.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher still retains responsibility for the pupil. They work closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care Plan, the Local Authority, in liaison with the school, must review that plan at least every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice;
- analysis of pupil tracking data;

- monitoring of procedures and practice by the SEND governor;
- School Self-Evaluation Document;
- Local Authority moderation process and OFSTED inspection arrangements;
- meetings of parents and staff, both formal and informal.

Managing the needs of pupils on the SEND register

All children on the SEND Register have a Personal Learning Plan (PLP), which details important information about the child, including their areas of strength and weakness, their outcomes, steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the PLP. It is designed to be a working document which is updated to reflect the current needs of the child. Review meetings will take place at least three times year, where parents and pupils and staff are involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating PLPs. These are then shared with everyone involved with the child, including parents, school staff and where appropriate external agencies. The SENDCo reviews all records provided by class teachers to ensure consistency across the schools and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- **Universal level:** funding is provided on a per-learner basis for all those attending the school. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level:** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- **Specialist or personalised level:** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the local authority responsible for the child. It is important to note that the level and combinations of provision differs per child and may change over time.

Specialist Support

We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where a pupil's needs are too complex to be met within the mainstream classroom full time, they may access our Rainbow Room. The Rainbow Room is a specialist room where pupils can access communication based learning with a higher pupil:staff ratio. Pupils who are part of the Rainbow Room will have regular opportunities to join their mainstream class, with their progress and engagement being monitored and reviewed on a regular basis. The school has had support from Educational Psychology, as well as Maple Ridge special school outreach service in order to ensure the provision can deliver effective support for our pupils.

Education, Health and Care Needs Assessments

Where the school has put in place appropriate support and intervention, through the Assess, Plan, Do, Review cycle, and the child still has not consistently made expected progress, the school, in consultation with the parents/carers, may request an Education, Health and Care Needs Assessment. Parents/carers have the right to request this directly with the local authority, should the school deem it as not/not yet necessary.

School will request an Education, Health and Care Needs Assessment when the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need may be required. The application will combine information from a variety of sources including parents/carers, teachers, SENDCo, social care, health professionals, other relevant specialist professionals and educational psychologists.

Parents/carers will be able to participate fully in the process by submitting detailed information and their own views, which is included in the final assessment documents and then submitted to the Local Authority, usually Hampshire, dependent on where the family lives. This means that parents/carers should not have to tell the same story many times to different people, and everyone involved with the child has a full picture of the family and their views.

Further information about EHC Plans can be found via the SEN Local Offer for Hampshire:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

Criteria for exiting the SEND register

If it is felt that a child is making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents are taken into account, as well as those of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and necessary paperwork passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting pupils and families

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Supporting pupils at school with medical conditions

The school has a separate policy for Supporting Children at School with Medical Conditions, which can be found on the school website.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are required to undertake training and development. Staff training needs are discussed at performance management meetings; both teaching and support staff will be made aware of training opportunities that relate to working with a child with SEND. The school's SENDCo attends the regular Local Authority SEND Update meetings in order to maintain awareness of local and national developments in SEND.

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The governing body, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs and disabilities. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the work of the school.

The SEND Governor will ensure that:

- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- the school SEND Information Report (see website) informs parents how the federation is making sure it meets the learning needs of individual pupils;
- the governors have regard to the requirements of the Code of Practice for Special Educational Needs (2015);
- parents are notified if the school decides to make SEND provision for their child;
- governors are fully informed about SEND issues, so that they can play a major part in the federation self-review;
- governors set up appropriate staffing and funding arrangements, and oversee the federation's work for SEND.

The Headteacher is responsible for:

- the management of all aspects of the federation's work, including provision for pupils with special educational needs;
- keeping the governing body informed about SEND issues;
- working closely with the SENDCo;
- the deployment of all special educational needs personnel within the school;
- monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

The SENDCo is responsible for:

- overseeing the day to day operation of the federation's SEND policy;
- co-ordinating the provision for pupils with special educational needs;
- ensuring that an agreed, consistent approach is adopted;
- liaising with, and advising, other school staff;
- helping staff to identify pupils with special educational needs;
- carrying out assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, drawing up Personal Learning Plans (PLPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents;
- maintaining the federation's SEND register and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing pupil progress and attainment data;
- contributing to the in-service training of staff;
- liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other;
- taking part in Local Authority events and activities to support the work of the federation.

Class teachers are responsible for:

- providing quality first teaching for all children;
- assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCO, parents and pupil);
- drawing up Personal Learning Plans (PLPs) and setting targets appropriate to the needs of the pupils;
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- retaining responsibility for the child, including working with the child on a daily basis;
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND;
- directly liaising with parents of children with SEND.

LSAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedure for giving feedback to teachers about pupils' progress;
- work as part of a team with the SENDCO and the teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing PLPs and monitoring progress.

Storing and managing information

Written documents relating to pupils on the SEND register will be stored in the filing cabinets in the SENDCO's office. SEND records will be passed on to a child's next setting when they leave The Federation of Winklebury Infant and Junior Schools. The federation has a Confidentiality Policy which applies to all written and electronic pupil records.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. The federation's Single Equality Scheme can be found on the federation website.

Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the federation website.

Linked policies / documents

Anti-Bullying Policy

Behaviour Policy
Complaints Policy
Confidentiality Policy
Data Protection Policy
Single Equality Scheme
Physical Intervention Policy
Supporting Pupils With Medical Conditions in School Policy
First Aid Policy
Teaching and Learning Policy

The SEND Information Report 2025 – 2026 can be viewed on the federation website.