

What kind of provision is made for pupils with special educational needs?

Winkleigh Primary School is a mainstream primary school. We aim to work in an inclusive way, recognising that this means we need to treat some children differently in order to ensure equality of opportunity. We recognise the importance of identifying and providing for children with SEND and understand that partnerships with parents and carers play an essential role in supporting a child's education. We aim to meet the needs of all children across the full spectrum of special needs. This is predominantly done through quality first teaching. We value the importance of the child within this process and aim to involve them as actively as possible e.g. knowing and setting their own targets. This will be done in different ways based on the age of the child. We are committed to meeting the needs of all children, regardless of additional need.

Inclusion is at the heart of everything that we do. Inclusion concerns every child in the school and is about equality of opportunity. As a school we continually strive to be as inclusive as possible in our everyday practice, which helps SEND children and all others to work towards their potential. Examples of inclusive teaching would include differentiation of work (e.g. through outcome, task, support provided) and where appropriate expectations of behaviour. This will include differentiation of homework e.g. by time given for the activity or adapted tasks for different abilities. Where possible the school looks to avoid extracting pupils with SEND from class. However, at times work with small groups or individuals may be needed to give children the skills to be included more readily at other times.

There are a number of reasons why a child may be identified as having SEND:

- They are having significant difficulty with their learning and making far less progress than would be expected**
- Cognition and learning difficulties – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy**
- Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing**
- Social communication and interaction difficulties– for example, where children and young people have speech, language and communication complications which make it challenging for them to make sense of language or to understand how to communicate effectively and appropriately with others**
- They have sensory and/or physical needs, for example visual impairment, or a physical need that means they must have additional ongoing support and equipment**

Some children and young people may have SEND that covers more than one of these areas.

In 2022 our SEND profile shows that we have about 17% of children identified as having SEND. (30/ 180) This number changes when issues arise. Out of this group two have Education, Health and Care Plans (EHCP) in place with additional funding and one receives additional funding to support with medical needs.

Winkleigh Primary School will make its best endeavours to ensure that the necessary provision is made to meet the SEND needs of individual children.

We do this by:

- Monitoring the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop.
- Listening to the pupil
- Listening to parent/carers; through both formal and informal arrangements
- Distinguishing between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs.
- Identifying barriers to learning using our knowledge and understanding of the four primary areas of need.
- In consultation with parents, decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

The SENDCo co-ordinates SEND provision across the school in line with this policy. They are unlikely to do much direct SEND work with children other than through their normal teaching commitment. They are responsible for overseeing the records of children with SEND in the school, liaise with parents/carers of children with SEND, liaising with external agencies and providing support and guidance to other members of staff when necessary. The SENDCo is involved with managing and supporting LSA's work with children.

The school's governing body has a nominated governor for SEND who regularly links with the SENDCo to be aware of relevant issues and offer support.

What are the school's policies for the identification and assessment of pupils with special educational needs? How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

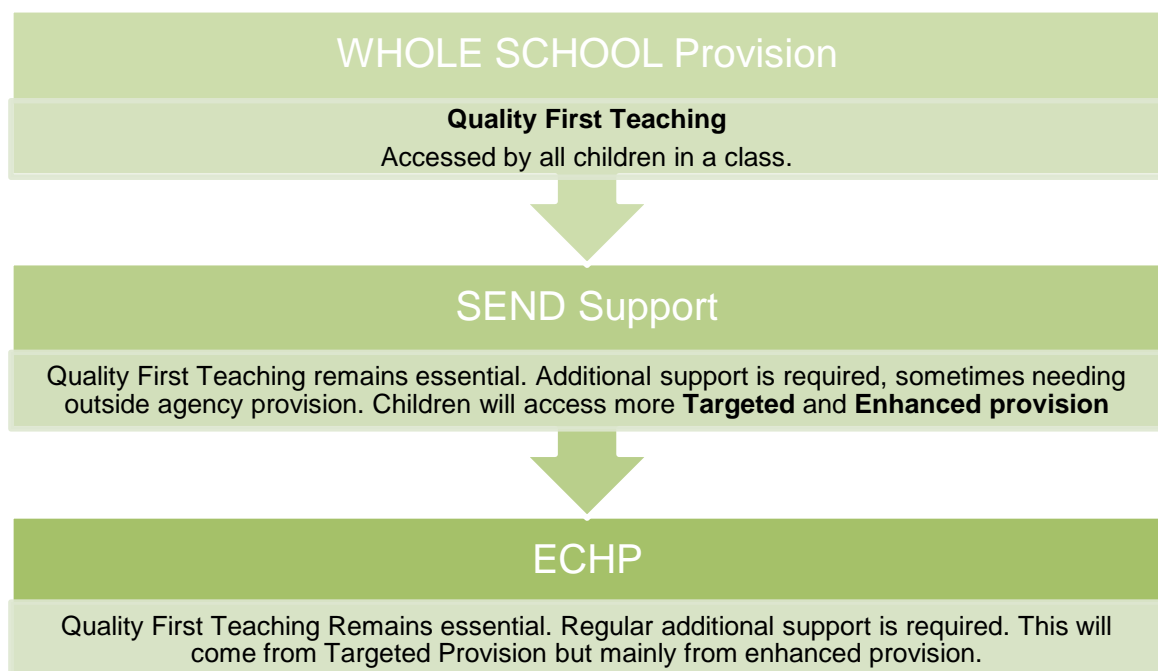
The school tracks the progress of children to ensure that teaching is effective for each individual. Teacher observation, speech link, Nessy diagnostic, parental observation, lesson observations, assessment in line with DCC suggestion and any specific in class assessment will be used to trigger raising a concern. Class teachers monitor the progress of their children closely and will raise concerns when appropriate. Parents and carers are also able to inform school if they have any particular concerns about their child's development.

Teachers will use a range of general strategies before raising a concern, working through the universal provision section of our provision maps, filling in the Identification of needs on a Graduated response and following it through with IEPs that feed into the child's Plan and review Graduated Response. If the child is not responding as expected or is having difficulties with their learning or behaviour then the teacher will raise a concern with SLT (the Executive head, the head of teaching and learning, or SENDCO). Parents, carers, the school SENDCO or an outside agency may also raise a concern. If relevant, all parties involved discuss possible interventions and timescales. (This could be an IEP- Graduated response, an OT / S+L or Ed Psych or doctor's report for example)

Children will access additional levels of support based on their need. The goal is always to return children to only requiring quality first teaching. Regular assessment and discussion with parents and carers will engage active involvement. When appropriate, we seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, School Nurse or health visitor, Bladder and Bowel Specialists and Country SEN support services etc. in order to gain a better understanding of a pupil's needs. Teachers, SLT including SENDCO are responsible for identifying the nature of each pupil's SEND needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach. The SENDCO as part of the Senior Leadership Team (SLT) will regularly review the SEND register and other processes used for identifying and making needs known. The Devon Graduated Response Toolkits for KS 1 and KS2 can be used to support and gather evidence of intervention used to support children. This will feed into a statutory assessment if needed.

We will:

- Inform parents/carers when we are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision.
- Inform pupils when we are making special educational provision for them and have processes in place for the pupils to provide feedback.



What are the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including— how the school evaluates the effectiveness of its provision for such pupils?

At Winkleigh assessments are used at key points, alongside observations in class and around the school, to identify additional need. Following teaching standards our universal provision- which is also known as quality first teaching is our main response to supporting SEN needs. Next we use Enhanced provision- which is extra group support in addition to quality first teaching and SEND provision- which is mainly for children with an EHCP or individual children with specific needs, where additional classroom support is deemed necessary to support children without EHCPs. Teachers indicate on planning or IEP support timetables which children need extra support. Through observations and marking the teacher can then write an Individual Education Plan (IEP). This plan indicates S.M.A.R.T targets (small, measurable, attainable, realistic timed) based on the content of the support, current levels of attainment, timescale of support, predicted out come and actual outcomes. The IEP and interventions then are monitored by the SENDCO and can observe specific children as required. The progress is measured using a 1-10 scale and areas of further development are identified by the SLT or class teacher. This progress will be monitored by the SENDCO to ensure that IEPs are effective and that the targets are S.M.A.R.T. This is then recorded on the child's Graduated Response to build a picture of that child's support during their school journey.

On a half termly basis school will look at the progress being made by individuals and groups of children. After discussions with the teacher, when relevant, and where progress is not being made, additional assessments from outside agencies would be accessed or alternative provision made. School leadership team analysis of data will trigger areas for further development/support. Our School Improvement Plan will be reviewed regularly in order to highlight areas of focus.

Every year an annual report will be written to the school governors informing them about the performance of all children, including those with SEND.

What is the school's arrangement for assessing and reviewing the progress of pupils with special educational needs?

Teachers assess all the children using the assessments for Maths, reading and writing from county. These are grouped into y1, y2, y3 and y4, y5 and y6. The year 5 and 6 year groups use the STA standards. The children will be assessed against these objectives using the criteria of emerging, towards independence, working at age related and greater depth. NFER reading, grammar and maths tests are given to all year groups once a term. (except where there are none available, eg. Term 1, year 1)

Teachers meet with all parents twice a year, where there is an opportunity to review academic progress and also to talk through IEPs, and the progress that has been achieved against the set targets. All children have reports written every term. Children with IEPs will have half termly calls to parents from the teacher stating how successful the child was achieving their targets and explaining the new targets. Home school contact books are used in cases where daily contact is required and meetings with parents can happen daily.

TAs working with children on specific programmes will be keeping observation records commenting on the progress of a child against a specific target. These will feed in to the assessments mentioned earlier.

The SENDCo and SLT at Winkleigh will review the progress of SEND children on a half termly basis and will review provision that is currently in place for the child and make adaptations as necessary.

What is the school's approach to teaching pupils with special educational needs?

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

Winkleigh will ensure all pupils access high quality teaching which takes account of pupils' differing needs. Lessons will be differentiated to match the pupils' level of learning as part of our school's quality first teaching.

Where relevant additional support will be provided which takes accounts of a child's needs. Most support is to be classroom based. When required and where beneficial to the child, interventions, like THRIVE, will take place outside of the classroom. We have considerable experience of tailoring a curriculum to a child's individual needs. Where required school will make appropriate use of the resources in our delegated budgets to support children with additional needs. Where and when needed, we will seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning.

Our staff provide support for children in key areas of need. If required, staff receive specialist training in order to deliver appropriate, tailored programmes of support.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

Winkleigh will look to adapt the curriculum and learning environment for pupils with SEND in all situations. Planning for activities, both inside and outside of the classroom, takes account of the needs of all children and seeks opportunities to get the maximum benefit out of a learning experience. A range of teaching approaches, and where relevant specialist technology will be employed in order to support a child in accessing the learning effectively.

Wherever possible, learning will take place in the classroom, however where appropriate alternative provision may be made to meet the specific needs of the child.

Winkleigh will make appropriate use of the resources in our budget to support children with additional needs. It should be noted that additional funding will be sought if the need is there but this can take time to fulfil the criteria and not all SEND children will be eligible for extra funding.

What additional support for learning is available to pupils with special educational needs? How is the decision made about the type and how much support my child will receive?

The duration and frequency of any IEP will be decided on an individual's needs. Most IEPs will be written and reviewed half termly and support is provided through quality first teaching, targeted provision and enhanced provision.

At Winkleigh we use the four stages for SEND support which are:

- Assess
- Plan
- Do
- Review.

Assess: The child's difficulties must be assessed so that the right support can be provided. This should include, for example, asking parents what they think, talking to professionals who work with the child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet the child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: Winkleigh School needs to agree, with parental involvement, if appropriate, the outcomes that the SEND support is intended to achieve. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: Winkleigh School will put the planned support into place. The teacher remains responsible for working with the child on a daily basis, but the SENCO and any TAs or specialist teaching staff involved in providing support should work closely to track the child's progress and check that the support is being effective.

Review: The support the child receives should be reviewed at the time agreed in the plan. It can then be decided if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

Quality first teaching is provision which is in place for all children. This happens at a whole class level and is particularly useful at supporting children with additional need. Targeted Provision (enhanced) is a small group intervention – this mainly happens inside the classroom and can be one to one intervention for children who require the additional support.

We look to avoid over-dependency on a single adult by our children with SEND. We have a team of TAs with special interest in the area of;

- Social, Emotional and Mental Health Need
- Speech Language and Communication

- Learning Needs
- Physical Difficulties

We will assess a child's need in conjunction with multi-agency input and will then decide, possibly in collaboration with parents, how best to meet their needs. Where relevant we will establish an individualised support programme for more complex pupils, in conjunction with relevant recommendations.

How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

How will my child be included in activities outside the school classroom including school trips?

Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips. Provision is differentiated within the planning and through questioning and carried out during all trips including overnight residential trips. Children's needs and concerns will be discussed with parents as necessary and are considered on a trip SOP (standard operating procedure).

We will:

- Carry out our duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child by supporting them to access extra-curricular activities- Please contact us if your child has any specific requirements for extra-curricular activities
- Monitor SEND pupils engagement with extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- We believe all learners are entitled to the same access to extra-curricular activities, and we are committed to making reasonable adjustments to ensure participation for all.

What support is available for improving the emotional, mental and social development of pupils with special educational needs?

What support will there be for my child's overall well-being?

At Winkleigh we appreciate the importance of supporting the emotional, mental and social development of our pupils. Through our whole school PHSE curriculum, using S.C.A.R.F (Safety, caring, achievement, resilience, friendship) lessons, supported by THRIVE, we aim to support the children's needs.

Children with EHCP's views are invaluable as part of the Annual Review process. Children's views will be shared as part of this process. When relevant, children will be present for Annual Review meetings.

Individual Behaviour Plans are used to help ensure that a consistent approach is given to children throughout all elements of our school day. Summaries are produced to ensure that supply staff, TAs, other teachers around the school and all teachers are confident in their approach towards a child. We implement a range of support inside and outside of the classroom to support a child's social and emotional development.

We believe it is essential to:

- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties

Name and contact details of the SEND co-ordinator.

SENDCO: Dameza Rowcliffe

CONTACT: Winkleigh Community Primary School, Winkleigh, Devon, EX19 8JQ

01837 83354

admin@winkleigh.devon.sch.uk

Contact Mrs Rowcliffe who will respond within 5 working days.

What specialist services and expertise are available at or accessed by the school?
What training have the staff supporting SEND had or what training are they having?

Our SEND team focus on specific areas of need. We audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEND and strategies to support inclusion and high quality teaching. Where necessary, we seek support of external services to ensure that all teachers and staff are equipped to deal with a diverse range of needs. If children arrive at school with specific needs we work closely with parents and outside agencies to ensure that our approaches are effective and meet the needs of the child. The school's SLT evaluates the progress and provision provided for all children, including those with SEND, on a termly basis. We review staff expertise through classroom observations and individual observations of small group work, and review pupil progress through book / work scrutiny and pupil observations.

How accessible is the school both indoors and outdoors?

Winkleigh school site is nearly fully accessible to wheelchairs, both inside and out. We also look at our classroom environments carefully in order to ensure that children do not experience sensory overload and consider a child's learning environment to ensure that it meets their individual needs.

We have accessible changing and toilet facilities in school. Within the classroom, when required, children have access to writing slopes, cushions designed to help ensure good seating position and coloured paper to help children with visual needs.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

At Winkleigh, close links with parents are an essential part of all SEND work. We recognise that parents and carers know their child best and it is important that all professionals listen and understand when parents' express concerns about their child's development. We will listen to and do our very best to address any concerns raised by children and young people themselves.

Parents are consulted when their child is placed on the SEND register and discussions occur about how best to meet their child's individual needs.

Opportunities are available throughout the year for parents to be involved in their child's education this includes; open afternoons/ mornings, class assemblies, end of topic celebrations of work, routine parents' evenings, new parents' visits, transition meetings, workshops aimed at supporting their child through literacy and reading etc.

Winkleigh School will always aim to make any necessary arrangements for providing children, their parents and carers, and young people with SEND with advice and information about matters relating to SEND.

- **Make appropriate use of the resources in our delegated budgets to support children with additional needs**
- **Use our best endeavours to make sure that a child with SEND gets the support they need**
- **Carry out our duty to make reasonable adjustments under the Equality Act 2010**
- **Pay regard to the criteria and understand the processes for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings, Primary and Secondary Schools and Post 16 settings.**
- **Understand the processes that govern access to external support services and agencies and access the training and support that they can offer our staff**
- **Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need**

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Where relevant, children will be involved in discussion around their provision. We encourage the active participation of the pupil in all stages of the SEND process. The views of the child are also invaluable as part of the Devon Assessment Framework/Annual Review process. Their views will be shared as part of this process. When relevant, children will be present at Annual Review meetings and have an opportunity to input into TAFs.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If you have any concern about provision, in the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact Damezla Rowcliffe (Whole School), Head of teaching and learning, Sheevaun Manning or the Executive Headteacher, Victoria Fenemore. In the unlikely event that your concern is not resolved then please contact our chair of Governors who will guide you through the school's complaints policy.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

- **Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff**
- **Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need**
- **Pay regard to the criteria and understand the processes for accessing additional funding and support through the SEND process, including those services provided by Health and Social Care**

The contact details of support services for the parents of pupils with special educational needs, EHCPs.

Parents can access additional support through <http://www.devonias.org.uk/>. The contact number is 01392 383080. Details about the Devon local offer can be found directly through www.devon.gov.uk/send.

The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Transfer:

When a child joins us who already has identified SEND then the school will liaise closely with the child's previous school, parents or carers. Contact will be made between the carers and the SENDCo and they will be made aware of the provision that the school is able to provide. When a child transfers to another school the file is sent to the next school and contact is made with the school's SENDCo.

Transition to Secondary School:

When the child goes to secondary school the SENDCos from both Winkleigh and the secondary school will meet prior to the child's visit to support a smooth transition for the child. Contact will also occur with the transition co-ordinator and the relevant year head. Additional visits will be arranged which will enable the SEND children in year 6 to make contact with a member of staff who will help act as a point of reference for the child. They will also go on another visit in addition to the one taken by all of the Year 6 children. Transition plans are established with the identified secondary school and a range of interventions are put in place depending on the need of the child. The length and detail of these plans will be different for each individual. We work closely with the local secondary school, Chulmleigh Academy Trust, or when relevant another school, to ensure that the transition is as smooth as possible for the child. Care will be taken at all stages to ensure that children are consulted throughout the process.