



Windsor Park CE Middle School

Learning for Life

"Teach me good judgement and knowledge"

Psalm 119:66

SEND Policy

(incorporating the local offer)

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Respect ∞ *Resilience* ∞ *Responsibility*

OUR VISION

Learning for Life

*“Teach me good judgement and knowledge”
Psalm 119:66*

As a Church of England school and a founding partner in the Uttoxeter Learning Trust community, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to live life in all its glory and flourish.

OUR MISSION

- 1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.*
- 2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.*
- 3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalm 119:66*
- 4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.*
- 5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.*
- 6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.*
- 7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.*
- 8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.*
- 9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.*

Our Commitment

This guidance complies with the statutory duty described in Special Educational Needs (Information)

Regulations (Clause 64) and takes account of:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- Equality Act 2010
- Children and Families Act 2014
- Advice provided to Staffordshire schools on producing their school's local offer

Aims of this SEND policy

As a Church of England School, Windsor Park C E Middle School is committed to inclusive practice. Our Christian mission of teaching knowledge and good judgement to all God's children is at the heart of all decision making, forward planning and actions.

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in 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 vulnerable learners.

What are special educational needs?

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

How does Windsor Park C E Middle School know if children need extra help? (Schedule 1: Point 1)

A pupil may be identified as having a Special Educational Need at any stage during his/her education. We may identify that a pupil requires additional assessment or support through the following processes:

- Concerns are raised by parents/carers
 - Concerns raised by teachers
 - First school liaison when transferring into year 5
 - A pupil asking for help
 - Literacy and Numeracy screening tests
 - Tracking of attainment outcomes indicate a lack of progress
 - Pupil observation indicates that they have additional needs in one of the four areas :
1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

What should I do if I think my child may have special educational needs? (Schedule 1: Points 3 and 6)

- If you have concerns then please firstly discuss these with your child's subject teacher or form tutor. They will listen to and investigate concerns and appraise staff of any reasonable adjustments required. If after appropriate intervention put in place and reviewed by subject teachers, concerns remain, this then may result in a referral to the school SENCO whose name is:

Claire Howells
sendco@windsorpark.staffs.sch.uk
01889 563365

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.
- The Local Authority have suggested specific criteria against which to measure SEND and the school will make reference to this when planning support based on an audit of need.
- To see these criterion, please see the related pages signposted from <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Dyslexia

- Concerns about difficulties a child may be having should be referred to the SENCO, who will arrange a GL Dyslexic tendencies assessment (if required).
- Enquiries from parents, staff or students are welcomed and will be taken seriously.
- School cannot provide a formal diagnosis of Dyslexia but will follow this procedure:

When concerns are raised about a child having Dyslexic tendencies; if you notice they are struggling and it is not clear why; or if a parent rings and asks if you think their child has Dyslexia, this is what to do:

- Ask the SENCO for a Dyslexia Indicators sheet and fill it in. They are also available on the noticeboard in the staffroom.
- Send the parent and student a Dyslexia Indicators sheet to fill in if they have enquired about Dyslexia.
- Ask their Literacy and maths teacher to fill one in too.
- Identify common difficulties and differentiate for these with the support of the SENCO.
- Reassure parents/child that you will flag up 'Dyslexic tendencies' with staff and reassure them that we teach using Dyslexia Friendly strategies and will support them in that way. Dyslexia Friendly approaches are good practice for the inclusion of all learners.
- In addition to using Dyslexia Friendly strategies, those that meet the criteria laid down by the Local Authority, may receive 'SEN support' through the graduated approach required by the Code of Practice 2014. Parents will be contacted if provision 'additional to or different from' that provided for other learners is deemed to be required.

How will I know how the school supports my child? (Schedule 1: Points 1 and 2)

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners and resourced appropriately.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

- As a school using Dyslexia Friendly strategies, all lessons and resources will be presented in a dyslexia friendly format.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENDCo and external verifiers
 2. ongoing assessment of progress made by pupils in specific intervention groups
 3. marking and book scrutiny.
 4. teacher meetings with the SENDCo
 5. pupil and parent feedback when reviewing target attainment
 6. whole school pupil progress tracking
 7. attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEN Information Report.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo .
- A list of additional support available in school (provision menu) can be found on the school website.

- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to a number of services, which are listed below.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

What specialist services and expertise are available at or accessed by Windsor Park?

The Learning Support Mentors each have areas of specialism in which they are trained and experienced.

Tina Pearce	WEST (formerly ASPEN), Dyslexia
Davina Clowes	Fischer Family Trust Wave 3 Intervention, Dyslexia
Vicky Watson	Physical Disability Support, Dyslexia

Further to this, we have the Student Success Centre where pupils with social, emotional and behavioural issues are supported by Mrs Wilson-Harris, Mrs Joyce and Mrs Keates.

In addition to these, we access Outside Agency support from:

1. Special Educational Needs Support Service (SENS)
2. Behaviour Support Service
3. Dyslexia Centres
4. Autism Outreach Team

5. Hearing Impairment team
6. Visual Impairment team
7. Educational Psychologist Service
8. Educational Welfare Officers
9. Physical and disability support service
10. Social Services
11. Early Help
12. Earliest Help
13. School Nurse
14. Mental Health in Schools Team
15. CAMHS (Child & Adolescent Mental Health Service)

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

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom.
- When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help. They will work with a TA to produce a learning Passport, which will be used to inform teachers of individuals' preferred learning and working styles and current objectives.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings. Parents may also find the home-school planner a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the subject teacher, the SENDCo. or a member of the senior leadership team. Please contact the school office who will arrange one from you.

How will you help me to support my child's learning? (Schedule 1: Point 6)

- Please look at the school website. It can be found at <http://windsorpark.staffs.sch.uk/staffordshire.gov.uk> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities such as how to join the local library, places to visit etc.
- The subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.

- The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

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

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- A specific form tutor, responsible for your child's pastoral care, overseen by their Key Stage Director who are:

The Key Stage 2 Director is Miss A. Morris

The Key Stage 3 Director is Mrs K. Bould

- For pupils encountering emotional or social difficulties there is a wide range of support, providing a comprehensive and graduated response. From initial peer support through mentors and councillors, to Windsor Emotional Support Team and the Mental Health in Schools Team to referrals to CAMHS and Relate and Early Help.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- The SSC is able to provide specialist support for individuals and small groups who are struggling with social aspects of school life.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision menus located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

What training do the staff supporting children and young people with SEND undertake? (Schedule 1: Point 4)

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Supporting reading and writing across the curriculum
- Medical training including administering an Epi-pen and supporting children with diabetes
- Differentiation

Enhanced training has been provided to Learning Support Mentors and the SENDCo on:

- Leading a nurture Group
- Talking Partners
- Attendance at the termly SENDCo Update

Specialist training has been provided to the SENDCo on:

- Supporting pupils with Speech, Language and Communication difficulties
- The Governor with specific responsibility for SEN has completed the SEN Governor training

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

- Students with additional needs are expected to be fully involved in all areas of school life. Risk assessments are carried out and procedures are put in place to make any suitable reasonable adjustments to enable all children to participate in all school activities.

How accessible is the school environment?

We are proud to be an accessible school, all but one classroom and an upstairs lab, are wheelchair accessible, we have:

- Disabled parking spots marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps outside the hall to ensure the site is accessible to all.
- Two toilets have been adapted to ensure accessibility for visitors with a disability and a physiotherapy bed has been installed in one of the disabled toilets.

• Our Accessibility Plan which describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits are provided in the summer term for pupils starting in September, including extra visits for those pupils with additional needs.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school (Schedule 1: Point 6)

- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN
- The annual review in Y7 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School

Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs? (Schedule 1: Point 5)

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from Learning Support Mentors
- Small group support from teaching assistants e.g. social groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENDCo, classteacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENDCO or senior leadership team member
- during parents evenings
- For those pupils with a special educational need, parents will be involved in planning and supporting through the Learning Needs Passport (Early Action Plan).
- For those pupils with an EHC Plan, parents will be involved in planning and supporting through the termly review meetings.

Who can I contact for further information or if I have any concerns? (Schedule 1: Point 7)

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class or subject teacher
- Your child's Key Stage Director
- The SENCo
- The Headteacher
- For complaints please contact the School Governor with responsibility for SEN. Their name is Mrs Justine North.

Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

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- SENDIASS: Staffordshire Family Partnership for independent and impartial advice
[SENDIASS SEND IASS - Staffordshire Family Partnership \(stffs-iass.org\)](http://stffs-iass.org)
Phone: 01785 356921
E-mail: sfps@staffordshire.gov.uk
- Or via the Staffordshire Connects website
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
(Schedule 1: Point 9)