



The Winchcombe School

Special Educational Need Policy

1. Introduction

The Winchcombe School is a larger-than-average, inclusive primary school committed to providing a nurturing learning environment where all children are supported to achieve their full potential. Inclusion at The Winchcombe School is underpinned by our core values of **courage, curiosity, respect and kindness**, which guide our work with children, families and the wider community. This commitment to inclusion also reflects our school vision of **Improving as One**, ensuring every child is supported to grow together and achieve their best. We have high expectations for all pupils, including those with Special Educational Needs and/or Disabilities (SEND).

The school also houses a **Speech and Language (SAL) Unit** and a **Language and Literacy (LAL) Unit**, both overseen by West Berkshire Local Authority, which provide specialist provision for children with identified speech, language and communication needs.

We recognise that children may experience barriers to learning at different points during their primary education. Through early identification, effective provision and strong partnership with parents/carers and West Berkshire Local Authority, we aim to ensure that every child is able to thrive academically, socially and emotionally.

2. Aims and Objectives

Our aims are to:

- Ensure that pupils with SEND have access to a broad and balanced curriculum.
- Identify pupils with SEND as early as possible.
- Ensure that pupils with SEND make good progress and achieve positive outcomes.
- Work in partnership with parents/carers and pupils.
- Develop effective partnerships with external agencies and professionals.
- Promote inclusion and equality of opportunity for all pupils.

3. Definition of SEND

A pupil is considered to have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes pupils who:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

The four broad areas of need identified in the SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

4. Legislation and Guidance

This policy is based on the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Keeping Children Safe in Education
- West Berkshire Local Authority SEND Local Offer

Parents and carers can find detailed information about services, support and provision available for children and young people with SEND through the **West Berkshire Local Offer**, which is available via the West Berkshire Council website:

<https://directory.westberks.gov.uk/directory-search/details/?id=c92ddba0-3db8-44a4-8fdb-b19500f20f7e>

5. Roles and Responsibilities

Staff Training and Professional Development

The Winchcombe School is committed to ensuring that staff are well trained to meet the needs of children with SEND. Staff have received training and support from a range of specialist services, including:

- West Berkshire Virtual School, focusing on a **trauma-informed approach** to supporting children's wellbeing and learning.
- The **Speech and Language Therapy Team**, to support children with communication and language needs.
- The **Autism Advisory Team**, to develop staff confidence and expertise in supporting children with autism.
- The **Early Development Inclusion Team**, to develop staff confidence and knowledge in supporting the development of key skills in the early years.

In addition, some staff have received specialist training in:

- **Draw and Talk**
- **LEGO Therapy**
- **Sand Play**
- **SNAP Maths**
- **A structured approach to reading**
- **LAL (Language and Literacy) interventions**

Further training is identified and arranged in response to the emerging needs of pupils, ensuring staff skills remain current and effective.

Governing Body

The Governing Body is responsible for ensuring that:

- The school complies with SEND legislation.
- Appropriate provision is made for pupils with SEND.

- The SEND policy is monitored and reviewed regularly.

The named SEND Governor is **Abi Preston-Rees**, who works with the SENDCo and Headteacher to oversee SEND provision and ensure statutory duties are met.

Headteacher

The Headteacher, **Matt Percy**, has overall responsibility for:

- The implementation of this policy.
- Ensuring that sufficient resources are allocated to support pupils with SEND.

SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo), **Kate Betts**, is responsible for:

- Coordinating provision for pupils with SEND.
- Liaising with staff and external agencies.
- Meeting with parents when requested
- Supporting staff with strategies and interventions appropriate to a primary setting.
- Maintaining the SEND register.
- Monitoring and reviewing pupil progress.

Teaching and Support Staff

All staff are responsible for:

- High-quality teaching and differentiation for pupils with SEND.
- Identifying pupils who may require additional support.
- Implementing support strategies and interventions.

6. Identification and Assessment

At The Winchcombe School, early identification of SEND is a priority. We use a graduated approach in line with the West Berkshire Local Offer and the SEND Code of Practice:

1. **Assess** – Concerns may be identified through teacher observation, formative and summative assessment, progress tracking, discussions with parents/carers, or information from previous settings.
2. **Plan** – Support and outcomes are planned collaboratively with parents/carers and, where appropriate, the child. Strategies are recorded and shared with relevant staff.
3. **Do** – Support is delivered through high-quality, inclusive classroom teaching (Quality First Teaching) and targeted interventions.
4. **Review** – Progress is reviewed regularly to ensure support remains effective and appropriate.

Children receiving additional support are recorded on the school's SEND register at either SEN Support or with an Education, Health and Care Plan (EHCP).

7. Supporting Children with SEND

At The Winchcombe School, high-quality, inclusive teaching is the first step in responding to children who may have SEND. This is known as **Quality First Teaching** and is the responsibility of all staff.

Provision for children with SEND may include:

- Carefully differentiated classroom teaching.
- Clear learning objectives and success criteria.
- Adapted resources and visual supports.
- Small-group or individual interventions with clear outcomes.
- Additional adult support where appropriate.
- Use of specialist equipment or assistive technology.
- Advice and support from external agencies.

Interventions are evidence-based, time-limited and reviewed regularly to ensure they have a positive impact on children's progress and wellbeing.

8. Education, Health and Care Plans (EHCPs)

For pupils with more complex needs, the school works closely with parents and the local authority to apply for, implement and review EHCPs. Annual reviews are held in accordance with statutory guidance.

9. Inclusion and Access

The Winchcombe School is committed to inclusive practice and equal access for all children. Reasonable adjustments are made to ensure children with SEND can participate fully in all aspects of school life, including lessons, trips, clubs and assessments.

The school follows guidance from West Berkshire Local Authority to ensure accessibility and inclusion across the primary curriculum.

10. Supporting Children and Families

We recognise the importance of working in partnership with parents and carers. We:

- Maintain open communication.
- Involve parents in planning and reviewing provision.
- Signpost families to additional support services when appropriate.

11. Monitoring and Evaluation

The quality and effectiveness of SEND provision is monitored closely to ensure children make good progress from their starting points. Monitoring includes:

- Regular tracking of pupil progress and attainment.
- Review of support and achievement plans and intervention outcomes
- SAPs (Support and Achievement Plans) are reviewed in October, February and May and shared at parents evening throughout the year by the class teacher
- Lesson observations and work scrutiny.
- Pupil voice and parental feedback.
- Ongoing SENDCo and senior leadership oversight.

This monitoring informs future planning, staff training and resource allocation.

12. Complaints

If parents/carers have concerns about SEND provision, they are encouraged to discuss these with the class teacher or SENDCo in the first instance. If concerns remain unresolved, the school's complaints procedure should be followed.

13. Review of Policy

This policy will be reviewed annually by the Governing Body or sooner if required due to changes in legislation or guidance.

14. Related policies and documents

Please also refer to the following related policies and documents:

- Behaviour policy
- Equality policy
- The Winchcombe Way

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