



Winshill Village Primary and Nursery School

SEND Procedure



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Aims of this SEND Policy

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

- To provide effective special educational provision for pupils for whom this is required (that is “additional to and different from” the differentiated curriculum provided for all pupils) by responding to the four areas of need identified in the SEN Code of Practice:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- 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 SEND are fully able to engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by providing the most appropriate provision and by closely monitoring pupils
- To request, monitor and respond to parent/carers’ and pupils’ views in order to secure high levels of confidence and effective 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 and ensure full inclusion in all school activities, for example through 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.

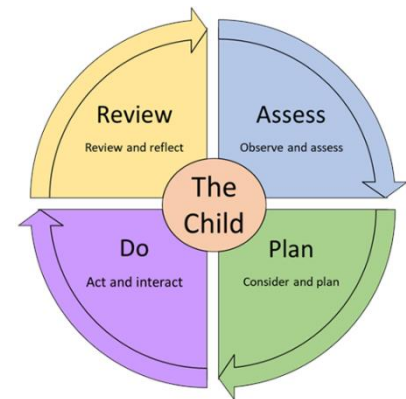
Definition of SEND

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)

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The Graduated Response

The Graduated Response is a structured, multi-stage approach used to support children and young people with Special Educational Needs and Disabilities (SEND). It involves a cycle of Assess, Plan, Do, Review, ensuring the right level of support is provided at the right time, ensuring positive outcomes for all students.



Identification of Special Educational Needs and/or Disabilities

At Winshill Village Primary & Nursery School, children are identified as having Special Educational Needs (SEN) through a variety of ways, including the following:

- Liaison with previous school
- Identifying children who are performing below age expected levels
- Identifying children who are making slow progress
- Concerns raised by parents/carers or by the pupils themselves
- Concerns raised by class teachers or teaching assistants
- Liaison with external agencies
- Health diagnosis e.g. through paediatricians
- Pupil observation indicates that they have additional needs in one of the four areas: Communication and interaction, Cognition and learning, Social, mental and emotional health and Sensory/physical.

If you think that your child may have special educational needs:

- Talk to us – firstly contact your child’s class teacher or SENCo (Mrs Pearsall) or Head Teacher (Mrs Howard).
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. The quicker we identify a problem, the quicker we can put work in to help. 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. It is really helpful if we know of outside agency involvement from the outset, so we can liaise with other professionals and support as needed.

Support for Pupils with Special Educational Needs and/or Disabilities

- Teachers plan from pupils’ individual starting points and consider how they can remove barriers to their learning. Scaffolded support is put into place as needed to enable pupils to access the curriculum more easily. In addition, they may be provided with additional support that could include specialised equipment or resources, technology and/or additional adult support.
- All pupils have individual targets set each term, linked to their individual areas of need. Their personalised plan is uploaded onto Edukey, where parents are able to view and comment on targets and support the review process. They are also welcome to meet with their child’s class teacher or SENCO to discuss this in more detail.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly pupil progress meetings that are undertaken between the class teacher and the Deputy and Head Teacher. Pupil progress meetings also take place each half term between

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Teaching Assistants and the Senior Leadership Team, to monitor the progress made by pupils taking part in interventions.

- A meeting will take place with parents if the school considers their child may require SEN support.

Children Identified as having SEND

- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary.
- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.

Assess, Plan, Do, Review

- All children identified as having SEND will have a Plan, Do, Review (PDR). This will be created by the class teacher, along with pupils and parents where possible, and overseen by the SENCO.
- The child’s needs will be assessed and short-term targets will be set. The PDR will show targets, teaching strategies, resources and a time-scaled review.
- PDRs usually go from October to February, February to May and May to October. As mentioned above, Edukey is used to write and share PDRs, which parents are able to access and add their own comments as needed.
- In September, class teachers will get to know their new class and the individual needs of pupils, before writing new PDRs – this will be following advice from the child’s previous class teacher and advice from the SENCO and outside agencies if necessary.
- The PDR will be shared with all members of staff working with a pupil so that they are aware of their needs and the best ways to support them.

In school provision

A wide range of interventions take place in school, both in small groups and on a one-to-one basis. These are short term and are reviewed regularly by teaching assistants, class teachers and the SENCO.

Examples of the range of interventions offered at Winshill Village Primary School include:

- ELSA Emotional Literacy support
- EPATT EP Approach to Literacy
- EPATT EP Approach to Maths
- Sensory Circuits
- Precision Teach
- Motor Skills e.g. Pindora’s Box, Motor Skills United, handwriting support
- Little Wandle Keep Up Phonics
- Dyslexia Friendly
- Phonics and spelling groups
- Teaching Trees

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- Speech and Language
- Socially Speaking
- Playdoh Therapy

Funding

The school receives funding to respond to the needs of pupils with SEND, which is used to provide the equipment and facilities to support pupils through:

- In-class 1:1 support from teaching assistants
- Small group intervention groups led by teaching assistants and/or the class teacher
- Bought in support from external agencies e.g. Educational Psychologists, Behaviour Support
- Provision of specialist resources

Education Health Care Plan (EHCP)

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. (These were previously known as Statements of SEN). If an EHCP is given, it must be formally reviewed at least annually.

Outside Agency Provision

Where pupils do not make adequate progress, despite additional provision in school, it may be necessary to seek support from outside agencies. This will be done after discussion with parents. The following agencies may be able to provide specialist assessments, provide school with advice/teaching strategies/resources, provide support and training for staff and also support for families.

Examples of outside agencies used include:

- Educational Psychologist Service
- Autism Inclusion Team
- Hearing Impairment Team
- Visual Impairment Team
- School Nurse or Health Visitor
- CAMHS (Child & Adolescent Mental Health Service)
- Speech and Language Team
- Physio
- Occupational Therapy
- Paediatrician
- Early Years Forum
- Early Years Area SENCO
- Action for Children
- Malachi
- Behaviour Support

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Managing and Monitoring SEND Provision

All students with SEND are fully integrated into all aspects of school life. Students are given additional support to ensure that they are able to participate in extracurricular activities and visits. Where necessary, risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The quality of teaching is monitored through a number of processes that includes:

- Classroom observation and learning walks undertaken by subject leaders, the senior leadership team, including the SENCO, along with outside agencies as appropriate, such as the Autism Inclusion Team
- Ongoing assessment of progress made by pupils in specific intervention groups, with termly pupil progress meetings
- Book trawls to look at pupils' work
- Teacher meetings with the SENCO on at least a termly basis
- Pupil and parent feedback when reviewing targets and progress
- Whole school pupil progress tracking, including termly pupil progress meetings with the Head Teacher/Deputy Head
- Attendance and behaviour records

Partnership with Parents

- SEND coffee mornings/afternoons take place each term. These are an opportunity for parents to meet with other parents to share experiences/support/resources and to chat to the SENCO.
- If you feel that you would like any extra information or support for your child's SEND, then you are more than welcome to arrange a meeting with your child's class teacher or the SENCO at any point during the school year.
- Parents are invited to access Edukey to view and review their child's PDRs and targets. We welcome parental comments and collaboration when setting new targets. We can also offer ideas for further supporting pupils at home.

Pupils with medical needs

- Pupils with medical needs will be provided with a Health Care Plan. This may be written by the SENCO and/or medical professionals involved in partnership with parents and if appropriate, the pupil themselves. The Health Care Plan will then be shared with all relevant staff.
- All medicine administration procedures adhere to the LA policy and DfE guidelines included within "Supporting pupils at school with medical conditions (DfE) 2014".

Staff Development

Our SENCO has completed specialist training in order to receive the SEN Coordination Award and also attends termly SEND updates.

Staff receive regular training, via staff meetings and external courses, as and when necessary. This may include training from outside agencies such as the Educational Psychologist and the Autism In Outreach Team. Teaching assistants receive training on various interventions, such as EPATT, ELSA and Precision Teach. The school has excellent links with outside agencies, who provide specialist support and advice.

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Accessibility

Our Accessibility Statement describes the actions the school has taken to increase access to the environment, the curriculum and to printed information for all pupils.

Transition

A number of strategies are in place to support pupils when they transition between year groups and key stages and when they first join our school. This includes:

- A planned program of visits during the summer term for pupils, including session when children move up to their next class to meet their new teacher ready for September.
- In the summer term, parent/carers of nursery children 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.
- Nursery children will take part in transition over a longer period of time, for example coming up to the main school building for lunch over a number of days in the summer term.
- During the school year, when appropriate, Nursery children visit the main school, for example to visit the library or take part in Christmas activities.
- For children with SEND who require additional support with transition, a plan will be put into place. This may mean creating a 'social story' or photo book about their new class, which they can take home to look at over the summer holidays. This will contain information and photos to support them, such as where they will sit and which members of staff will work with them.

Transition for Year Six pupils:

- The transition program in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND, following discussions with the receiving high school.
- The annual review in Y5 for pupils with an Education Health Care Plan (EHCP) 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.
- The SENCO will support parents of SEND pupils as needed, for example through accompanied visits to local high schools to consider the provision provided and how it will meet the child's needs.
- The SENCO will be in contact with the SENCO/pastoral team from the receiving high school to discuss the needs of pupils with SEND in order to ensure a smooth transition.

Dyslexia/Dyslexic Tendencies

Winshill Village Primary and Nursery School provides training for staff to ensure a solid understanding of Dyslexia and how to identify and effectively support children with Dyslexic tendencies. A whole school approach means that we adopt 'Dyslexia friendly' teaching styles in all classrooms, not just for pupils who are identified as having Dyslexia. This includes things such as having a visual daily timetable on display, using dual coding with the use of symbols and considering font and text size used. Coloured overlays and technology such as talking pens may also be provided.

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Mental Health

At Winhill Village, we realise the importance of supporting pupils' social, emotional and mental health and hold this very high on our agenda. In July 2021, we received the Wellbeing Award. All staff have received training on recognising and supporting pupils' mental health needs and we also work closely with parents and carers. A number of high quality interventions are in place to support children with their mental health, such as ELSA and Forest Schools.

Further Information and Support

This policy takes into account the requirements of the following-

- **SEN Code of Practice 2014** (which takes account of the SEN provisions of the SEN and Disability Act 2001)
- **Equality Act 2010**
- **Children and Families Act 2014**

Support services for parents of pupils with SEN include the Staffordshire Family Partnership - SENDIASS (formerly Parent Partnership):

[SENDIASS SEND IASS - Staffordshire Family Partnership](#)

The Staffordshire Local Offer can be found below on the Staffordshire Connects website:

- <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

If you wish to discuss your child's educational needs or have any concerns, please make an appointment via the school office to speak to your child's class teacher, the SENCO or the Headteacher.