



Windsor Park CE Middle School

Learning for Life

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

SEND Policy and Information Report (incorporating the local offer)

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RESPECT *‘clothe yourself with compassion, kindness, humility, gentleness and patience’*

RESILIENCE *‘I can do anything through Christ who strengthens me’*

RESPONSIBILITY *‘for God gave us a spirit not a fear, but a power and love and self-control’*

OUR VISION

Learning for Life

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

As an inclusive Church of England school, who aim to provide transformational experiences for all God’s children within our care, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms encouraging 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 (see Appendix A)
- 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 as stated in the SEN Code of Practice 2014:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
- To request, monitor and respond to 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 (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*

What areas of SEN does the school provide for? (This is not an exhaustive list)

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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 (as stated in the SEN Code of Practice, 2014):
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, please contact the SEND team at school. This comprises: Cat Sharples (SENDCo), Lauren Batten (Assistant SENDCo) and Davina Clowes (SEND TA). They will listen to and investigate concerns and appraise staff of any reasonable adjustments required. Please contact the SEND team either via the school office or via email:

SEND Team
csharples@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. This is known as the Local Offer.
- The following criteria are suggested to measure SEND need:

Dyslexia

- Concerns about difficulties a child may be having should be referred to the SEND team, who will arrange a GL Dyslexic tendencies. When the assessment has been completed, the SEND team will communicate results to parents along with any provision that is being put into place.
- Enquiries from parents, staff or students are welcomed and will be taken seriously.
- School cannot provide a formal diagnosis of Dyslexia however, after discussions with the SEND team, if you wish to pursue this further, details of specialist dyslexia assessors can be made available to you.
- If further support is required in school this can be accessed 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. These will be communicated with parents.
- 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 discussions 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.
- 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.
- For students who have an additional educational need and require further action to support increased rates of progress, this will follow the graduated response.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress. We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

- 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 one-page profile that will identify a clear set of targets, which will include stretching and relevant academic and developmental. Progress towards these targets will be tracked and reviewed termly by the SENDCo and sent to parents in addition to the pupil’s academic report. This will specifically comment on SEN targets and progress towards these.
- If progress does not improve, 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 be undertaken with parental permission.

- 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 and is reviewed by an independent decision-making panel.

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)
Davina Clowes	Fischer Family Trust Wave 3 Intervention, Dyslexia
Vicky Watson	Physical Disability Support

In addition, for those pupils who require it, room 12 operate SENS interventions as well as being a 'safe space' for pupils.

In addition to provisions in school, we access Outside Agency support from:

1. Behaviour Support Service
2. Dyslexia Centres
3. Autism Outreach Team
4. Hearing Impairment team
5. Visual Impairment team
6. Educational Psychologist Service
7. Educational Welfare Officers
8. Physical and disability support service
9. Social Services
10. Malachi
11. Early Help
12. School Nurse
13. Mental Health in Schools Team
14. 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 where appropriate. They will work with a member of the SEND team to produce a one-page profile which will be used to inform teachers of individuals' preferred learning and working styles and current targets. These will be updated termly by the SEND team and sent home to parents via email.

How will I know how my child is doing?

- Attainment towards the identified targets will be shared with parents termly through the school reporting system and Parent's Evenings.
- Should you have any concerns regarding SEND, you will have the opportunity to make an appointment to see the SENDCo at Parents' Evening where your concerns and any additional provision can be discussed.

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

- Here at Windsor Park, there are a variety of different ways that we support pupils' learning:
 - Form tutor
 - Head of House
 - Teacher feedback
 - Mentoring (where applicable)
 - Online games for pupils to practise key skills
 - Reading initiatives
 - SATs pack and information for parents
 - The @Windsor Bulletin which may suggest activities for students to complete

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 Head of House who are:

Alton House – Mr Alex Hedley

Chartley House – Mrs Tessi Price

Tutbury House – Mrs Lucy White

- 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, Windsor Emotional Support Team and the Mental Health in Schools Team to referrals to CAMHS and Relate and Early Help.
- Should parents have concerns regarding their child's well-being, they should contact the form tutor in the first instance.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Our Inclusion Manager, Mrs Sally Wilson-Harris, works closely with the SEND team to provide bespoke 1:1 or small group work where necessary.

- Pupils who find unstructured time difficult are provided with alternative small group opportunities within the school. For example: the snug, room 12 SEN provision.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' wellbeing and mental health alongside the Carnegie Mental Health and Well-being award which recognises the extensive work we complete with staff and students.
- 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 SEND team in partnership with parents. Health Care Plans are emailed home to parents.
- 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 regarding SEND. 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

Staff regularly receive training and updates on all aspects of SEND by both the SEND team and outside agencies.

Enhanced training has been provided to the SEND team.

Specialist training has been provided to the SENDCo and Assistant SENDCo on:

- Supporting pupils with Speech, Language and Communication difficulties
- The Governor with specific responsibility for SEND has completed the SEND Governor training. Mrs Linda Briggs is the Link Governor for SEND.

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

- Students with SEND are actively encouraged to be fully involved in all areas of school life. Individual risk assessments (where appropriate or necessary) 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.
- If pupils are transferring from another school, the previous school records will be requested prior to transfer.
- Should you have any concerns, please contact the SEND team.

Transition to High 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. There are additional opportunities for pupils with SEND.
- 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. Further information is available on request.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will hold discussions about the needs of pupils with SEND 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.

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

- For pupils with SEND, but without an Education Health and Care plan, the decision regarding the support required will be taken by school and communicated with parents. This will be regarding academic and pastoral progress, one-page profiles and provision in place.
- For pupils with an Education, Health Care plan, this decision will be reached when the plan is being produced or annual review, done in conjunction with parents and SEND key workers from Staffordshire County Council.

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 form tutor
- Your child's Head of House
- The SEND team. Mrs C Sharples (SENDCo) or Miss L Batten (Assistant SENDCo)
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEND. Their name is Mrs Linda Briggs.

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 (staffs-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)

Appendix A

The National Inclusion Statement

The statutory inclusion statement in the National Curriculum for England describes schools' responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils.

The statement provides examples of how this responsibility can be met. It sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The aims of the national curriculum

When planning their provision, schools and teachers should also consider the two broad aims of the national curriculum.

- Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The actual statement is as follows:

Schools have a responsibility to provide a broad and balanced curriculum for all pupils.

This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

Schools must:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Schools have a responsibility to provide a broad and balanced curriculum for all pupils.

This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning. Schools must:

Setting suitable learning challenges

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The national curriculum

programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities.

This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.

Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study.

A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).

2. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary.

In these circumstances, teachers may need to use the content of programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

3. For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work.

As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

Responding to pupils' diverse learning needs

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.

2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

3. Teachers should take specific action to respond to pupils' diverse needs by:
 - a. creating effective learning environments
 - b. securing their motivation and concentration
 - c. providing equality of opportunity through teaching approaches
 - d. using appropriate assessment approaches
 - e. setting targets for learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described above and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Pupils with special educational needs

2. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice or, in exceptional circumstances, with a statement of special educational need.

Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:
 - a. providing for pupils who need help with communication, language and literacy
 - b. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c. planning for pupils' full participation in learning and in physical and practical activities

- d. helping pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage 4, to prepare for work
- e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with disabilities

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to formal provisions for disapplication.

5. Teachers should take specific action to enable effective participation of pupils with disabilities by:

- a. planning appropriate amounts of time to allow for the satisfactory completion of tasks
- b. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- c. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.