



Winterton Community Academy

Special Educational Needs and Disabilities Policy

Introduction

At Winterton Community Academy we are committed to ensuring that every student is safe, happy and successful. We value the achievements of each of our students and endeavour to provide the highest quality education and experience for each one of them.

The SEND Aims of the School

- To provide access for all students to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual student's needs and abilities. **All** teachers are teachers of Special Educational Needs.
- To ensure the identification of all students requiring SEND provision as early as possible.
- To ensure that SEND students take as active a part in school activities as possible.
- To ensure that parents of SEND students are kept fully informed of their child's progress and attainment.
- To ensure a "child centred approach" so that the students themselves are involved as much as possible in decisions affecting their future provision.

1. Personnel

- The Special Educational Needs Co-ordinator (SENCO) is Miss Emma Forman.
- The Governor for Special Educational Needs is Mrs Emma Moss.
- The member of the Senior Leadership Team with responsibility for monitoring SEND is Mrs Louise Daveran.
- The SEND team is made up of Mrs Bev Thompson (Learning Mentor), Mrs Stacey Moran (Learning Mentor), Mrs Dawn Bishop (Learning Mentor), Mrs Sharron Sibson (Learning Mentor), Miss Lisa Windle (Learning Mentor), and Mrs Rachael Tomlinson (Learning Mentor).

2. Admission Arrangements

- The Governing Body believes that the admissions criteria for Winterton Community Academy should not discriminate against students with SEND in line with the SEND Code of Practice.
- The SENCO liaises with SENCOs in the primary schools on the transition of Year 6 SEND students and attends pre-transfer EHCP Annual review meetings whenever possible.

3. Allocation of Resources

- The SEND budget is used to provide additional support and resources for our SEND students. (Element 2 funding)
- In addition to this, students with Education, Health and Care Plans (EHCPs) also receive extra funding. (Element 3 funding)

4. Identification, Assessment and Provision

- It is our aim that SEND students requiring different or additional support, are identified at an early stage. Parental information, assessments, screeners/ diagnostic tests, school data educational psychologist assessments and teacher evidence are all used.
- For any students who are using English as a second language, staff will monitor their progress to ascertain whether any difficulties which may arise are a result of their lack of command of the English language or due to a special educational need.
- For all students with SEND, the SENCO co-ordinates and monitors the additional support that is provided. EHCP students have an annual review and also termly reviews to look at progress towards targets that have been set. SEND Support students have reviews at least twice during the academic year and in most cases termly target setting. The SENCO provides an SEND support plan for these students which is updated as necessary and new information is shared with school staff on an ongoing basis. The SEND team support students both inside and outside of lessons.
- At all review meetings, the views of parents, students, school staff and wider professionals working with the student are sought in accordance with the SEND code of practice.

5. Access Arrangements

- Access to the curriculum is provided through the extensive use of adaptive strategies as part of quality first teaching. In addition to teaching staff, learning mentors play a vital role in supporting our students both inside and outside the classroom. The SEND team support and encourage our students to be as independent as possible as they develop into young adults.
- All areas of the school are accessible to students. See also the Accessibility and Disability Equality Policy.
- Assessments are made during year 10 for students who may require additional access arrangements during examinations. Where evidence from staff about their needs in terms of extra time for writing, extra processing time, reading difficulties etc. suggests that an exam access arrangement may be necessary, students are tested by an external exams access assessor. Once this has been carried out, any students that qualify will then have their arrangements applied for via The Joint Qualification Council (JCQ). Some students may qualify for exam access arrangements because of their medical needs or disabilities. The arrangements applied for are then valid for Year 10 and Year 11. Exam access arrangements must reflect a

student's normal way of working within school as stipulated by JCQ.

6. Inclusion

- The school recognises the entitlement of all students to a broad and balanced curriculum. We aim to provide support for our SEND students through high quality adaptive teaching in lessons. However, there may be times when students may need to be withdrawn from classes in order to follow specific programmes of work, for example hearing support service interventions, literacy support, extra pastoral support, ASET intervention, drum therapy etc. Careful planning takes place in terms of the timings of these programmes to ensure minimum disruption to the student's access to the national curriculum. In some rare cases students may need to have a reduced timetable for example when returning to school following an illness or after serious injury. Once again this is planned carefully with a view to returning to a full and complete timetable as soon as possible.
- For students with a physical disability, appropriate support is put in place to allow safe access to all areas of the school. See also the Accessibility and Disability Equality Policy.
- For students who require additional support during unstructured times such as lunchtimes, for physical or social reasons, a supervised classroom, the Sanctuary is provided.
- For students with medical needs, medication is usually administered through a designated member of staff at the school office who is a first aider. However, when necessary appropriate training on medical issues is given to the SEND team. See also the Medical Needs Policy.
- The academy has an inclusion officer, Miss Karen Walton, who liaises with the SENCO regularly. The inclusion officer liaises with heads of year, inclusion mentors, senior leadership, parents and outside agencies. The inclusion officer provides additional pastoral support for students with behavioural, social or emotional difficulties. The inclusion officer is also the designated deputy safeguarding lead (DDSL).
- The academy has an attendance inclusion officer, Miss Hannah Rhymer- Newbould who works closely with the SENCO to support students for whom attendance is a concern.
- The academy has a Junction in school; this is an area where students may go for a variety of reasons. They may need to take some time out in order to self-regulate, they may need to work in a quiet area, take a sensory break or they may go there for behavioural support. In many cases, students will return to lessons following a re-focus or sensory break. Inclusion Mentor, Mrs Stacey Ricketts is based in the Junction. In addition, the school has a Student Support Centre which includes the hub where a small number of students are based learning for all or most of the timetable within a nurture group. This provision is always operated with a view to enabling students to access at least some mainstream learning. The Student Support Centre includes 2 breakout classrooms and a therapy room. These rooms are used for small group or individual interventions.

- All SEND students are fully integrated into the social and pastoral life of the school. All members of staff share in the responsibility for monitoring the whole school experience of the student, ensuring their general well-being as well helping them to fulfil their academic potential.

7. Transition Procedures

- The school is committed to ensuring that the transfer from another school is conducted in the best way in order to help the student settle into and feel part of the school community as quickly as possible. In the case of transfer from primary school, all Year 5 and Year 6 pupils are encouraged to attend the Open Evening in the Autumn Term. The SENCO, Inclusion Mentor, Attendance Inclusion Officer and Inclusion Officer are all available on this evening to meet with pupils and their parents.
- The SENCO attends Year 6 EHCP review meetings when possible.
- The SENCO has meetings with Primary school staff, usually the SENCO during the summer term and where possible will observe Year 6 pupils in lessons, in order to become familiar with their SEND needs.
- All Year 6 pupils are invited to visit the Academy and to take part in taster lessons. Many SEND pupils make extra transition visits, often accompanied by a teaching assistant from their primary school. This enables them to become familiar with the building, the staff, the day structure, timetabling arrangements and routines.
- The school works closely with local colleges and post 16 providers. Travel training and extra transitional visits to college are also organised for SEND students as necessary in order to facilitate a smooth post 16 transition.

8. Links with External Agencies

The academy recognises the important contribution that external support services make in identifying, assessing and providing support for SEND students. Please visit the North Lincolnshire Local offer for a guide to local agencies and the support they offer. <http://www.northlincslocaloffer.com/>

9. Partnerships with Parents

- The academy firmly believes in developing a strong partnership with parents and this will enable all students, including those with SEND to achieve their potential. Parents are invited to attend review meetings and also regular contact is established via telephone calls and emails as needed. Parents are kept up to date about their child's progress through a written report and parents evenings.

10. Staff Development

- In line with the SEND Code of Practice guidance, all teachers are teachers of SEND and have a responsibility to develop their own expertise in teaching through appropriate continuing professional development (CPD). In addition, the SENCO provides guidance and advice on how to meet the needs of students on the SEND register. Staff workshops take place where specific training is delivered

throughout the school year. There is also a SEND area for staff on the school network which is regularly updated by the SEND team with information and resources. The SEND team are experienced and well qualified but are also committed to further developing their skills and qualifications where possible.

- The SENCO has the responsibility to keep up to date with current issues and developments in SEND and to attend relevant courses and meetings with other SENCOs whenever possible. The SENCO meets at least once per term with Local Authority Lead for SEND, Mrs Gemma Sargent.

Date of this SEN Policy: September 2025

Date of Review if this SEN Policy: September 2026