



BISHOP WINNINGTON-INGRAM CHURCH OF ENGLAND SCHOOL

A community that gives each child an outstanding spiritual, academic and practical education and instils an awareness of the overflowing joy, love and peace that comes from God's love for us, so that they are able to achieve their potential and truly experience 'life in all its fulness.' John 10:10

SPECIAL EDUCATIONAL NEEDS POLICY

Date policy accepted by the Governing Body:	Autumn 2023
Date for review:	Autumn 2026

Values

At Bishop Winnington Ingram Primary School our philosophy is based on our Christian Values. The six values of Compassion, Endurance, Humility, Peace, Thankfulness and Trust, chosen by the staff and governors, reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions.

Expectations

It is a primary aim of Bishop Winnington-Ingram CE Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

This policy is based on the ethos that all children should have an equal opportunity to succeed in education. This is regardless of their background, academic ability and cognitive level. BWI aims to be an inclusive setting which embraces diversity and individual differences. We aim to promote inclusive practise in both our teaching methods and our educational activity. All staff are role models for the children and actively encourage children to reach their fullest potential.

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

In practice we aim to:

- Provide quality first teaching within the classroom that meets the needs of all children within the setting.
- Provide a precise structure and procedure to ensure early identification and monitoring of children who have a learning difficulty, which would prevent them taking advantage of education provision. These may include physical, sensory, emotional, behavioural, communication or language difficulties.
- Value each child as an individual to ensure their social integration in a peer group.
- Support children with an identified need by providing carefully differentiated tasks, within their own classroom or through short small group interventions

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- To facilitate children in expressing their views, as far as possible, and make them active participants in their own learning.
- Build partnerships with parents and where appropriate other professionals
- To ensure that parents, teachers, teaching assistants and SENCO work together with other external professionals (where appropriate) to make the best possible provision for each child.
- To track the progress of all children with SEND and evaluate interventions.
- Audit and provision map the additional needs of the children to ensure resources and staff are planned for and used effectively
- Comply with the Local Authority's Admission Policy 3
- To assist the governing body in fulfilling their duties regarding the provision for pupils with special educational needs.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2014\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Code of Practice states children have special educational needs 'if she or he has a learning difficulty which calls for special educational provision to be made for him or her'.

They have a learning difficulty or disability if they have:

- A **significantly greater difficulty in learning than the majority of others of the same age**, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

The [Equality Act 2010](#) defines a disability as 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'

There are four areas of SEND:

1. Communication and Interaction,
2. Cognition and Learning,
3. Social, Emotional and Mental Health
4. Sensory/Physical.

Roles and responsibilities

The SENCO is Mrs. S. Morgan

They will:

- Work with the Executive Headteacher, Head of School, SEN governor, class teacher and external agencies (if appropriate) to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

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- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support (Assess, Plan, Do, Review).
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

A Graduated Approach to SEN Support

1. At Bishop Winnington Ingram CEPS, we recognise the importance of High Quality Teaching. We are aware that SEND pupils are only identified as being such if they do not make adequate progress once they have received all possible levels of intervention and good quality personalised teaching, which is supported by the Hillingdon Ordinarily Available Provision document.
2. Our Class teachers are responsible and wholly accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
3. High Quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND. At Bishop Winnington Ingram CEPS we recognize that additional intervention and support cannot compensate for a lack of High Quality teaching.
4. For SEND pupils with higher levels of need, the school seeks external advice and support from a number of agencies such as; Educational Psychology Service, Speech and Language Service, Occupational Therapy, Hearing and Visual Impairment Service, CAMHS (Child and Adolescent Mental Health Services), The SEND Advisory Service (Inclusion Team) etc. The SENCO, in conjunction with the relevant class teacher and parents, then completes the necessary referral process depending on the external support required. This may consist of a Referral Form to Stronger Families or another referral form to a particular agency.
5. Pupils are then placed on the SEND Register as a result of a 'graduated approach', this is called, the **ASSESS-PLAN-DO-Review cycle**.

Assess – School look at the attainment and progress of the child

Plan- Information is collated and an Individual Support Plan is written outlining the targets, intended outcomes and provision that will be implemented.

Do – Implementation of the agreed provision.

Review – Discuss and review the pupil's targets, and assess their needs again.

6. ILP (Individual Learning Plans) are written for pupils with SEND and parents are fully involved in this process at regular formal and informal meetings throughout the year. A review of an ILP takes place at least once per term, depending on the needs of the child.
7. After several cycles of Assess – Plan – Do – Review, if a child is not making adequate progress and is requiring support beyond that which can be provided through SEN Support, the SENDCO, alongside the class teacher and in consultation with parents, will request an Education, Health and Care plan assessment from the LA.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at the **SEN Support** level, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to put an **EHC Plan (Education, Health and Care Plan)** in place for that pupil. To inform its decision the local authority will expect to see evidence of the action (cycles of **Assess, Plan, Do, Review**) taken by the school as part of SEN support.

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The school is required to submit an EHCP request form, along with supporting evidence, to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. If the request is successful the parents and school will be notified and an assessment will take place. This process can take up to 20 weeks from the date of EHCP request being submitted to the completion of a final plan.

Education, Health, and Care Plan

A child who has an **EHC Plan** will continue to have arrangements as for the previous level of **SEN Support** and additional support that is provided using the funds made available through the Statutory Assessment.

There will be an Annual Review, chaired by the SENCO and a member of The Senior Leadership Team, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the **EHC Plan**, the educational setting, or to the funding arrangements for the child.

If a change of educational setting is requested by the parent, the LA will send a consultation to the preferred setting to ascertain whether or not they are able to meet the needs of the child. Once a change of setting is agreed the EHC plan will be amended to identify the new setting and transition arrangements will be made for the child to change setting.

The School's Arrangements for SEND and Inclusion In-Service Training

1. The SENCO attends regular cluster meetings/SENCO Forums to update and revise developments in Special Needs Education and Inclusion.
2. Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
3. In-house additional needs and inclusion training is provided through regular CPD by the SENCO.
4. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
5. Support staff are encouraged to extend their own professional development and the Senior Leadership Team and the SENCO will ensure tailor-made training where this is appropriate.
6. The SENCO has completed and passed the National Award for Special Educational Needs Coordination.

Supporting pupils with additional needs moving between schools

When a child with SEND transfers to secondary school, all his/her internal records are handed over to the new form tutor. In addition to handing over the records, the previous class teacher also discusses any problems with the new form tutor. The primary and secondary SENCOs also liaise closely to ensure continuity of support. Similarly, when a child moves to any other school, full information about the child is sent to the new school with the parents' permission.

Children with disabilities

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1. Some children in our school have/may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
2. The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair activities, or teaching materials may be modified. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
3. Teachers ensure that the work undertaken by disabled children:
 - takes account of their pace of learning and the equipment they use;
 - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
 - is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
 - allows opportunities for them to take part in educational visits and other activities linked to their studies;
 - includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
 - uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

1. The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.
2. In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers, school's nominated SEND governor and the LA. We would always aim to provide the necessary support from within the school's resources before considering such action.
3. Should we go ahead with modification or disapplication, we would do so through:
 - section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
 - section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance who will consult with the SENCO as necessary. They will then be referred to the school's complaints policy. Following that an appeal to The SEND and Disability Tribunal (LA decision)

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their child/ren. They can make a claim about alleged discrimination regarding:

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1. Exclusions
2. Provision of education and associated services
3. Making reasonable adjustments, including the provision of auxiliary aids and services

A claim against the responsible body (Chair of Governors) for disability will be directed to:

- the SEND and Disability Tribunal for discrimination
- <https://www.gov.uk/complain-about-school/disability-discrimination>

Contact details of support services for parents of pupils with SEND

See the Local Offer found on the school website and <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Contact details for raising concerns

Mrs Clare Rodenas– Head of School – 01895 633520 office@bwi.org.uk

FAO: Mrs Rodenas

Mrs Morgan– SENDCO – 01895 633520 senco@bwi.org.uk

FAO: Mrs Morgan

Summary

At Bishop Winnington Ingram CEPS, we value each child as a unique individual. Our School Vision states that:

'My Cup Overflows' Psalm 23:5

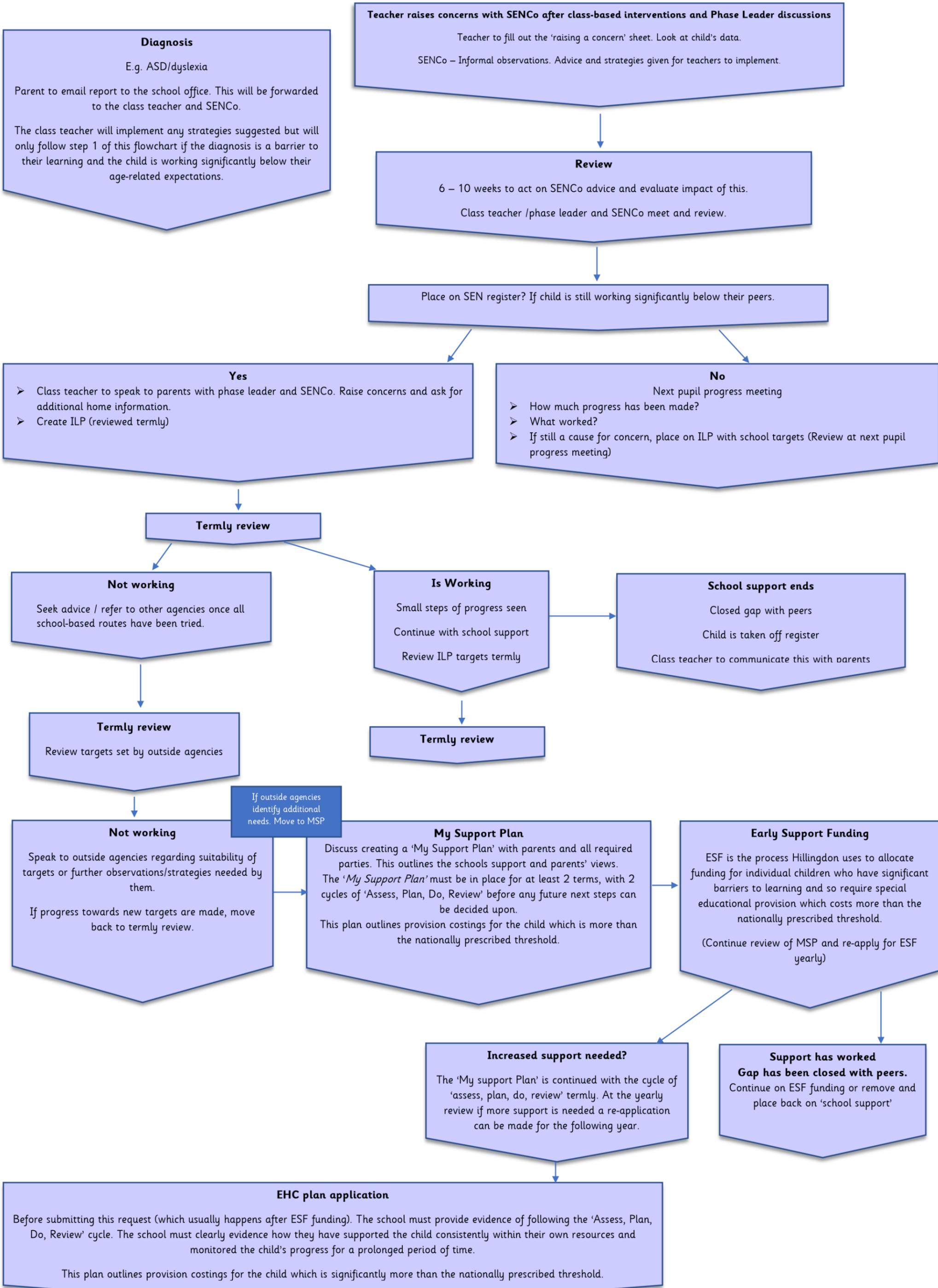
A community that gives each child an outstanding spiritual, academic and practical education and instils an awareness of the overflowing joy, love and peace that comes from God's love for us, so that they are able to achieve their potential and truly experience 'life in all its fulness' (John 10:10).

We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Monitoring and review

This policy is monitored by the governing body, and takes account for the changes to the SEND Code of Practice 2014. Given the climate of reform, and in order to ensure Bishop Winnington Ingram CEPS remains compliant with current legislation, it would be prudent to review the policy annually.

Date of next review: Autumn 2026



Diagnosis
E.g. ASD/dyslexia

Parent to email report to the school office. This will be forwarded to the class teacher and SENCo.

The class teacher will implement any strategies suggested but will only follow step 1 of this flowchart if the diagnosis is a barrier to their learning and the child is working significantly below their age-related expectations.

Teacher raises concerns with SENCo after class-based interventions and Phase Leader discussions

Teacher to fill out the 'raising a concern' sheet. Look at child's data.

SENCo – Informal observations. Advice and strategies given for teachers to implement.

Review

6 – 10 weeks to act on SENCo advice and evaluate impact of this.

Class teacher /phase leader and SENCo meet and review.

Place on SEN register? If child is still working significantly below their peers.

Yes

- Class teacher to speak to parents with phase leader and SENCo. Raise concerns and ask for additional home information.
- Create ILP (reviewed termly)

No

Next pupil progress meeting

- How much progress has been made?
- What worked?
- If still a cause for concern, place on ILP with school targets (Review at next pupil progress meeting)

Termly review

Not working

Seek advice / refer to other agencies once all school-based routes have been tried.

Is Working

Small steps of progress seen

Continue with school support

Review ILP targets termly

School support ends

Closed gap with peers

Child is taken off register

Class teacher to communicate this with parents

Termly review

Review targets set by outside agencies

Termly review

If outside agencies identify additional needs. Move to MSP

Not working

Speak to outside agencies regarding suitability of targets or further observations/strategies needed by them.

If progress towards new targets are made, move back to termly review.

My Support Plan

Discuss creating a 'My Support Plan' with parents and all required parties. This outlines the schools support and parents' views.

The 'My Support Plan' must be in place for at least 2 terms, with 2 cycles of 'Assess, Plan, Do, Review' before any future next steps can be decided upon.

This plan outlines provision costings for the child which is more than the nationally prescribed threshold.

Early Support Funding

ESF is the process Hillingdon uses to allocate funding for individual children who have significant barriers to learning and so require special educational provision which costs more than the nationally prescribed threshold.

(Continue review of MSP and re-apply for ESF yearly)

Increased support needed?

The 'My support Plan' is continued with the cycle of 'assess, plan, do, review' termly. At the yearly review if more support is needed a re-application can be made for the following year.

Support has worked

Gap has been closed with peers.

Continue on ESF funding or remove and place back on 'school support'

EHC plan application

Before submitting this request (which usually happens after ESF funding). The school must provide evidence of following the 'Assess, Plan, Do, Review' cycle. The school must clearly evidence how they have supported the child consistently within their own resources and monitored the child's progress for a prolonged period of time.

This plan outlines provision costings for the child which is significantly more than the nationally prescribed threshold.