



**WINTERSTOKE
HUNDRED
ACADEMY**

SEND Policy

2025-2026



**Cabot
Learning
Federation**

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Winterstoke Hundred Academy

SEND Policy

Sept 2025

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following Guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy has been written by the SENDCO in liaison with the Academy Senior Leadership team with an emphasis on recent SEND reform.

Winterstoke Hundred Academy has provided opportunities for stakeholders to collaborate in its coproduction in the spirit of recent reform.

1. SENDCO details

SENDCO (Also a member of extended Leadership Team so is representative in SLT meetings): Dr Georgie Ford, PhD Inclusion & Mental Health, MaEd Leadership of Education, BSC Hons Psychology).
Email: Georgie.ford@weston.ac.uk

SEN Link Councillor:

2. Vision

Winterstoke Hundred Academy is an inclusive school where everyone is made to feel welcome. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential whilst developing their wider character. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

This policy has been developed with contributions from children, families, staff and our academy council. It reflects the guidance in the Special Educational Needs and Disability Code of Practice 0 to 25 years (September 2014).

3. Aims

All children are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Set the foundations for a successful transition into adulthood, whether into employment, further or higher education or training

At Winterstoke Hundred Academy we aim to improve outcomes through high aspirations and expectations for children with SEND. Winterstoke Hundred Academy provides a focus on the outcomes for young people rather than merely hours of provision or support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance, provided in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with pupils who have special or additional educational needs.

4. Identifying Special Educational Needs

In the new guidance, 'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. The broad areas of need (page 98 of the guidance) are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category.

In our Academy we identify the needs of pupils by considering the needs of the whole child which will include other aspects not just the special educational needs of the young person.

Other factors may impact on progress and attainment such as:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation. However, these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

In the recent guidance identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child’s behaviour should be described as an underlying response to a specific or a range of needs. In school we will be able to recognise and identify this clearly as we will know the child well.

5. A Graduated Approach to SEN Support

The new Code of Practice for SEN clearly states that *'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'*.

Quality First Teaching delivered by class teachers includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all young people. Class teachers have a range of inclusive strategies to meet the needs of diverse types of learner. They will support the learning of children who are at various levels of ability and who work at different rates. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The Senior Leadership Team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If there are further concerns for a child, the class teacher will apply the ASSESS-PLAN-DO-REVIEW cycle which involves:

- Collecting further evidence of the child's needs including any formative data or support agency advice.
- Observations of learning used to identify learning strengths with a focus on what the child can do.
- Meeting with parents/carers to discuss their views and how they are able to support their child.
- Ascertaining the views of the young person
- Seeking the support of the SENDCO as necessary
- Planning and setting targets and regularly keeping parents informed of progress.
- Reviewing the plan with parents and setting new targets if progress has been made in line with expectations.

If, after a period of 'early action' and where pupils have not made adequate progress the class teacher with the SENDCO will consider if further or continued support is required. If this is the case, the child will be identified as receiving SEND Support, the single category of SEND. Parents are informed of this in writing and informed that their child will be recorded on our school tracking system as receiving SEND Support and the category of need.

6. Managing pupils' needs on the SEND register

If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may be sought e.g. an Educational Psychologist. The impact of this advice will be monitored and reviewed.

We have access to a range of specialist services and expertise including:

- Our team of experienced and caring Teaching Assistants who are supported through a range of specialised support services e.g. Physiotherapy, Speech and Language, Behaviour, Educational Psychologist, Sensory Impairment and Health.
- Key staff who are trained to support specific health care needs e.g. epilepsy, diabetes and severe allergies.
- Access to a range of Universal (e.g. school nurse, speech and language therapy, CAMHS) and specialist (e.g. Educational Psychology, ASD outreach team.) support services who can provide specialised assessments.
- A specialist social, emotional and mental health professional.

If expected progress is not evident, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment. This may lead to an Education, Health and Care Plan (this replaces the old Statement of SEN); this process will take 20 weeks. Once an EHCP is in place it is reviewed annually.

Parents will be involved throughout all processes involving their child and will be invited to meetings with the SENDCO and/or specialist support staff as appropriate.

Pupils are involved in target setting and their views sought. An open-door policy allows parents to speak to the SENDCO regularly and more formal discussions are held three times a year to monitor overall progress and update Pupil Passports.

7. Criteria for exiting the SEND register.

The role of the teacher is fundamental to the planning for and delivery of any additional needs. Learning is personalised by the teacher and individual provision maps are written in collaboration with the SENDCO for children who require them.

Regular review discussions are held 3 times a year, parents, carers and students are involved in these discussions. During these discussions support will be discussed and adapted if necessary, or a discussion will be had around students coming off the SEND register if this is no longer needed.

If your child has specific needs which require staff training, this will be arranged, and specialists will be involved where necessary.

Progress of SEND Support pupils is monitored and discussed with parents. When children have made progress in line with their peers and are at age related expectations, we will consider taking them off SEND Support. The performance of these young people will continue to be monitored to ensure progress has been sustained.

8. Supporting pupils and families

Schools have a statutory requirement to provide a local offer, ours is linked to [Local Offer North Somerset Online Directory \(n-somerset.gov.uk\)](https://www.n-somerset.gov.uk). This includes the support offered to students with a variety of needs.

The Academy's team of Teaching Assistants are supported through a range of specialised support services e.g. Physiotherapy, Speech and Language, Educational Psychologist, Sensory Impairment and Health. They ensure that pupils receive the support they need and that parents are aware of their child's progress.

Staff have been trained in the Administration of Medicines and key staff are trained to support specific health care needs e.g. epilepsy, severe allergies, and diabetes.

The Academy has access to a range of Universal (e.g. school nurse, speech and language therapy) and specialist (e.g. Educational Psychology, ASD outreach team, Behaviour) support services.

The New Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next.

Most children starting Winterstoke Hundred Academy in Year 7 transfer from primary schools in Weston-super-Mare. During the summer term in Year 6 they will attend structured transition days where they meet their new teachers, have a tour of their new school and start to build friendships with the pupils from other schools who are also joining Winterstoke Hundred Academy.

The SENDCO will meet with primary school teachers to discuss the needs of the new year seven pupils and to ensure that these needs will be met both during and after transition.

There will be a Year 7 information evening when parents will have the opportunity to meet Academy staff and discuss individual needs. Parents can also make an appointment to meet with the SENDCO to discuss individual needs and how these will be met.

For children transferring within the school year parents/carers and pupil will be invited to visit the school for an information gathering meeting and guided tour. This will be an opportunity for both the pupil and their parents to discuss any SEND concerns. Information from the previous school is referred to as soon as possible.

All SEND information is shared with settings the young people transfer to. Parents will be fully involved in the transition process and invited to make contributions.

9. Supporting pupils at school with medical conditions

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions. Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEND Code of Practice will also apply. All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

The Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils may have a Statement of SEN or Education, Health and Care Plan (EHCP) which brings together health and social care needs with their special educational provision. Refer to our policy: Supporting pupils at school with medical conditions for further information.

10. Monitoring and evaluation of SEND.

The Academy regularly monitors and evaluates the quality of provision offered to all pupils. SEND learning walks enable the SENDCO and SLT to audit the quality of provision for children with both special and additional needs in the classroom setting. EHCPs are monitored and evaluated consistently in line with the outcomes specified for each individual.

All teachers use inclusive teaching strategies and share good practice on a regular basis. The SENDCO meets informally with staff to discuss the needs of individual children and to adapt provision as required. A more formal meeting is held to monitor progress of all pupils across a year group and identify further allocation of resources and training needs.

The quality of Teaching Assistants support is monitored through a rigorous process of performance management. As part of this process relevant training needs are identified.

It is the Academy's aim to involve both pupils and parents in the co-production of this policy. Parent views are gathered through termly meetings and pupils contribute via regular pupil voice sessions and these directly influence our policy for SEND children.

Evidence, as a result of monitoring is used to inform best practice; a strategic plan for SEND is developed through a cycle of provision planning, implementation and review. Through robust evaluation and monitoring arrangements the Academy is able to promote an active process of continual review and improvement of provision for all pupils.

SEND provision and support for vulnerable learners is a focus of every academy council meeting. A SEND report is shared with the Academy Council who monitor and evaluate the progress of SEND across the academy.

11. Funding of SEN support

Schools receive funding for all young people including those with Special Educational Needs and Disabilities and additional needs are met from this, including equipment. Funding allocated to schools enables early intervention and appropriate provision for all pupils with SEND. Most children will have their needs met from the core education budget which includes additional support for pupils with higher levels of need up to a notional amount of £6,000.

If review of pupil's progress and evaluation of provision made shows that further, additional support is needed the Academy may consider applying for further funding directly from the local authority.

Through the process of school-based reviews, the Academy will provide evidence to show that the provision made through the school-based funding will have been evaluated, pupil progress monitored, and impact demonstrated. The evidence will indicate the additional provision which may be required for these pupils in order to access a broad and balanced curriculum.

12. Training and resources

In order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all pupils, Academy staff undertake regular and appropriate training and development.

All teachers and support staff undertake induction when first in post at our Academy and this includes a meeting with the SENDCO to explain the procedures in place around the school's SEND provision and to discuss the needs of individual pupils.

The Academy's SENDCO regularly attends both the Local Authority and CLF SENDCO network meetings in order to keep up to date with local and national updates in SEN.

13. Roles and responsibilities Dr Georgie Ford, Associate Assistant Principle/ SEND & Inclusion (SENDCO) is:

- Member of staff responsible for ensuring that all staff are aware of the individual needs of each pupil.
- Line Manager for all Teaching Assistants
- Member of staff responsible for managing LAC funding
- Responsible for co-ordinating EHCP reviews and applications

Annie Massey (Vice Principal) is:

- Line manager for SENDCO.

Claire Kelly (Assistant Principal) is:

- Member of staff responsible for managing Pupil Premium Grant funding

Laura Cambell (Assistant Principal) is:

- Member of staff with specific Safeguarding responsibility

The SENDCO updates information about pupils on SEND register twice a year when whole school pupil data is discussed and in line with the School Census.

The SEND link Academy Councillor liaises with the SENDCO to monitor the Academy's work for children with SEND; supports the SENDCO in monitoring appropriate staffing and funding arrangements and in deciding the general policy and approach to meeting children's SEND.

14. Storing and managing information

Any SEND paperwork is kept in a locked filing cabinet in the SENDCO's office.

On transition all relevant SEND information is forwarded to the pupil's new placement. The Academy does not keep any copies. Information at the Academy is stored in line with CLF policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis. All information is shared via SIMS as this ensures that staff can access the most recent and relevant documents whilst maintaining confidentiality.

Medical care plans are available for relevant pupils via the shared drive and are in the school medical office in case of emergency.

15. Reviewing the policy

The Academy's SEND policy will be reviewed annually in line with the SEND Code of Practice and shared with the Academy Councillors, all school staff and placed on the school web site.

16. Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The Academy have an accessibility policy in place, this is found on the website alongside our other policies. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

The Academy works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time. All pupils have access to school trips and visits around the local area, where necessary reasonable adjustments will be made. Visits are chosen that are accessible to all. Parents are invited to discuss individual needs and access requirements with a member of staff.

In addition, interpreters will be used where appropriate and required.

17. Bullying

The Academy is committed to taking steps to ensure and mitigate the risk of bullying of vulnerable learners at our school. Our aim is to work together to stop bullying and create safe environments in which young people can live, grow and learn. Bullying and harassment is behaviour that makes someone feel intimidated or offended.

Harassment is unlawful under the Equality Act 2010. The ethos at our Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. For further information please refer to our anti-bullying policy.

18. Dealing with complaints

If there are any complaints relating to the provision for pupils with SEND which have not been resolved these will be dealt with firstly by the SENDCO and then the Academy Principal. If issues have not been resolved, the process described in the academy's Complaints Policy (available on the academy's website) will be followed.