

Windsor Community Primary School
Special Educational Needs and Disability Policy
2025 - 2026



Date Finalised: 11/09/24

Date updated: 05/09/25

Date to be Reviewed: 05/09/26

1. Name and contact details for the SENDCO

The SENDCO at Windsor Community Primary School is Mrs. Victoria Griffiths, who holds the National Award for SEN Coordination (NASENCo). She can be contacted at the school on 0151 709 6769, or directly via her email: v.pinder@windsor.liverpool.sch.uk.

The SENDCO will be contactable during school hours, and will endeavour to respond within 24 hours of contact being received, please expect any responses to be made during working hours and in term time.

It is important to recognise that all our teachers are teachers of all children, and we use reasonable adjustments to remove barriers to children's learning and development. In doing so the aim is that every child can achieve their full potential, and meet their very best outcomes.

The Headteacher Mrs. Fiona Wright works closely with the SENDCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment, and the accessibility of opportunities for all children, including those with Special Educational Needs and/or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for Inclusion – Mrs. Sarah Murphy.

2. Aims and objectives in relation to SEND

Windsor Community Primary School is committed to meeting its duties under the Equality Act 2010. We recognise that disability is a protected characteristic and that children and young people with special educational needs and/or disabilities must not be treated less favourably because of their disability.

The school has an anticipatory duty to make reasonable adjustments to ensure that pupils with SEND are not placed at a substantial disadvantage compared with their peers. Reasonable adjustments may include adaptations to the curriculum, teaching approaches, learning environments, assessment arrangements, and the provision of auxiliary aids and services.

Windsor Community Primary School works proactively to identify and remove barriers to learning and participation and to promote equality of opportunity, inclusion, and positive outcomes for pupils with SEND.

In line with the Equality Act 2010, the school takes steps to prevent discrimination, harassment, and victimisation of pupils with SEND and fosters a culture of respect and inclusion across the school community.

At Windsor Community Primary School all pupils have the same entitlement to the whole school curriculum, and we are committed to making this as accessible as possible, irrespective of any special educational need or disability. Our aim is to remove barriers to

learning and participation, and provide a broad and fulfilling educational experience which prepares each individual for adulthood.

At Windsor Community Primary School, we will fulfill our aim through the following objectives:

To create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart, along with their families/carers.

To encourage a strong focus on high aspirations and improving outcomes for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.

To work within the guidance provided by the SEND Code of Practice (2015).

To identify the roles and responsibilities of the SENDCO, school staff and the SEND Governor in providing a fulfilling education for pupils with special educational needs and/or disabilities.

To be proactive in identifying and providing for children and young people who have special educational needs, and disabilities.

To provide a Special Educational Needs Coordinator (SENDCO) who will work with and support children, parents/carers, school staff, and other key individuals or services.

3. Identifying Special Educational Needs and Disabilities

At Windsor Community Primary School, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENDCO becomes involved we expect our teachers to use regular assessment, monitoring and observation, and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age, and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEND, and should not automatically lead to a pupil being recorded as having a SEND. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education.

This may result in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development, and progress towards outcomes.

The SEND Code of Practice specifies 4 Broad Areas of Need:

Communication and Interaction – including Speech, Language and Communication Needs and Autistic Spectrum Conditions

Cognition and Learning – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

Social, Emotional and Mental Health – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.

Sensory and/or Physical Needs – including hearing impairment, visual impairment, multi-sensory impairment and any other physical impairments.

Throughout the process of identifying a child /young person as having SEND, the SENDCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the Graduated Approach (See Section 4). At this point a pupil will be placed on the SEND register at SEND Support Level. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra support or other rigorous interventions designed to secure better progress.

We recognise the definition of SEND as stated in the Code of Practice:

“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”.

In addition to assessments, data and tracking we use a number of indicators to identify pupils' special educational needs. Such as:

- Following up parental concerns
- Any teacher or support staff concerns
- Liaison with feeder/previous schools on transfer
- Information from other services

4. The Graduated Approach at Windsor Community Primary School

ASSESS:-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development

compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Support Services used in Windsor Community Primary School include Educational Psychology, CAMHS, Speech and Language Therapy Services, SENDISS, OSSME, MAST, and Place2Be. Any concerns by parents are actively listened to and recorded. Assessments are reviewed at least every term.

PLAN: - We recognise that we must notify parents if their child is being provided with SEND support. The teacher and SENDCO agree in collaboration, with the parent and pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress (outcomes), along with a date for review. At Windsor this may take the form of an IEP (individual Education Plan), or EHCP (Education, Health and Care Plan), alongside specific targets set by outside agencies that we have agreed to work on.

DO: - The School's SENDCO supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. Where interventions involve group, or one to one work away from the teacher, the teacher remains responsible for overseeing this and will work closely with teaching assistants/specialist staff to plan and assess the impact of support.

REVIEW: - Reviews are carried out on an agreed date. Some children have an EHCP which must be reviewed by the local authority in partnership with the school at least annually. Some children will have IEPs which will need reviewing more regularly. These reviews are arranged at school. When we review we evaluate the impact and quality of the support and consider the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCO will revise the support in light of the pupil's progress and development, and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided, enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings. The SENDCO may also attend meetings offsite to support the transition process. All children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Some children and young people identified as having SEND may have more significant or complex needs, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school, or services that are commissioned through the Local Authority Services such as Outreach Support, SENISS, or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken

to identify, assess and meet their needs, then the school can ask for further support from the Local Authority, either for High Needs Top-Up Funding, or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

5. Supporting pupils on the SEND Register

Good quality personalised teaching is a priority for all pupils in the school, including those with SEND. 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.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective, special educational provision in place.

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what can support the pupil in making progress and securing good outcomes. This cycle is known as the graduated approach (Section 4).

The school is proactive in removing barriers to learning and supporting children's needs. Strategies for this include specialist resources, staff training and specialised services, for example; Place2Be, KS1 Nurture Base, SALT training for identified staff, visual timetables, Now and Next boards, use of ICT to facilitate learning (laptops, Ipads), specially shaped pens and pencils to support the development of writing skills, support from school staff (1:1 or in small groups), Attachment Theory Training, use of a Thrive Practitioner, and Sensory Processing Training.

Windsor Primary School also improves access to the physical environment of the school by ensuring all necessary areas are accessible to pupils, and that there is a wheelchair accessible toilet available for use.

6. Supporting Pupils and Families at Windsor Community Primary School

At Windsor Community Primary School we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school, as well as the parents/carers particular knowledge of their child/young person. We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. In continuing to review the School's Local Offer parental consultation is crucial, and considered to be an ongoing process, in which the school operates an open-door policy to encourage parents to communicate freely about their children's needs. This is further enhanced through parent/SENDCo drop-in sessions which encourage regular dialogue.

There are also other systems to encourage communication such as questionnaires, parent workshops, stay and play sessions, and parents' days.

The SEND Information Report is updated annually in line with the Special Educational Needs and Disability Regulations 2014. It is published on our website and is available as a printed copy at our Main Reception. We guide parents towards the LA Local Offer for information about wider services which can be found across Liverpool and the wider Merseyside Area:

<https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

7. Supporting the Social, Emotional and Mental Health of pupils at Windsor Primary School

Windsor Community Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, or physical symptoms that are medically unexplained. Other children and young people may have:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

The school provides support for pupil's emotional, mental and social development in the following ways:

- Referrals to appropriate agencies (e.g. CAMHS)
- Use of the school Nurture Base (KS1)
- Use of in school counselling service (Place2Be, CBT Therapist)
- Thrive Practitioner

Where concerns relate to safeguarding, the school will follow its Safeguarding and Child Protection Policy.

8. Monitoring of Windsor Primary School's SEND provision

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Windsor Primary School is Mrs. Sarah Murphy. She can be contacted via the Headteacher or SENDCO. The SEND Governor promotes the development of SEND provision by:

- championing inclusion, and promoting greater understanding of SEND by the Governing Body
- being familiar with key legislation and policy
- meeting regularly with the SENDCO and visiting classrooms
- ensuring that she understands the role of the SENDCO and how pupils are supported
- developing an awareness of the types of SEND presenting within the school cohort
- reporting to the Governing Body
- Reviewing and monitoring the effectiveness of the SEND Policy

Pupil's attainment and progress will provide detailed and quantifiable evidence which will be analysed carefully through:

- Consideration of each pupil's success in meeting their outcomes
- Use of standardised tests including reading, spelling and numeracy ages
- The school's tracking systems, teacher assessments and National Assessments
- Evidence generated from IEPs and Annual Review meetings
- Reports provided by outside agencies

Policy Success Criteria

- Pupils with SEND are meeting their targets/outcomes
- Increased access to the curriculum for children with SEND
- Staff understand the outcomes of their planning for children and young people with SEND
- Regular monitoring and reviews of individual needs has taken place
- Good home/school communication is established and maintained
- SEND Policy is regularly reviewed, updated and monitored

The SEND Policy will always be reviewed annually, however this may be brought forward at any time to reflect any Local or National recommendations, or changes to policy and guidance.

9. Resources and Training

Funding for SEND at Windsor Community Primary School

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. This is managed by the Head Teacher, with advice for its deployment from the SENDCO. The Education Funding Agency describes the funding available within schools for pupils with SEND as being made up from 3 elements. The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school,

and specifically to fund the first £6,000 of a pupil's SEND support. Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated, depending on the type and level of need of each pupil, and the provision that is made available. High Needs pupils with or without EHC plans are therefore supported by a combination of school block funding (Element 2) and top-up funding (Element 3).

Some of the ways that Windsor Community Primary School allocates SEND funding include:

- Employing Learning Support Assistants to deliver interventions on a group basis and/or 1:1
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books, resources and equipment
- Opportunities for pupils to attend specialist interventions such as Rebounders, Plac2Be etc.

10. Workforce Development and CPD

A programme of professional development is in place for all staff, recent training has included; Using visual strategies, Zones of Regulation, Thrive, Sensory Processing, and Supporting Neurodiversity in the Classroom.

The school's SENDCO regularly attends School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND, as well as attending LA Partnership Meetings, to access support and share good practice with other SENDCOs and Schools. The SENDCO also provides school-based training and targeted support to develop awareness of resources, and practical teaching strategies for use with children and young people with SEND.

Supporting Pupils with Medical Conditions

At Windsor Community Primary School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.

Where a child has a medical condition, it is the responsibility of the child's parents/carers to inform school. Parents must complete a Healthcare Plan with Mr. G. Haughton, who is trained in writing plans. The plan will then be shared with all relevant staff, who will receive training where necessary. The School Nurse is available to see parents by appointment and works with the school to ensure children with medical conditions are appropriately

supported. Where it is necessary to administer medication the school's First Aid and Medicines Policy will be adhered to. This can be found on the school website:

<https://windsorprimaryschool.co.uk/>

11: Accessibility at Windsor Community Primary School

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

The Accessibility Plan can be found on the school website:

<https://windsorprimaryschool.co.uk/>

This plan is reviewed over a three-year period, barriers are identified, and plans put in place to remove them. Please direct any questions about the School Accessibility Plan to the School Headteacher, Mrs. Fiona Wright, who will be happy to answer any questions you may have.

12. Complaints Procedure from parents/carers of children and young people with SEND about SEND provision

Any complaints should first be raised with the SENDCO, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND (any of the following may apply):

- Meetings with the parents/carers are arranged
- Key issues are identified including where there is agreement
- Discussions take place with the SENDCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made
- Behaviour logs (where they apply) are shared with parents/carers

13. Who is responsible for SEND Provision at Windsor Community Primary School

We acknowledge that the SENDCO shares responsibility with the rest of the staff within the school and the governing body.

The role of the Headteacher

The role of the Headteacher involves:

- Ensuring the SENDCO has time and support to perform the responsibilities linked to her role
- Liaising with parents of children with SEND where appropriate
- Supporting the complaints process when necessary
- Attending review meetings where appropriate
- Engaging in training relating to SEND

The role of the SEND Governor

The SEND Governor at Windsor Community Primary School is Mrs. Sarah Murphy and she promotes the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body
- Being familiar with key legislation and policy
- Ensuring he understands the role of the SENDCO and how pupils are supported
- Developing an awareness of the types of SEND present within the school cohort
- Understanding how funding received for SEND is allocated by the school
- Reviewing and monitoring the effectiveness of the SEND Policy
- Meeting regularly with the SENDCO

The role of the SENDCO

The role of the SENDCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND
- Advising and supporting colleagues
- Building relationships with parents/carers
- Liaising with professionals or agencies beyond the setting
- Day-to-day responsibility for the operation of SEND policy
- Updating the SEND Policy
- Overseeing and updating the school's SEND Information Report in line with statutory guidelines.
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget
- Developing own knowledge and skills through training
- Coordinating appropriate training for school staff
- Liaising with potential next providers of education
- Reviewing the work of other adults.
- Reviewing pupil progress and tracking achievement
- Being involved with the analysis and interpretation of data for the whole school

The role of the Parent/Carer

The role of the parent/carer involves:

- Engaging with school and the support being provided by external agencies
- Sharing concerns with the school about pupil's progress and behaviour
- Sharing successes with the school in order to help form the 'big picture'
- Attending review meetings and contributing to decisions regarding children's outcomes
- Sharing information with school that may help determine the best form of intervention
- Supporting their child at home and acting on advice being given by school and specialist services
- Ensuring children attend school

The role of the Child/Young Person

The role of the child/young person involves:

- Engaging with a range of support and intervention
- Working with specialist services
- Attending review meetings (where appropriate) and contributing to decisions

The role of the Teacher

The role of the teacher involves:

- Having overall responsibility for the progress of pupils in his/her class
- Setting high expectations for all pupils
- Planning and using a range of teaching strategies to ensure children and young people with SEND are able to access learning opportunities
- Scaffolding teaching and ensuring all pupils are included in learning activities, irrespective of special educational needs or disabilities
- Setting and reviewing IEP targets in liaison with parents/carers for children and young people with SEND
- Taking part in the graduated approach
- Attending review meetings or providing reports when required
- Acting on advice given by specialist providers and the SENDCO
- Seeking support when they are concerned about a pupil's progress or behaviour
- Engaging in training with regard to SEND
- Supporting children in accessing all available opportunities
- Building relationships with parents/carers and children

The role of the LSA

The role of the LSA involves:

- Supporting the teacher and SENDCO in the delivery of intervention work

- Liaising with the teacher and SENDCO about the progress of children and young people with SEND
- Supporting children with SEND in class and during extracurricular activities
- Completing paperwork to ensure children's progress is tracked during intervention
- Building relationships with the children and families they work with

14. Storing and Managing Information

Please see our Data Protection and GDPR Policy for further information. It can be found on our school website:

<https://windsorprimaryschool.co.uk/>

Glossary of SEND Terminology

| | |
|-------|--------------------------------------------|
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASC | Autistic Spectrum Condition |
| ASD | Autistic Spectrum Disorder |
| CAMHS | Child and Adolescent Mental Health Service |
| CI | Communication and Interaction |
| CL | Cognition and Learning |
| EP | Educational Psychologist |
| EHCP | Education, Health and Care Plan |
| EWO | Education Welfare Officer |
| GDD | Global Developmental Delay |
| HI | Hearing Impaired |
| IEP | Individual Education Plan |
| LA | Local Authority |
| LSA | Learning Support Assistant |
| MLD | Moderate Learning Difficulties |
| OCD | Obsessive Compulsive Disorder |
| ODD | Oppositional Defiant Disorder |
| OT | Occupational Therapy |
| PDA | Pathological Demand Avoidance |
| PECS | Picture Exchange Communication System |
| PMLD | Profound and Multiple Learning Disability |

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|----------|-----------------------------------------------------------|
| SALT/SLT | Speech and Language Therapy |
| SEMH | Social, Emotional, Mental Health |
| SEN | Special Educational Needs |
| SENDCo | Special Educational Needs and Disabilities Co-coordinator |
| SENISS | Special Educational Needs Inclusion Support Service |
| SLD | Severe Learning Difficulties |
| SpLD | Specific Learning Difficulties |
| VI | Visual Impairment |