



Winnall Primary School

Special Educational Needs and Disabilities Policy

Ratified by Curriculum committee: October 2026

Review due: October 2027

Statement of intent

This policy outlines the framework for Winnall Primary School to meet its duty and obligations to provide inclusive, high-quality education for all pupils, including pupils with special educational needs and disabilities (SEND). Implementation of this policy is delegated to the Headteacher.

Winnall Primary School believes that every teacher is a teacher of every child. Universal SEND provision is the first step in a graduated approach to SEND support. However, we recognise that there will still be some children who need provision that is additional to, or different from, that encompassed by High Quality Inclusive Teaching and Ordinarily Available Provision.

Legal framework

This policy complies with the statutory requirement laid out in the 'SEND Code of Practice 0-25', and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice: 0 to 25 years (January 2015, as amended)
- Children and Families Act 2014, Part 3
- SEND Regulations 2014 (as amended)
- Supporting pupils at school with medical conditions
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2014)
- EYFS Statutory Framework
- Teachers Standards 2012
- NASEN: Updating SEND Policy for Schools (2014)
- Education Endowment Foundation: Special Educational Needs in Mainstream Schools

This policy has been developed by the Special Educational Needs Co-ordinator (SENCo) and SEND Governor in conjunction with input from the Senior Leadership Team and Governing Body. It builds on successful, inclusive practice at Winnall Primary School alongside advice from HIAS, NASEN, EEF, SEND colleagues and the Department of Education.

Guiding principles

The Winnall Primary School SEND policy has been developed:

- To identify and provide for pupils who have additional special educational needs and ensure they have equal opportunities to participate in the full curriculum of the school and their successes are equally celebrated.
- To work within the guidance provided in the SEND Code of Practice 0-25
- To provide a graduated approach to match educational provision to pupils needs.
- To give pupils a voice in decision making processes
- To work in partnership with parents/carers for the benefit of every child.
- To provide support and advice for all colleagues.
- To use our resources as efficiently and equitably as possible when meeting the additional needs of our pupils.

- To work collaboratively within the framework of Hampshire's SEN Local Offer with LA services, health services and Children's Services.
- To monitor our effectiveness in meeting these objectives.

Policy objectives

In making provision for pupils with SEND our policy objectives are to:

Create a positive and supportive environment for all pupils, without exception

Winnall Primary School seeks to remove barriers to learning and participation, provide an education that is appropriate to pupils' needs, and promote high standards and the fulfilment of potential for all pupils. To achieve this, it will:

- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour that is adaptive to reasonable adjustments

Build an ongoing, holistic understanding of pupils and their needs

Winnall Primary School aims to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' cycle. This involves:

- Regular and purposeful assessment, with input from parents and carers, the pupil themselves and specialist professionals.
- The empowerment of colleagues to use the information they collect to inform their teaching of pupils with SEND.

Ensure all pupils have access to high quality teaching

Winnall Primary School believes that good teaching for pupils with SEND is good teaching for all. This includes the flexible use of:

- scaffolding;
- groupings;
- environmental adaptations;
- cognitive and metacognitive strategies;
- explicit instruction;
- use of technology.

Complement high quality teaching and ordinarily available provision, with carefully selected small-group and one-to-one interventions

Winnall Primary School understands that small-group and one-to-one interventions can be a powerful tool, but must not create a barrier to the inclusion of pupils with SEND.

- High quality teaching should reduce the need for extra support, however some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.

- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation.

Interventions will have a clearly identified purpose, baseline, intended outcome, duration and review point. Intervention will not be used as a substitute for high-quality classroom teaching. Where possible, and appropriate, pupils will be assessed before and after intervention to evaluate its impact.

Work effectively with teaching assistants

Winnall Primary School recognises the effective deployment of learning support assistants (LSAs) is critical. It will consider:

- The roles of LSAs and ensure they have a positive impact on pupils with SEND.
- LSAs supplement, not replace, teaching from the classroom teacher.

Roles and Responsibilities

In attempting to achieve the above objectives, the Governing Body of Winnall Primary School, the Headteacher, Senior Leadership Team, the SENCo and colleagues will take all reasonable steps within the limit of the resources available (and where applicable and practicable) to fulfil the requirements outlined in this policy document.

The Governing Body will:

- fulfil their statutory duties towards pupils with SEN as prescribed in the SEND Code of Practice named on page 1
- develop and monitor the school's SEN Information Report (on the website)
- develop and monitor the school's SEN policy
- ensure that provision is an integral part of the School Improvement Plan
- be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed (lead SEN governors)
- taking advice from the SENCo, monitor the quality of SEN provision

The Headteacher will:

- take overall responsibility for the day-to-day management of provision
- work closely with the school's SENCo
- keep the governing body fully informed about the working of this policy
- consider the requirements listed by OFSTED as laid out in the Handbook for the Inspection of Schools
- ensure all colleagues participate in training (where reasonably practicable) to help them meet the objectives of this policy

The Special Educational Needs Co-ordinator (SENCo) will:

- be a qualified teacher

- complete the SENCO National Professional Qualification (NPQ) within three years of appointment
- collaborate with the governing body and headteacher, to determine the strategic development of SEND policy and provision at Winnall Primary School
- undertake the day-to-day practical operation of the SEND policy
- coordinate the specific provision to support pupils with SEND, including those with EHC plans
- inform colleagues of pupil needs and provision stated in EHC plans
- advise on a graduated approach, based on universal SEND provision through High Quality Inclusive Teaching and the use of Ordinarily Available Provision
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support
- inform parents/carers of SEND provision being made where the pupil does not have an EHC plan
- provide related professional guidance to colleagues, collaborating with curriculum and faculty co-ordinators
- be familiar with the provision in the Local Offer and work with professionals providing a supporting role to the family
- ensure all pupils with SEND have a clear, live pupil plan colleagues can utilise effectively
- as far as possible, ensure that pupils with SEND participate in whole school activities/School's extra curricular programme with pupils who do not have SEND
- be responsible for Winnall Primary School adhering to the Equality Act 2010 regarding reasonable adjustments and access arrangements
- manage the delegated budget and other resources to meet pupils' needs effectively
- monitor the progress of pupils with SEND and set targets for improvement
- ensure accurate, timely record keeping
- liaise with the designated teacher where a LAC or PLAC pupil has SEND
- liaise with the designated colleague where a EAL pupil has SEND
- be a key point of contact with the LA, LA support services and external agencies
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- use available resources to maximum effect
- be afforded time and resourcing to enable the execution of these duties as laid down in the SEN Code of Practice.
- ensure that pupils with SEND are supported during transition between key phases and colleagues, pupils and parents/carers are kept informed
- Conduct an annual SEND Review of Provision – including Parent consultation and report to governors.

Class/subject teachers will:

- familiarise themselves with the contents of this policy
- plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCo and, where appropriate, the pupils themselves

- set high expectations for every pupil through High Quality Inclusive Teaching, delivering universal SEND provision and Ordinarily Available Provision.
- address potential areas of difficulty to ensure that there are no barriers to every pupil achieving
- be responsible and accountable for the progress and development of the pupils in their class
- be aware of the needs, outcomes sought, and support provided to any of their pupils with SEND
- keep relevant colleagues up-to-date with any changes in behaviour, academic developments and causes of concern.

Identifying SEND

Winnall Primary School has a clear approach to identifying and responding to SEND. We recognise that identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has 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 educational facilities of a kind generally provided for others of the same age in mainstream settings.

However, slow or limited progress does not in itself mean that a pupil has SEND, and pupils may have SEND even where they are making expected academic progress. Identification will consider the whole profile of the pupil, including cognition and learning, communication and interaction, social, emotional and mental health, sensory and physical needs, as well as barriers to participation and access.

SEND Support and SEND Register

Where a pupil is identified as having special educational needs and/or disabilities (SEND), the school will work in partnership with the pupil and their parents or carers to identify the provision and support required to enable them to access the curriculum, participate fully in school life and make progress towards their individual outcomes.

A pupil may be identified as requiring SEN Support where, despite high-quality inclusive teaching and ordinarily available provision, they continue to experience significant and persistent barriers to learning, communication, participation, social and emotional development, or physical access.

Identification of SEND will take account of the pupil's whole profile. Limited or slower progress alone does not necessarily mean that a pupil has SEND, and pupils with SEND may make expected academic progress when appropriate provision is in place. The school will consider a range of information, including attainment and progress data, teacher observations, assessments, attendance, behaviour and wellbeing, communication and interaction, the pupil's strengths and needs, and information from parents and other professionals.

The SEND Register

The SENCo maintains the school's SEND Register. Placement on the register is based on evidence that a pupil requires special educational provision that is additional to or different from that normally available to pupils of the same age.

The SEND Register is a working document and is reviewed regularly. Being placed on the register does not necessarily mean that a pupil will remain there throughout their education. Equally, a pupil may be added to the register at any point when their needs become apparent. The SENCo will oversee decisions regarding placement on, or removal from, the SEND Register, in consultation with the class teacher and, where appropriate, the pupil, parents/carers and relevant professionals. The views of the pupil and their parents or carers will be sought and taken into account. A pupil does not need to have a diagnosis or an EHC plan to be identified as having SEND or to receive SEN Support.

The school will ensure that:

- pupils and their parents or carers are informed when additional SEND support is being considered;
- the pupil's strengths, interests, views and aspirations are considered alongside their areas of need;
- appropriate assessments and evidence are gathered to understand the pupil's needs;
- the provision required is identified and recorded clearly;
- support is reviewed regularly to consider its impact on the pupil's progress and outcomes;
- parents or carers are kept informed and involved in decisions about provision;
- pupils are supported to understand their needs and, where appropriate, to contribute to setting and reviewing their targets;
- external advice and specialist support are sought where this is appropriate and necessary; and
- provision is adjusted, increased, reduced or withdrawn in response to evidence of need and the impact of support.

Where a pupil no longer requires special educational provision that is additional to or different from that ordinarily available, the school will discuss this with the pupil and their parents or carers and may remove the pupil from the SEND Register. Appropriate monitoring will continue where necessary to ensure that progress is sustained.

Placement on the SEND Register does not automatically mean that a pupil requires an Education, Health and Care (EHC) plan. An EHC plan is considered where a pupil's needs cannot reasonably be met through the provision ordinarily available within the school and through the graduated approach to SEND support.

Ordinarily Available Provision and Reasonable Adjustments

Winnall Primary School recognises that the majority of pupils with SEND should have their needs met through high-quality inclusive teaching and ordinarily available provision. Ordinarily Available Provision refers to the reasonable adjustments, adaptations, strategies and approaches that teachers are expected to routinely use to remove barriers to learning and participation.

This provision is not additional to good teaching; it is an integral part of inclusive practice. The school's Ordinarily Available Provision guidance provides further detail about the approaches and adjustments expected across the four broad areas of need.

Where a pupil continues to experience significant barriers despite appropriate ordinarily available provision, the school will use the graduated approach to consider whether additional or different provision is required.

The school will use its best endeavours to make reasonable adjustments for disabled pupils where required by the Equality Act 2010. Reasonable adjustments may include adaptations to teaching, communication, the physical environment, routines, assessment arrangements, school activities and access to the wider curriculum. Adjustments will be considered on an individual basis and will not automatically require an individual pupil to have an EHCP or be placed on the SEND register.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. Winnall Primary School has arrangements in place to support EYFS pupils with SEND. It ensures all colleagues who work with young children are alert to emerging difficulties and respond early. Parents and carers know their children best and it is important that all practitioners listen and understand when they express concerns about their child's development.

Colleagues listen to and address any concerns raised by children themselves. We:

- Use our best endeavours to make sure that pupils with SEND are appropriately supported
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND

- Inform parents when we are making special educational provision for their child

Definitions

A pupil is defined as having SEND if they have a:

- significantly greater difficulty in learning than the majority of others of the same age
- a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions
- Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for. The SEND Code of Practice, 0-25 Years states these as:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Autistic children and young people may experience differences in social communication and interaction, sensory processing, flexibility, regulation and patterns of behaviour or interests. Their individual profiles, strengths and support needs will vary considerably.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These difficulties may present in a range of ways, including withdrawal, anxiety, dysregulation, difficulties with relationships, or behaviour that communicates an unmet need. 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 disorders such as attention deficit hyperactivity disorder or attachment disorder.

Winnall Primary School has clear processes to support children and young people, including how they will manage the effect of any dysregulated behaviour so it does not adversely affect other pupils, including explicit teaching and reinforcing positive behaviour. As part of the Graduated Response a risk assessment may be deemed necessary to assess any health and safety risk that dysregulated behaviour may pose to adults or other children working with the pupil, in class or in unstructured time.

Sensory or physical needs

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

These conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Children With Specific Circumstances

Looked after children (LAC) and post looked after children (PLAC): Children currently being accommodated, or have been taken into care, by the LA are legally defined as 'looked after' (LAC). Children who have previously been accommodated or taken into care by the LA are legally defined as 'post looked after' (PLAC). Winnall Primary School recognises that LAC or PLAC pupils may have some form of SEN or an EHC plan.

English as an Additional Language (EAL): Winnall Primary School gives particular care to the identification and assessment of SEN pupils whose first language is not English. Where there is uncertainty about an individual pupil, we liaise with local services, including EMTAS (Ethnic Minority and Traveller Achievement Service).

Winnall Primary School recognises that language limitations are not equated with learning difficulties. However, where learning difficulties do exist, we establish whether this is due to language status or SEN. Winnall Primary School has a designated colleague who liaises with the SENCo to monitor all aspects of EAL pupils' progress.

Pupil voice

The views, wishes and feelings of children and young people are central to decision-making about their SEND provision. Pupils will be supported to communicate their views in a way appropriate to their age, developmental level and communication needs. Their views will inform assessment, planning, review, transition and decisions about provision wherever possible.

Assistive Technology

The school will consider the use of assistive technology, alternative communication systems and other reasonable adjustments where these enable pupils to communicate, participate, access learning or demonstrate their knowledge and understanding.

Medical Needs

Some pupils with medical conditions may also have SEND, while others will not. The school will ensure that pupils with medical conditions receive appropriate support in accordance with the school's Supporting Pupils with Medical Conditions Policy and individual healthcare plans where required. Where a medical condition creates barriers to learning or access, reasonable adjustments and appropriate special educational provision will be considered.

Admissions

The school aims to meet the needs of any pupil who the parent wishes to register at the school if a place is available, and the admission criteria are fulfilled. The Admissions Policy makes no distinction regarding SEN pupils and no pupil can be refused permission solely on the grounds that they have SEN. The exception to this is:

- when a pupil has an Education Healthcare Plan under section 324(1) of the Education Act 1996 and the LA has indicated (in section 3 of the statement) that the provision required is incompatible with that available at Winnall Primary School.

When a pupil due for admission is known to have additional needs, the SENCo will:

- collate information from any relevant educational setting, external agency and parents/carers
- attend the pupil's final annual review and transition agreement from pre-school

Resources

When the Governing Body approves the school's budget, consideration will be given to the resources allocated to meeting additional needs. Consideration will also be given to any funds allocated by the LA to pupils who have an Education Healthcare Plan. The Head Teacher will manage the allocated funds, ensuring the optimal use of these resources. This will be achieved by prioritising needs through the graduated approach and by ensuring that, wherever possible, pupils are appropriately grouped to optimise the use of colleagues' time and resources.

Graduated Approach

We recognise that there will be pupils who require provision that is additional to, or different from, that encompassed by Quality First Teaching and Ordinarily Available Provision. Once a potential SEND has been identified, Winnall Primary School will employ the graduated approach explained in the table below. However, each case will be considered on an individual basis and where necessary action may be taken outside of this approach.

Stage of provision	Action involved	Who is involved
Assess	In identifying a young person as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs.	Class teacher, SENCo, parents or carers
Plan	The teacher and SENCo should agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.	Class teacher, SENCo, parents or carers
	An Individual Pupil Plan will be drawn up with clear recommendations for supporting the pupil. Reviews will take place annually unless otherwise agreed.	
Do	The class teacher will remain responsible for working with the pupil. The SENCo will support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.	Class teacher, SENCo, parents or carers
Review	The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The support will be revised in light of the	Class teacher, SENCo, parents or carers

	pupil's progress and development in consultation with the student and parents. This could result in the pupil exiting the SEND register with ongoing monitoring, remaining on it, or requiring further support.	
Involving specialists	Where a pupil continues to make less than expected progress, despite evidence-based support and interventions, the school will consider involving specialists after discussing the matter with the student's parents. If no progress is being made a request for an EHC needs assessment may be made by the child's parent/carer, the young person (where applicable), or the school. Other professionals may also advise or support the family or school in making a request. LA meets and reviews advice and reports from professionals.	Class teacher, SENCo, parents or carers
Education, Health and Care (EHC) Plans	LA issues EHC plans based on evidence provided by above agencies. Annual Review of the EHC plan.	LA, SENCo, parents or carers

Education Health Care Assessments (Assessment):

The school (as well as the parents/carers) can ask the LA to arrange an Assessment of a pupil. The school will always consult with parents/carers before exercising this right. Where the local authority refuses to carry out an EHC needs assessment, the child's parent or the young person may have a right of appeal to the First-tier Tribunal (SEND), in accordance with the statutory appeal arrangements.

- The SENCo will take the lead role in providing the LA with all the necessary information where possible, for them to decide whether an Education Healthcare Plan Assessment should be initiated.
- Where possible, the SENCo will gather all evidence available, in the production of the LA proforma for an Education Healthcare Plan Assessment.
- Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role should be to continue to meet the needs whilst assessment is underway.
- If the LA decides not to issue an Education Healthcare Plan Assessment, then the pupil will continue to receive support to meet their additional needs. If appeal procedures are invoked, the pupil will continue to receive support.

Provision under the Education Health Care Plan (EHC Plan):

If the LA decide to issue an Education Healthcare Plan, the school's role is as follows:

- The SENCo will consult the parents/carers and, where appropriate, the LA to ensure that the provision specified in the EHC Plan can be delivered by the school. They will also ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.
- The Headteacher/SENCo will make effective use of any additional resources allocated by the LA to the school to supplement our efforts to meet the pupil's SEN.
- The SENCo will ensure all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs, the arrangements in place to meet them, and deliver any training required.
- The school will support parents/carers and the pupil/young person to consider and respond to a draft EHC plan. The local authority must allow at least 15 calendar days for representations and for the parent/carer or young person to express a preference for a school or other setting.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through existing provision.
- The local authority must normally notify the parent/carer or young person of its decision whether it will issue an EHC plan by week 16 of the statutory assessment process. Where an EHC plan is issued, the final plan should normally be issued within 20 weeks of the initial request for an EHC needs assessment.
- Where a pupil's needs have significantly changed, the school will work with the parent/carer and local authority to consider whether an EHC needs reassessment is appropriate.
- Ensure that any EHC plan information is kept confidential and, on a need-to-know basis.
- Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there.

Annual review:

The progress of a pupil with a EHC Plan will be formally reviewed during an annual review. The SENCo will:

- Ensure that sufficient arrangements are put in place to host and lead the annual review meeting.
- Ensure that wherever possible, appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Following the annual review, the local authority must decide whether to maintain the EHC plan, amend it or cease to maintain it and must notify the parent/carer and relevant parties of its decision within four weeks of the review meeting.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.
- Inform all relevant parties at least two weeks prior to the annual review.

Transferring Between Different Phases of Education

An EHC plan must be reviewed and amended in sufficient time prior to a pupil or student moving between key phases of education, to allow for planning and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15 February (or date assigned by Hampshire County Council) in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers at Winnall Primary School are the following:

- Early years setting to Reception
- Primary school Year 6 to secondary school Year 7

The school recognises that transitions can be particularly significant for pupils with SEND. Effective transition planning is an ongoing process which aims to ensure that pupils experience continuity of support, feel secure and confident, and are able to participate successfully in their new environment.

Transition planning will be proportionate to the individual pupil's needs and may include support for:

- joining the school from an early years setting, another school or home;
- moving between classes, teachers or year groups;
- changes to routines, staffing, classroom environments or provision;
- moving between key stages;
- moving from Year 6 to secondary school or another post-primary setting;
- changes in placement, including specialist or alternative provision;
- preparing for adulthood and longer-term transitions, where appropriate.

For pupils with SEND, transition planning will begin sufficiently early to allow information to be gathered, relationships to be established and appropriate provision to be put in place. The pupil's views, strengths, needs, interests and aspirations will be central to this process, alongside the views of parents or carers and relevant professionals.

Depending on the individual pupil's needs, transition support may include:

- visits to the new setting, classroom or staff;
- photographs, visual timetables, social stories or other personalised resources;
- opportunities to meet key adults and peers;
- sharing information about the pupil's strengths, needs, communication, sensory needs, learning profile and effective strategies;
- sharing relevant pupil plans, risk assessments and other supporting information;
- planning reasonable adjustments and ordinarily available provision in advance;
- additional visits, phased transitions or enhanced support where appropriate;
- meetings between current and receiving staff;
- consultation with parents or carers and, where appropriate, external professionals;
- careful planning around changes to transport, equipment, medication or specialist support.

For pupils with an EHC plan, transition planning will be incorporated into the annual review process and will take account of statutory requirements relating to phase transfers. The school will work with the local authority, parents or carers, the pupil and the receiving setting to support a smooth transfer and ensure that the provision identified in the EHC plan is understood and considered by the receiving setting.

The school will pay particular attention to pupils who may find change difficult, including those with communication and interaction needs, autism, social, emotional and mental health needs, sensory needs or difficulties with regulation. Individualised transition plans will be developed where necessary.

Following a transition, the school will monitor how well the pupil is settling and whether the planned support and adjustments are effective. Provision will be reviewed and adapted where necessary.

The school recognises that successful transition is not simply about transferring information. It is about ensuring that the pupil feels known, understood, welcomed and prepared for change, and that the receiving environment is ready to meet their needs from the outset.

For pupils who may experience difficulty with change, transition between classes or teachers will be planned proactively, rather than being limited to phase transfers.

Partnership with pupils, parents and carers

The views of parents/carers will be sought at all stages of SEND provision where appropriate. The pupil voice will be heard in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child should be copied and filed.

Colleagues will work together with parents and carers, encouraging them to work in partnership with the school in supporting their child. This will help to build up a more complete picture of a pupil and their needs. We want parents and carers to feel able to discuss provision and express any concerns to us.

Data and Record Keeping

Records from previous schools:

Pre-schools/nurseries are required to transfer to primary schools' records for all pupils ceasing to be registered at the pre-school/nursery.

The school will make full use of this information in determining the provision for pupil with learning barriers or SEND.

SEND Records:

The SENCo has responsibility for ensuring that records are properly kept and available as needed and that Hampshire retention guidelines for retaining records for pupil with SEND are adhered to.

We will transfer to secondary schools' records for all pupils within 15 school days of pupils ceasing to be registered at our school.

Accessibility

Our site is monitored carefully by the caretaker and SENCo to ensure it is accessible for visually impaired pupils and that the ground floors can be accessed safely by those in wheelchairs or on crutches. Our Health and Safety Officer writes risk assessments and adapts the curriculum appropriately for anyone temporarily in a wheelchair, on crutches or with a broken limb, to ensure safety on our site and liaises with other colleagues in these respects.

Our car park has a parking bay for disabled badge holders clearly marked.

We work closely with the English as an Additional Language specialists, the Ethnic Minority and Traveller Service, and the Hearing and Visually Impaired specialists who assist us with making our site, curriculum and all opportunities in school as accessible to all as possible.

Accessibility Plan

The accessibility action plan for Winnall Primary School is integral to school site and facilities development planning. The link to this policy is:

https://www.winnall.greenhousecms.co.uk/docs/policies/admin_policies/Accessibility_Plan_and_Audit_2024-2027.pdf

The plans include how we:

- Increase access to the curriculum for disabled pupils. This encompasses teaching and learning and the wider curriculum of the school (such as participation in after-school clubs, leisure and cultural activities or school trips).
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary; the caretaker monitors accessible access within the school site in close liaison with the SENCo and external agencies.
- Make written information more accessible to disabled pupils by providing information in a range of different ways; examples might include hand-outs, timetables, textbooks and information about the school and school events.

Training and Resources

The School Improvement Plan will incorporate action plans and reviews relating to raising the achievement of pupils with SEND. In-house SEND training and professional development will be arranged to meet targets and to ensure that provision for pupils experiencing SEND is appropriately delivered and co-ordinated. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post, which will include a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends cluster with other local Inclusion Manager/SENDCos in order to keep up to date with local and national updates in SEND. All staff have access to resources produced by NASEN (National Association for Special Education Needs), which provide training opportunities, resources and key updates. Additionally, updates and training opportunities are received weekly via the Hampshire Schools Communications.

Funding and provision

The school will use its delegated resources and notional SEN budget to meet the needs of pupils with SEND through the graduated approach. The notional SEN budget is not an individual allocation for particular pupils and does not represent a fixed amount available for each pupil identified as having SEND.

Where a pupil has an EHC plan, the local authority may identify additional funding where the provision required cannot reasonably be met from the resources ordinarily available to the school. The school will work with the local authority and parents/carers to ensure that provision identified in an EHC plan is appropriately planned, funded and delivered.

Monitoring and Review

The policy is monitored on an ongoing basis, and for quality assurance purposes. This informs the policy review, which is carried out on an annual basis. Any changes made to this policy will be communicated to all colleagues.

All colleagues are required to familiarise themselves with this policy as part of their induction programme.

Resolving Concerns

The school welcomes concerns from pupils and parents/carers and aims to resolve concerns through open and constructive communication wherever possible. Concerns relating specifically to SEND provision should initially be raised with the class teacher and/or SENCo. Where a concern cannot be resolved informally, the school's Complaints Policy provides further information about the formal complaints process.