

**Special Educational Needs and Disability (SEND) Policy**  
(reviewed November 2014)

**S04-005**

## **SECTION ONE**

### **Compliance**

This policy acts in accordance with the following legislation and guidance:

The Education Act 1996 Part IV

Equality Act 2010

Children and Families Act 2014

HM Government (DfE) 'The Equality Act 2010 and schools'

The school will have regard to the Special Educational Needs and Disability Code of Practice 2014 when considering making a provision for any pupil with special educational needs and will ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

We concur with the definition of SEND stated in the 'SEND Code of Practice'.

HM Government (DfE) 'Draft special educational needs and disability code of practice: 0 to 25 years

### **Name and contact details of SENDCOs**

Kalihi Hardiman is the appointed Kindergarten SENDCO Contact Details: 01452-429-223

Suzanne Cataldo is the appointed special educational needs & disability co-ordinator (SENDCO) for the Lower school Contact Details 01452 429 220

Shelagh Silmon-Clyde is the Lower School Learning Support Teacher. Contact Details 01452 410 024

Michele Connell is the equivalent in the Upper School. Contact Details 01452 429 227

### **State setting and beliefs/values around SEND-contextual info about school/setting in line with other school/setting policies we have**

### **How policy developed, who consulted, how shared with stakeholders**

### **Every Child Matters**

We aim to meet the outcomes as specified in [Every Child Matters, 2004](#), namely:

- Be healthy

- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Every Child Matters: Change for Children has created a new climate for the care of children and young people with special educational needs. The emphasis is on:

- Integrating services better around children and young people
- Early identification and support for children with additional needs
- Participation by children and young people themselves

This document will provide a framework to comply with the principles set forth in our Equality and Diversity Policy and operates in conjunction with our Child Protection & Safeguarding, Admissions, Behaviour and Pastoral Care Policies.

### **Policy**

Wynstones School understands the importance of inclusion. We believe that the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs and/or disability. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background. This policy details how Wynstones School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.

## **SECTION TWO**

### **Aim**

This policy aims to ensure that members of our community fully understand what is considered to be a Special Educational need and/or disability (SEND), and how we will meet the needs of children who have a special educational need and/or disability. Our aim is to ensure that teachers in the school are able to identify and provide for pupils who have special educational needs, to allow these pupils to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated. The School is committed to this endeavour and expects that all members of our community share this commitment.

The Special Educational Needs department aims to ensure that the needs of children who experience difficulties with learning and are recognized and met through varied and flexible provision throughout the curriculum.

### **Objective**

1. To identify and provide for pupils who have special educational needs and additional needs.

2. To make reasonable adjustments for pupils with special educational needs within the guidance provided in the SEND Code of Practice, 2014.
3. Learning support provision will be given in the context of the Waldorf philosophy of child development.
4. To provide support and advice for all staff working with SEN pupils.

## **SECTION THREE**

### **Identifying Special Educational Needs**

'Children have SEN if they have a learning difficulty which calls for special education provision to be made for them.'

#### **Who has Special educational needs?**

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definition of the above categories or would do so if special education was not made for them.

#### **What does Special educational provision mean?**

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age within the school,
- for children under two, educational provision of any kind.

#### **What does disability mean?**

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' (Long term is defined as lasting, or likely to last, for at least 12 months).

A Learning difficulty is not considered a disability but some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

#### **What is a reasonable Adjustment?**

Our duty under the Equality Act 2010 is 'to take such steps as are **reasonable** to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school or by the absence of an auxiliary aid or service.

In the Equality Act 2010 as a whole there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features.

Reasonable adjustments that we may consider include the use of some auxiliary aids, such as coloured overlays for dyslexic pupils, pencil grips, adapted PE equipment, adapted keyboards as well computer software.

### **What is not SEN but may impact on progress and attainment?**

Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- ☒ Attendance and Punctuality
- ☒ Health and Welfare including bereavement and ongoing emotional resilience challenges
- ☒ EAL
- ☒ Being a child of Serviceman/woman

### **Roles and responsibilities**

Wynstones School believes that all teachers are teachers of SEND. However there are members of the Working Community who have specific responsibilities in this area. These are as follows:

#### **Council**

It is the role of the Council to ensure that the school has effective policies and procedures in place for the provision of education to children and young adults with SEND. On an annual cycle, Council will monitor the School’s compliance with procedures as well as reviewing all SEND Policies and procedures.

#### **Chair of College**

It is the role of the Chair of College to ensure

- That children with SEND have full and equal access to a broad and balanced curriculum, making reasonable adjustments when needed.
- That there is equal access to extra curricula activities, making reasonable adjustments or providing additional support when possible but within reason.

#### **College of Teachers**

It is the role of College to hold the Chair of College accountable for the above actions and to review the School’s compliance with procedures each term as well as annually reviewing all SEND Policies and procedures.

## **SECTION FOUR**

### **A Graduated Approach to SEN Support**

- **Referring children to SEN:** Class Teachers, Subject Teachers, Parents, Pupils can refer to SEN for advise, assessment and learning support.
- **Assessing pupils to identify the need for learning support:** Yearly Whole Class Pupil Progress Checks including standardised and informal assessments are given in class 2

to class 8. Results of these assessments are reviewed by each class teacher with a SENCO.

- **Pupils needing learning support provision:** Ongoing referrals and results of yearly Pupil Progress Checks highlight pupils needing learning support.
- **Graduated Approach to learning support:** When pupils needing learning support are initially highlighted, consultation between the class teacher, the class assistant and the SENDCO takes place to map out a process for intervention. This process could begin with in-class differentiation: differentiated tasks, small group reinforcement, 1:1 assistance from the TA. Normally the effectiveness of in-class differentiation will be reviewed after 6 weeks. Pupils who receive specific in-class differentiation are placed on the 'ON-GOING' monitoring section of the learning support list. The needs of the pupils on this list are reviewed at the end of each school term.
- **School Doctor** Pupils who have been identified with possible specific learning needs are often referred to the school doctor as part of our graduated approach. After seeing the child, the school doctor has a feedback session with the pupil's class teacher and the SENCO. Often the school doctor refers the pupil for therapies within the school day and or external assessments and therapies. Internal therapies can include; Art Therapy, Curative Speech, and Eurhythmmy Therapy. External therapies can include Sensory Integration Therapy with Pia Paulson at St. Luke's Surgery in Stroud. Every month, the internal therapists, the school doctor and the lower school SENDCO meet to discuss pupils recently seen by the doctor and other pupils who may need referrals.
- **When the pupils need learning support lessons: MY PLAN When**, with in-class differentiation, an identified pupil is not making sufficient progress; the pupil is referred for an initial assessment with a learning support teacher. Following the initial assessment, the parents, Class Teacher, Class Assistant and learning support teacher liaise and consult. Most often a MY PLAN is created and the pupil begins to attend learning support lessons. MY PLANS are reviewed with the Class Teacher, the Class TA, the learning support teacher and the parents, and updated after each term. The learning support teacher and Class Teacher review their MY PLAN goals and record the progress of the child in relation to achieving each goal. The learning support teacher of the pupil with the MY PLAN is responsible for coordinating the consultation process and maintaining all records relating to MY PLANS.
- **External Assessment** When a child is not making sufficient progress as measured by the goals on her/his MY PLAN and any additional assessments carried out by the learning support teacher, an external assessment will be requested by the school. Most often, an Educational Psychologist's assessment is requested. These assessments take place at school and include a feedback session which is attended by parents, the Class Teacher, the class assistant and the learning support teacher, when possible. Wynstones has a relationship with two local Educational Psychologists who carry out assessments. Parents are responsible for payment; however, where a pupil is already receiving some form of financial assistance, some financial support can be offered towards the cost of the assessments. Other forms of external assessments (hearing, sight, occupational therapist's assessment, assessments for Asperger's Syndrome, etc.) are carried out via the NHS and must be arranged by the parents.

- **MY PLAN PLUS** Pupils who receive external assessments are/or are receiving, external intervention (speech and language therapy, occupational therapy, under a paediatrician's care for Asperger's Syndrome, etc.) will have a MY PLAN PLUS which integrates professional advice into school practice.
- **EHC (Educational Health and Care)** For pupils who are not making sufficient progress and who have had an external assessment, an EHC is applied for from the local authority. If an EHC is awarded an educational programme is created, within the capacity of Wynstones to make reasonable adjustments, to best address the pupil's identified needs.
- **Annual Review of Pupils with an EHC** The annual review will be organised and managed by the SENDCO. The School will decide, in conjunction with the school, when the annual review is held. It is preferable for the annual review to be as close to the beginning of the school year as possible. The School will normally arrange this review at the end of the School year, sending a reminder at the beginning of the new School year.

The following people will be invited.

- Parents and carers.
- The child's class teacher and/or other member of the teaching staff with responsibility for the child.
- Any other professional with close involvement.

Pupils will also be given opportunity to attend at least part of the meeting.

## **SECTION FIVE**

### **Criteria for exiting the Learning Support List**

Termly review of learning support list: After each term, all pupils on the learning support list are reviewed. In the lower school, the learning support list is reviewed with the class teacher, the class TA when possible, the SENCO, and especially the learning support teacher who manages the pupil's MY PLAN and delivers the learning support lessons. When a pupil is consistently achieving the goals as set out on her/his MY Plan, and is demonstrating independent working habits in the context of whole group lessons with decreasing need for in class differentiation and support, She/he is placed in the 'On-Going Monitoring' section of the Learning Support List for that class. After three terms during which the pupil's progress is monitored and reviewed by the class teacher, where the pupil is meeting the teacher's expectations for growth in skills and working independently, the pupil is removed from the list. At Wynstones, pupils can return to the list at any time via our referral process and receive the support they need. Pupils in the upper school normally follow a two or a four year course. Once on the learning support list pupils remain on the list because, even if they no longer have a MY PLAN and no longer attend learning support lessons, it is important that staff are kept aware of their residual difficulties.

## **SECTION SIX**

### **Supporting Pupils and Families**

#### **Who is a Parent?**

This is considered to be not only the pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

#### **Pupil and Parental Participation**

##### **The Rights of the Pupil**

The school recognises that pupils with special educational needs often have a unique knowledge of their own needs and circumstances. They will be encouraged to fully participate in all the decision-making processes that occur, including:

- the setting of learning targets
- contributing to their EHC plan
- the assessment of their needs
- their annual review.

##### **The Rights of Parents**

It is Wynstones policy to actively engage with parents and carers and involve them as much as is practical in the life and work of the school and the teaching and learning of their children. In particular, the school will inform and involve parents where special educational provision is being arranged for their child. Parents will be encouraged to participate in the reviews of EHC plans at whatever interval of time that this occurs. Parents will be strictly required to attend and participate in the annual review that is a statutory requirement for all pupils who are assessed as having a special educational need.

Parents will be kept informed about their child's targets, and progress towards them.

#### **Guiding parents and pupils towards the LA local offer: See Section 4: EHC**

**SEN information report** can be found at

[https://www.gov.uk/.../Special\\_educational\\_needs\\_and\\_disabilites\\_guide](https://www.gov.uk/.../Special_educational_needs_and_disabilites_guide)

**Links with other agencies to support families and pupils** The school has links with the following external agencies

- Pia Paulson; Sensory Integration Therapist
- Emily Vincent and Ginny Whitton; Educational Psychologists
- Dr. Hedda, Wynstones School Doctor
- John Weygang Optometrists
- Rikenel NHS Pediatric Centre
- Gloucestershire Family Information Service
- CAMHS
- Winston's Wish

## **SEN Role in Interview Process**

1. Application materials are received by the school secretary. When all necessary application materials are received, the school secretary checks all materials for evidence of learning difficulties.
2. When a learning difficulty is identified, the school secretary notifies either the Lower School SENDCO or the Upper School SENCO, depending on the age of the pupil.
3. The SENDCO inspects the application materials and fills out the Special Educational Needs Report (1) Interview Forms, Appendix C, Form 4.
4. The SENDCO shares her/his recommendations with the appropriate class teacher.

The SENDCO takes up any recommended actions, as described on SPED Report (1,) before proceeding to interview including

- Requesting an external assessment/reports from external assessments
  - Requesting additional feedback/reports from the pupil's current school
5. The Class Teacher and SENDCO liaise: a decision is made with regard to proceeding to interview.
  6. In the case of the application of a pupil with learning difficulties where it is appropriate to proceed to interview, the SENDCO will assess the pupil on the day of the interview. The SENDCO then completes Special Educational Needs Report (2) Interview Forms, Appendix C, Form 4, making recommendations with regard to admissions.
  7. On the day of the interview, after both the Class Teacher and the SENDCO have interviewed the applicant;
    - The Class Teacher and the SENDCO will liaise, forming a recommendation of whether or not to invite the pupil for a trial week at Wynstones.
    - In cases where additional clarity is needed with regard to whether Wynstones can make reasonable adjustments in order to meet the applicant's educational/learning needs, a trial week may not be offered on the day of the interview, in which case the parents would be given a date by which the school would inform/update them with regards to their application.
    - In cases where it is difficult to reach agreement between the Class Teacher and the SENDCO with regards to the admission of an applicant, the application and teacher views will be presented to school management for guidance.
  8. After the trial week; the Class Teacher and the SENDCO will liaise, forming a recommendation of whether or not to accept the pupil at Wynstones.
    - In cases where it is difficult to reach agreement between the Class Teacher and the SENDCO with regards to the admission of an applicant, the application and teacher views will be presented to school management for guidance.

### **Exam Access Arrangements EAA**

- Pupils with known SEN are assessed at the beginning of their GCSE courses by the Upper School SENDCO who is responsible for these arrangements.
- Following the Class Eight Annual Pupil Progress Check, other pupils may be identified as needing AA.
- Any pupil may self-refer or be referred by parents or teachers for an AA assessment.
- The Upper School SENDCO works closely with the exams officer to ensure that all paperwork is in place and that arrangements are carried out within the regulations.
- All subject teachers in the upper school are made aware of the need to refer pupils if there is a concern about AAs and to carry out AAs strictly whilst invigilating exams.

### **Supporting Pupils and Families at key transition stages**

- In the event that a Lower School class transitions from one teacher to another, the lower school SENDCO consults and liaises with the new class teacher to ensure that appropriate in class differentiation is implemented. Close monitoring pupils on the Learning Support List takes place during the first term of the new teacher's role.
- Transition of pupils from Kindergarten to class one. When there are concerns about pupils with learning difficulties in the kindergarten, the lower school SENDCO is notified and when appropriate, asked to observe the pupil in the classroom and meet with the kindergarten teacher and the parents.
- In their final year of kindergarten, the kindergarten teachers write a report for each pupil describing overall developmental progress.
- In their final year of Kindergarten, the school doctor gives a readiness for school screening for each pupil and writes a report which includes specific recommendations. These recommendations can include, staying in kindergarten for an additional year, attending therapies, and suggesting the need for an Educational Psychologist's assessment later in the pupil's educational journey.
- In their final year of kindergarten, each pupil is interviewed by one Class Teachers who further evaluates their readiness for Class One learning.
- Transition from Lower school to upper school; The upper School SENDCO is responsible for Sen pupils in middle School, classes 6,7,8, and teaches most of these pupils with Sen. This arrangement enables a good transition from class 8 to class 9. Parents and subject teachers are fully informed by the SENDCO of arrangements for support before transition, and the Sen classroom is situated just inside the upper school, so that pupils are familiar with the surroundings.
- Sen pupils who leave the school at any time, including at class 8, 10 and 12, are fully supported by Sen teachers who liaise with the new destinations and pass on important paperwork. Form 8s are forwarded for Access Arrangements to destination sixth forms and colleges, and also universities. The SENDCO will also phone or email information informally as requested. Representatives from a new school are welcome to visit Wynstones to liaise before or after transfer.

## SECTION SEVEN

### Supporting students at school with medical conditions

- The school 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 children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have a statement, or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- All children in our School have individual needs, and this is acknowledged by the way teachers work in the classroom and by the Learning Support programme that operates here. The range of individual needs can include children who for various reasons struggle to master basic literacy and numeracy skills, children who experience difficulties with artistic form or physical co-ordination, children with exceptional gifts and children with behavioural difficulties.
- There are children however whose needs are of a degree that requires additional forethought and resources, and it is these children that this policy seeks to address.
- The School is open to accepting children with physical/medical and/or intellectual disabilities into classes. Inclusion gives children with disabilities a better chance of achieving key steps in their development, and helps other children to learn to understand and accept difference, thus leading to a more tolerant and giving society. This openness, however, needs to be balanced against the constraints of what is practicable.
- When seeking enrolment, children with special needs, like any other child, will be assessed on an individual basis. A written record will be made of what is agreed about any terms of acceptance of an individual child.
- When considering the needs of a child, the following should be considered in discussion between the family and Education Leader; SEN staff; the Class Teacher; and for Classes 6 and above, one or two Upper School teachers.
  - a) The judgement of the class teacher.
  - b) The impact of the child's disability on the learning of other children in the class. We acknowledge that the presence of such children can bring benefits as well as challenges.
  - c) The views of the School Medical Advisor, and Learning Support Teacher.
  - d) Any relevant reports from outside agencies.
  - e) The physical facilities required (wheelchair access to toilets, etc.)
  - f) An Individual Education Plan indicating how the School intends to be able to meet the special educational needs of the child.
  - g) The need for an independently funded classroom assistant who is trained and able to give the child a dimension of Curative Education.

The final decision on whether or not to enrol a child rests with the Education Leader. Once accepted into the School, close contact with the parents should be maintained to determine how successfully the School is meeting the child's needs, and whether that is sufficient and satisfactory for the child, the parents, and the School.

In the child's first year, review meetings should take place on a termly basis.

Subsequently an annual Easter meeting with the parents, class teacher, assistant and other teachers who teach the child will take place to review the last year, to confirm that a continued place in the school is the appropriate and desirable thing, and to look forward to the needs of the next year.

It is important to note that we also include pupils with so-called behavioural difficulties. Many pupils have suffered from traumas of modern life – not least, separation of parents.

We attempt to become more aware of the challenges young people are forced to carry, and work with them in doing this. This is an important task. Our no blame and needs-based communication strategies are part of our endeavours. Review meetings etc. as above will take place.

Congruent with our admissions policy, all children are considered regardless of race, religion, sex, ethnicity or disability. The school is fully cognisant of the ECM (Every Child Matters guidelines) and takes care to implement these.

Please refer to the school Inclusion Policy on the website [www.wynstones.com](http://www.wynstones.com) under "about Wynstones"

## **SECTION EIGHT**

### **Monitoring the Effectiveness of this Policy**

It has been agreed that we expect all pupils with SEN to make progress, however small this might be. The Chair of College, in conjunction the SENCOs, monitor progress each term, and that MY PLANS and MY PLAN PLUSES clearly indicate where children are not making progress, and an investigation is carried out into whether a specific barrier to learning exists.

Key questions which are discussed, as appropriate, with teachers, parents and pupils, may include:

- Are all children with SEN making progress commensurate with their ability?
- Are the expectations of staff sufficiently high for pupils with SEN?
- Does provision mapping demonstrate that all children are receiving appropriate provision?
- Do our records indicate that children are making the progress they should?
- Does our own internal tracking system demonstrate that pupils are making the progress they should?
- Do observations by the SENDCO suggest that appropriate differentiation exists in classrooms?
- Do children who have received pastoral care from the Mandate holder, demonstrate improved behaviour in class?
- Weekly SENDCO meetings Concerns regarding pupil progress are fully discussed in these meetings and plans of action are mapped out. Actions often include meeting with the Educational Leader and Class Teachers.

- Weekly Meetings of the lower school learning support teachers Concerns regarding pupil progress are shared and discussed. Specific remedial methods are shared. Plans of action are mapped out and implemented and reviewed.
- Peer Observations Learning support teachers observe each other in lessons and give feedback regarding methods and materials. This is implemented and reviewed.
- Regular meetings with Class Teaching Assistants to map out and review specific methods of differentiation and in-class support.

## **SECTION NINE**

### **Training and Resources**

#### **Fees: Statement on Charges for Learning Support Lessons**

Wynstones has a carefully thought out approach to providing support for children with learning difficulties. Learning support may need to include extra learning support lessons or other assistance for which a charge is normally made. There may also be circumstances where families have difficulty in meeting charges for learning support lessons; in these cases bursary assistance is available, on application to the Finance Office. Wynstones is committed to providing learning support for all pupils who need learning support lessons. In this way payment is on a discretionary basis and any difficulty in paying such fees should be addressed to the Finance Manager, Rose Palmer, who can be contacted at [rpalmer@wynstones.com](mailto:rpalmer@wynstones.com) or on 01452 429222.

#### **Continuing Professional Development**

Wynstones School aims to provide CPD for all paid members of our working community as an on going process and as needs arise. This may take the form of staff meetings, specific training meetings, and courses run by external agencies.

## **SECTION TEN**

### **Roles and Responsibilities**

**Role of the School Council** The School Council ensure that the school has effective policies and procedures in place for the provision of education to children and young adults with SEN. On an annual cycle council will monitor the school's compliance with procedures as well as reviewing all SEN policies and procedures.

**The role of the SENCos** is to manage the day to day practice and policy of SEND within the School but specifically:

- Oversees the day-today operation of the SEN policy
- co-ordinates provision for children with SEN (individual / pair / small group / in-class) Liaises with and advises teachers
- Ensures there is liaison with parents and other professionals in respect of children with SEN/D.
- Oversees the records of all children with special educational needs
- Guides the work of the learning support assistant

- Contributes to INSET staff training
- Ensures that appropriate My Plans and My Plan Pluses are in place and that relevant background information about children with SEN is collected, recorded and updated
- Liaises with external agencies including Educational Psychology services, Speech and Language Therapists and health and social services
- Maintains an up to date Learning Support List

### **The role of Class Teachers, Subject Teachers and Guardians**

It is the role of teachers to communicate concerns to the relevant SENCo, to then work with and under the guidance of the SENCos. Teachers are responsible for the implementation of agreed in class scaffolding and support as specified by the pupil's My Plan or My Plan Plus which is written by the SENDCO in conjunction with the class and subject teachers.

### **The role of Pastoral Mandate Holder**

It is the role of Caroline Thompson, the Pastoral Care Mandate holder, to coordinate social pastoral and emotional care to children and families alongside and in addition to the SENDCO and Class Teacher or Guardian (Refer to Pastoral Care Policy

### **The role of the Education Leader**

It is the role of the E L to ensure: 1) that children with SEN have full and equal access to a broad and balanced curriculum, making reasonable adjustments when needed. 2) That there is equal access to extra curricula activities, making reasonable adjustments or providing additional support when possible but within reason.

**Safeguarding responsibility** Andrew Fayter is the designated safeguarding teacher. All safeguarding issues are immediately reported to him.

Any child with medical needs will be made known to the designated safeguarding teacher as a matter of course as well as the relevant SENCo.

## **SECTION ELEVEN**

### **Storing and Managing Information**

- The majority of SEN pupils' records are kept in the locked SEN filing cabinets in the SEN offices. Some records and data is also stored on school computers accessible only via Learning Support Teachers' personal passwords.
- Some SEN documents are kept in the pupil files in the receptionist's office. These are also locked filing cabinets. For each pupil on the learning support lists, SEN documents are found within a red plastic folder in their file.

## **SECTION TWELVE**

### **Reviewing the Policy**

The SEND policy will be reviewed every twelve months.

## **SECTION THIRTEEN**

### **Accessibility**

At Wynstones we are aware of the duty to increase accessibility for disabled pupils and all areas of the school are equipped with wheelchair access. We are fortunate that most of the school is on the ground floor so all areas of the curriculum can be accessed.

The gymnasium "Cedron Hall" has been fitted with ramps and double doors as this is a multi-purpose hall. It has also been equipped with disabled toilet facilities. Wind rush, the Upper School building has also been fitted with double doors and ramps to allow wheelchair access. There is also a disabled toilet.

Whaddon Hall, which is the main building allows for wheelchair access via front doors. There are no steps however the two upper floors are inaccessible.

The Music and Eurythmy areas are accessed by portable and temporary ramps which are utilised as and when required.

The barn theatre has wheelchair ground level access.

The Kindergarten areas are all on one floor thus presenting no obstacles however Classes 1, 2, 4, 5, 6 and 7 all have sets of stairs and have restricted access. Alternative teaching areas on the ground floor are available if the need were to arise.

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Barriers to learning are addressed through our SEN procedures, with Sen staff advising class and subject teachers, using the Sen list and My Plans.

The class teachers and Learning Support teachers support pupils with reading or other disabilities to access written or other information within lessons and for extracurricular

activities, by reading information (letters, posters) to them and supplying visual reminders if necessary. Older pupils will need to use mobile phones to photograph such information, rather than writing notes, as they are likely to lose or misplace paper. They will also be able to use technology such as laptops within lessons, so that they can record lessons rather than write notes, or make their own mind maps on software.

There is open access to staff by telephone; calls will be answered as soon as possible. Staff are often contactable by email or text also. Class teachers are usually available before and after school.

## **SECTION FOURTEEN**

### **Dealing with Complaints**

We value the input of our parents and hope that an effective partnership with frequent opportunities for communication will help to prevent any difficulties. However, should problems arise, then the procedures below should be followed:

- Parents should first approach the class teacher and/or SENCO.
- In the event that the complaint isn't rectified, parents should have opportunity to discuss their concerns with the Head.
- If parents are still not satisfied, then a letter of concern should be addressed to the chair of governors.

Greater detail regarding the handling and process for lodging a complaint is detailed in our Complaints policy and procedure.

## **SECTION FIFTEEN**

### **Bullying (S10-001)**

At Wynstones we aim to prevent any incidents of bullying occurring at any time. Bullying will not be tolerated. We embrace individual differences and individuality is seen as positive. Children with specific difficulties are made to feel secure and welcome and Wynstones has specific strategies to ensure inclusion ranging from a pro-active buddy system to a robust pastoral care ethos.

We intend to:

- Provide a school environment in which children feel safe and able to express themselves without fear or intimidation.
- To maintain a co-operative ethos in which the school, the children and the parents work together to prevent bullying.
- Help children to gain the personal qualities and self-esteem needed to minimise the risk of bullying.
- Identify children at risk and respond positively to their needs.
- Respond firmly to incidents of bullying.

The school Anti-Bullying Policy and Charter can be found on the school website [www.wynstones.com](http://www.wynstones.com) under "About Wynstones"

## **SECTION SIXTEEN APPENDICES**

Please refer to the school website [www.wynstones.com](http://www.wynstones.com) for all policies.