

## **Our SEND Policy – Easy Read Version**

At Wynstream Primary School, we want every child to feel included, happy, and able to learn. Some children may need extra help, and we call this **SEND** – which stands for **Special Educational Needs and Disabilities**.

### **Who Helps with SEND at Our School?**

- The **Headteacher** is in charge of making sure our school follows this policy.
  - The **SENDCO** (Special Educational Needs Coordinator) helps every day to support children with SEND.
  - The **governors**, the **Headteacher**, and the **SENDCO** work together to make sure everything is going well.
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### **What We Do to Help**

We try our best to give children with SEND the support they need. All teachers learn how to spot when a child needs extra help, and they plan lessons that everyone can join in with. We want every child to:

- Join in school activities.
  - Feel included.
  - Do their best and make progress.
  - Be ready for the next stage of their learning.
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### **How We Work Together**

Everyone in the school helps children with SEND – teachers, teaching assistants, parents, as well as other people who work with children, like doctors or advisory teachers. We believe:

- Every teacher is a teacher of SEND.
  - We all work together as a team.
  - Parents and children's views are really important.
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### **Joining Our School**

We never say “no” to a child just because they have SEND. We follow the law and treat everyone fairly.

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### **What We Want to Achieve**

#### **Our Big Goals:**

- Work together with children, families, and other professionals.

- Help every child learn, grow, and feel good about themselves.
- Make sure all children can take part in school life.

#### **How We Do This:**

- We treat all children fairly.
  - We give teachers the right tools and training.
  - We listen to what children and their families think is best.
  - We talk and work closely with families.
  - We give children the right kind of learning for their age and needs.
  - We check how things are going and make changes when needed.
  - We set goals that are just right for each child.
  - We work with health and care services when needed.
  - We make sure we use our time and money wisely to help children with SEND.
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#### **How We Know If a Child Has SEND**

A child may have SEND if:

- Learning is much harder for them than for other children their age.
- They have a disability that makes it hard to use things in school, like classrooms or playgrounds.

Children who speak another language or have a neurodiverse condition (like autism or ADHD) don't always need SEND help – good teaching often gives them what they need. But if they do need more help, we will give it.

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#### **What Kind of Help Do We Give?**

We use different levels of support:

##### **1. Everyday Support ('Ordinarily Available Inclusive Provision', or OAIP for short)**

This means good teaching with small changes to help all children join in. Lots of children do well with just this.

##### **2. SEN Support**

Some children need more help, like small group work or interventions.

##### **3. EHCP**

A few children need a lot more help, including from outside experts. They might get an **Education, Health and Care Plan (EHCP)** to make sure they get the support they need.

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## Our SEND Register

We keep a list of children who are getting extra help (this is called the **SEND Register**). Some children are only on it for a short time.

If a child has a condition like autism or ADHD, they'll only go on the SEND Register if they're getting extra help beyond everyday support that is available in their daily lessons.

Some children learn more slowly than others. They might find reading, writing, or maths harder than most children their age.

Some children may:

- Have trouble reading or spelling (this could be called **dyslexia**).
- Struggle with maths (**dyscalculia**).
- Find it hard to write (**dysgraphia**).
- Have difficulty with moving or coordination (**dyspraxia**).

Other children may need help with many parts of learning, including talking, moving, and understanding things. Some may also have physical or medical needs.

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## 2. Feelings, Behaviour and Mental Health (Social, Emotional and Mental Health)

Some children may:

- Have trouble sitting still or paying attention (**ADD/ADHD**).
- Get very worried or upset.
- Feel sad or angry a lot.
- Find it hard to join in or make friends.
- Act in ways that disrupt learning in class.

We know that everyone can struggle with their feelings sometimes. Even if a child isn't on the SEND Register, we still want to help them feel safe and happy.

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## 3. Talking and Understanding Others (Communication and Interaction)

Some children may:

- Struggle to talk clearly or understand what others are saying.
- Find it hard to join in conversations.
- Have trouble using the right words or following social rules.
- Have **autism** or **Developmental Language Disorder (DLD)**, which can make it harder to understand and talk with others.

Every child is different. Some might need more help than others. At Wynstream, teachers are trained to notice these needs and support children.

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#### **4. Senses and Moving Around (Sensory and Physical Needs)**

Some children may:

- Find it hard to see or hear.
- Have problems using their arms or legs.
- Need special equipment to help them move or learn.
- Have trouble with certain lights, sounds, or feelings.

We know that everyone has different needs. Some children may need a quieter space, special tools, or different ways to join in lessons. We try to make sure everyone is included.

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#### **How We Help – Step by Step (A Graduated Approach)**

##### **1. First Steps**

Teachers watch how children are doing. If they think someone needs help, they will change how they teach. This is called **Ordinarily Available Inclusive Provision (OAIP)**. We keep notes about what we try.

##### **2. Giving Extra Support**

If a child still finds learning hard, the teacher and SENDCO (the person who leads the school's approach to SEND) may give more help. They may meet with the teacher and help them plan, or they may arrange some small group work or 1:1 support.

Progress means the child is:

- Doing as well as others their age.
- Getting better at something, compared to before.
- Closing the gap between them and others.

If this help isn't enough, the school will look more closely at what the child needs.

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#### **Signs That a Child May Have SEND**

A child might have SEND if they:

- Keep finding things hard even after getting extra help.
- Struggle a lot with reading, writing, or maths.
- Have big behaviour or emotional problems that stop them from learning.
- Have trouble seeing, hearing, or moving.

- Find it hard to talk or join in with others.
- Need special tools or help from experts.

If we think a child needs SEND support, we'll talk to their parents/carers and start planning what to do next.

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## **Our SEND Support Plan**

When a child is on **SEND Support**, we use a cycle called:

### **Assess, Plan, Do, Review**

This means:

1. **Assess** – We check what the child needs help with.
2. **Plan** – We decide what support to give.
3. **Do** – We give the support.
4. **Review** – We check if it's working.

Each child receiving special educational provision has a **Learning Plan**. This includes goals and how we'll help them reach those goals.

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## **Coming Off the SEND Register**

If a child makes good progress and no longer needs special help, we will take them off the **SEND Register**. We will talk with parents/carers before doing this.

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## **Education, Health and Care Plans (EHCP)**

If a child needs lots of help that the school can't give on its own, we may ask for an **EHCP**. This is a special plan made by the **Local Authority (LA)**. It explains:

- What help the child needs.
- What support they must get at school.

The EHCP is checked once a year to make sure it's still right. The school helps with this review.

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## **How We Check Progress**

Teachers check how well every child is doing. We look at how children are learning and growing. If a child has SEND, we check their progress more often – at least once every term. If a child needs extra help, staff get more training so they can support the child better.

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## Working with Families

At Wynstream, we know parents and carers are really important in helping children learn. We work closely with families and listen carefully to what they say.

We help families by:

- Listening if they have worries about their child.
- Giving them clear information about their child's learning.
- Helping them understand the SEND process.
- Involving them in planning how we help their child.
- Sharing information and advice from other services.

Families can also get support from **DIAS (Devon Information Advice and Support)**:

 <https://devonias.org.uk>

They can also visit the **Devon SEND Local Offer** for more information:

 [www.devon.gov.uk/send](http://www.devon.gov.uk/send)

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## Children in Care

If a child is looked after by the local authority, the people who care for them have the same rights as other parents.

At Wynstream, **Mr. Ben Westley** is the person who looks after the learning of children in care. He is also the school's **SENDCO**.

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## Listening to Children (Pupil Voice)

We think children's opinions matter.

We ask children what they think about their learning and what helps them.

Children can share their ideas:

- When we make their learning plans.
  - Before we hold review meetings.
  - When setting personal learning goals.
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## Working with Other Professionals

Wynstream works with lots of different experts to help children with SEND.

We list these groups in our **SEND Information Report**, which is updated every year.

You can find it on our school website.

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## Moving to a New Class or School (Transition)

Changing class or moving to a new school can be hard.  
We help make these changes easier, especially for children with SEND.  
We plan ahead, talk with families, and help children feel confident.

More information about this is in **Appendix C**.

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### **Training and Support for Staff**

We use our budget to help children with SEND in different ways.  
This can include:

- Extra support from teaching assistants.
- Small group work or 1:1 help.
- Special equipment or learning tools.

All staff have regular training.  
Sometimes experts come in to teach us about things like epilepsy, autism, or how to support children with speech needs.  
Teachers also help each other by sharing good ideas.

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### **Funding for SEND**

The school has some money to support children with SEND.  
If a child needs a lot of extra help through an EHCP (Education, Health and Care Plan), we can ask for more funding from the Local Authority.

### **Personal Budgets**

If a child has an EHCP, families may sometimes receive money (a **personal budget**) to organise some of the support themselves.  
They would need to talk to their EHCP case coordinator.

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### **Who Does What?**

**Everyone** in school helps support children with SEND.

### **Governing Body**

They:

- Make sure children with SEND get the help they need.
- Make sure these children can take part in all school activities.
- Make sure a trained teacher has the role of SENDCO.

### **Headteacher (Ms Elise Redman)**

They:

- Run the school day-to-day, including SEND support.
- Work closely with the SENDCO.
- Keep governors updated about SEND.

### **SENDCO (Mr Ben Westley)**

He:

- Plans how the school supports SEND children.
- Works with families, staff, and outside experts.
- Helps teachers plan the right support.
- Prepares for school transitions.
- Checks that support is working.

### **Class Teachers**

They:

- Give high-quality teaching and adapt lessons when needed.
- Write learning plans and check how well children are doing.
- Use helpful teaching strategies (OAIP) to support learning.

### **Teaching Assistants**

They:

- Work with teachers and the SENDCO.
- Help children learn in small groups or 1:1.
- Give feedback about how children are doing.

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### **Medical Needs**

We support children with medical conditions.

We:

- Make individual healthcare plans if needed.
  - Make sure children can join in school trips and PE.
  - Follow the rules in the **Equality Act 2010** to support disabled children.
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### **If a Child Is in Hospital**

If a child is in hospital for a long time, we:

- Work with doctors, hospital schools, and families.



- Share helpful information.
  - Make sure learning continues in the best way possible.
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### **SEND Information on the Website**

Our school website has up-to-date information about how we support children with SEND. This is called the **SEND Information Report**, and we update it at least once a year.

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### **School Accessibility**

Wynstream School is accessible for everyone.

We have ramps, disabled toilets, and follow the **Equality Act 2010** to make sure all children are included.

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### **Keeping Information Safe**

We keep records about children with SEND safe and private.

We follow government rules to store this information properly.

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### **What to Do If You're Worried (Complaints)**

If you have a concern:

1. Talk to the class teacher.
2. Speak with the SENDCO.
3. If needed, meet with the Headteacher.

If the problem isn't solved, you can follow the school's **Complaints Policy** (on the website).

You can also get help from **DIAS** ([Home - Devon Information Advice and Support](#)).

If there's still a disagreement, you can:

- Ask the Local Authority for help.
  - Use mediation (talking with help from an independent person).
  - Go to a SEND Tribunal.
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