

## SEND Information for parents and carers

We have put this questions and answers document together to provide a summary of what you can expect from our SEND offer within school. If you would like more detailed information regarding our approach to Special Educational Needs (SEND), this is in our SEND Policy and Information Report. There are also further policies available on our website which provide more information on some of the points discussed.

### Our school context

Number of pupils on roll:	Pupils registered as having SEND:	% of SEND pupils:
383	71	18.54

SEND percentages according to primary need:

Cognition and Learning	Communication and Interaction	Physical and/or Sensory	Social, Emotional and Mental Health
48%	27%	4%	21%

### Our SEND Staff

Who is the school SENDCo?	Our SENDCo is: Mrs Laura Giles lgiles@windmillprimary.net
Who else supports with SEND in school?	We also have a Trust SEND Lead, Karen Stevenson who can be contacted via e-mail: <a href="mailto:kstevenson@neneeducationtrust.org.uk">kstevenson@neneeducationtrust.org.uk</a>

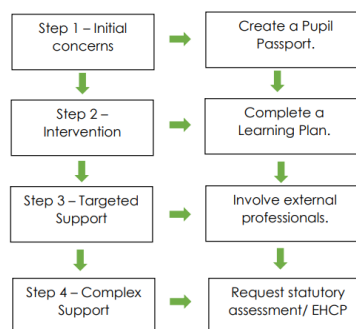
## 1. What happens if my child has special educational needs?

### How will you know if my child has special educational needs?

All pupils are individuals and therefore, present in different ways. At school, we monitor how your child is managing in a whole range of areas. This includes their academic progress, as well as their readiness to learn and interactions with other children and staff. If there is something they are finding difficult, we will arrange to speak with you and agree what are the best next steps to support them. Sometimes, a pupil may be finding something difficult but with a short intervention, this can be rectified. Where they are finding something difficult on a more sustained basis, we will look to explore what their specific barrier to learning could be.

We use a graduated response to SEND and will always let you know if we are supporting your child at any step.

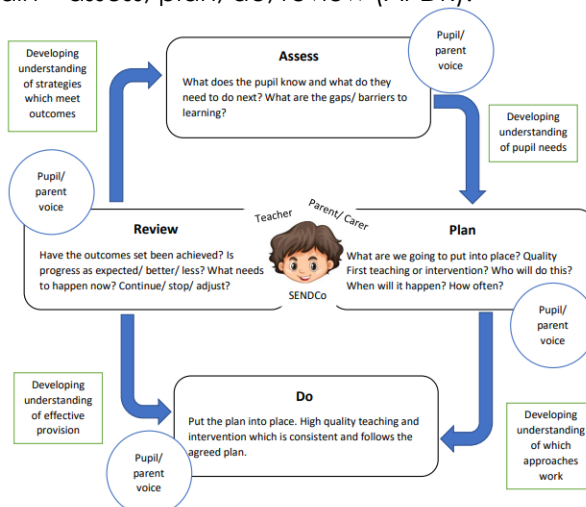
#### Graduated Response



It is usually at step 3, where we will discuss adding your child to the SEND register.

### How do you monitor what is in place for my child to check it is right?

Within each step of the graduated response, we use an on-going cycle of assessment. We assess what your child's difficulty is (assess), then plan what will be going to put into place (plan), we then complete this (do) before reviewing the success of the support in place (review). The review then informs any further assessment that is needed and the cycle continues again – assess, plan, do, review (APDR).



Each APDR cycle normally lasts for about 12 weeks (1 large term).

<b>What happens at each stage of the graduated response?</b>	<p>Step 1 is where we have an initial concern which may require some small adjustments to support this. We capture these adjustments on a Pupil Passport to ensure we know what is in place.</p> <p>If the adjustments in place haven't supported your child as well as we had hoped, we will create a Learning Plan which will target a specific area, detailing what we are going to do.</p> <p>If following specific intervention, we feel that progress against the targets has been slow or unsuccessful, we may consider asking for advice from an external professional.</p> <p>At step 3, we will continue to use a Learning Plan to capture the targets in place but these will incorporate the advice from the external professional who has been supporting your child.</p> <p>When, despite, sustained targeted intervention, we are not managing to reduce the barrier(s) to your child's learning, we will discuss submitting a request for statutory assessment to the Local Authority. This is a complete assessment which identifies your child's needs and the provision which should be in place to meet these. Following the needs assessment, the Local Authority will decide whether they will issue an EHC Plan for your child. The APDR cycle still continues with an EHC Plan, but the targets are aligned to outcomes set within the plan.</p>
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## 2. How will I know what is happening for my child?

<b>How will I be involved in what is happening for my child?</b>	<p>At each stage of the graduated response, we will talk to you about what we are doing and why. At step 1, we will create a pupil passport which will detail what your child enjoys, dislikes and how they are best supported.</p> <p>At step 2, we will create a Learning Plan which again details strengths and areas of difficulty but will also have targets for specific areas we want to try and support your child in and how we are going to achieve this (provision).</p> <p>We will always ask for your input these documents to check you are agreement with the areas we feel need to be targeted and how we are going to do this. It is also important that we know about anything your child may be struggling with at home to see if we can offer further support but also things that work well so these can be incorporated where appropriate. We will also discuss ways in which you may want to support at home.</p> <p>Your child will also be included in these discussions, please see the next section for further details.</p> <p>When your child has a Learning Plan, we will meet with you at least 3 times a year to review and update their targets. There may also be additional meetings if anything needs to be changed.</p> <p>If external professionals are supporting your child, we will invite you in to meet with them, where this is appropriate. There will usually be notes of visit or a report following advice from an external professional which you will also receive. We will always gain your consent before involving an external professional to advice on special educational needs.</p> <p>If we feel that a statutory assessment of need is required, we will explain the process to you. We will then either submit an application or provide advice if you want to complete a parental request.</p>
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	<p><a href="#">The education, health and care plans (EHC) process and assessment - North Northamptonshire - Special educational needs and disability (SEND) support</a></p> <p>We will also keep you updated about your child's progress through parents' evenings and their annual report.</p>
<b>Which external professionals might work with my child?</b>	<p>If we feel it is needed, we will make a referral to an external professional who can provide additional advice on how we can support your child further. We will always discuss this with you and ask for your consent. Examples of professionals we may work with include: Educational Psychologist, Outreach teams, Occupational Therapist, Physiotherapist, Speech and Language Therapist, SEND Support Service, Social Care, Local Authority, specialist teachers.</p>
<b>Who is it best to speak to about my child's special educational needs and how we will communicate?</b>	<p>Please talk to your child's class teacher in the first instance. If you need more, specific information, please contact our SENDCo Laura Giles.</p> <p>You can also speak with members of the pastoral team, senior leadership team or Principal.</p> <p>Staff are available at the beginning and the end of the day for quick, catch-up communication. Depending on the communication that is required, we may also call or e-mail you (depending on your preferred method of communication) or arrange a time that we can meet in person or on-line.</p> <p>In some circumstances a home-school communication book may be relevant but this is usually only where a pupil has an EHCP which identifies difficulties with communication.</p> <p>We will discuss with you how you would prefer to be communicated so we can use this method wherever possible.</p>
<b>What should I do if I am concerned about something that has happened regarding my child?</b>	<p>As above, please speak with your child's class teacher in the first instance. If they are unable to help, please contact the SENDCo or Principal.</p> <p>If your issue cannot be resolved, we request that you follow the school's complaints procedure.</p> <p>The North Northamptonshire SEND Information Advice Service (IAS) can also provide impartial advice - <a href="#">SEND Information Advice Support Service   North Northamptonshire Council (northnorthants.gov.uk)</a></p>

### 3. How will you involve my child?

<b>How will my child know what they are working on?</b>	<p>We will always talk to your child about the things they enjoy and do well with and those which they find more difficult. We will ask them about things they feel may be helpful and discuss with them if we think this would be something which is appropriate to try.</p> <p>They will be involved in reviewing how they think things have gone and where they have successes.</p> <p>All discussions will be had at an age/ stage appropriate level using scaffolded questions and visuals where these are helpful.</p>
<b>Who will talk to my child about anything</b>	<p>Either the class teacher, tutor or another familiar adult (this could be the SENDCo, member of the inclusion team or teaching assistant) will talk to your child about their targets and the things that are going to put into place. This will allow them to talk about how they</p>

<b>extra they may need?</b>	think they have got on, what has worked well and what they feel would be good to work on next.
<b>How else do you ensure you hear pupil voice?</b>	We have a school council which acts as a representative for all of the pupils. They will seek the views of their peers to feedback into meetings. We also complete questionnaires so we can analyse the responses in order to decided on any changes which may be needed.

#### 4. How will you support my child?

<b>What support is available for my child?</b>	<p>We provide Quality First Teaching in all lessons. This means that the teaching your child receives in the classroom will take account of their individual needs. There are lots of things the teacher can do to support your child, for example, modelling what they need to do, allowing for movement or rest breaks, allowing extra time to complete tasks.</p> <p>Our SENDCo can support staff with extra ideas of things they can try and we complete regular updates about different strategies and resources that can be used in the classroom as part of everyday practice.</p> <p>If your child has specific targets, they will receive intervention time as detailed in their Learning Plan. Interventions are often completed in a small group on an individual basis to allow for a more specific focus. We look for ways to incorporate the learning they have completed in the intervention when they are back in class to support their transference of the skills they have learnt.</p>
<b>Who is available to support my child and how will they know what to do?</b>	<p>Your child's class teacher or tutor is the main person who advocates for your child. This means that they will work with them to ensure that they have the right things in place to support them.</p> <p>Often, there will be an additional adult within the classroom who can also provide support if either your child requests this or they see that they need some help.</p> <p>Sometimes, staff are employed to work with a child specifically although they are available to support the wider class as well if needed.</p> <p>Our SENDCo, Mrs Giles, is available to support by giving advice and co-ordinating more specific support when this is needed.</p> <p>Mr Penny, our principal and wider Trust staff are also available to ensure that we are supporting your child as well as we can be.</p> <p>We complete whole staff SEND training throughout the year to ensure that staff are up to date and well-equipped to support all of the children.</p> <p>If a child has a specific need which requires additional training, we will arrange for this to take place.</p> <p>Our SENDCo also completes on-going professional development and is part of the SENDCo network team. This allows for them to be able to gain further knowledge and skills which can then be disseminated to all staff.</p>

## 5. What support will there be for my child's overall wellbeing?

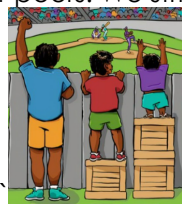
<b>What things do you have in place to support my child's emotional and social development?</b>	<p>We strongly believe that wellbeing is pivotal to how well a pupil can succeed with learning. We provide robust PSHE teaching alongside mindfulness sessions which work in partnership to teach tools and skills for all pupils to develop their own well-being tool kit.</p> <p>Your child will be encouraged to identify key adults who they feel confident to talk to. Staff will also complete regular check-ins with pupils. We use Zones of Regulation to identify emotions in each of the zones and link these with strategies which can be used when needed.</p> <p>We also encourage peer support and teach explicitly about bullying so every pupil knows what this is and what they should do if they, or anyone they know, is being bullied.</p> <p>We work in close partnership with the school nursing team and Mental Health Support Team (MHST) who can also provide additional advice and intervention to support wellbeing.</p>
<b>How will you help my child if they have a medical condition or they need to take medicine?</b>	<p>If your child has a medical condition that requires specific care, we will work with you and the relevant health professionals to create a care plan. This will detail how the condition presents and what we need to do to support your child to manage well in school.</p> <p>If they need to take regular medicine, we will again meet with you to discuss how will manage administering any medicine which needs to be given within the school day.</p> <p>Our Supporting Children with Medical Needs Policy gives further information regarding this.</p>
<b>What support is there for my child is they need help with personal care?</b>	<p>We support all children to develop independence with their self-care routines. If your child still needs supporting with any aspects of their care, we will meet with you to create an intimate care plan. This will detail any support which may be required and how this will be carried out.</p> <p>Our Intimate Care Policy provides further information regarding this.</p>

## 6. Which services can I access to support me as a parent?

<b>Are there any services that can help me as a parent?</b>	<p>There are various support services within North Northamptonshire. Please speak with the SENDCo or pastoral team who can help to sign post you to the most relevant services.</p> <p>Services which regularly support parents are:</p> <p>The SEND Support Service  <a href="http://northnorthants.gov.uk">SEND Support Service   North Northamptonshire Council (northnorthants.gov.uk)</a> They offer support for parents and provide a variety of training workshops.</p> <p>and IAS <a href="http://northnorthants.gov.uk">SEND Information Advice Support Service   North Northamptonshire Council (northnorthants.gov.uk)</a> who are an impartial service who can provide advice and support.</p>
<b>Where can I find out about the Local Offer?</b>	<p>Our Local Authority is North Northamptonshire. Their local offer information can be found here: <a href="http://northnorthants.gov.uk">Local Offer   North Northamptonshire Council (northnorthants.gov.uk)</a></p>



## 7. How do you ensure my child can be included in all activities?

<b>What can you do to ensure my child can access all of the activities in school?</b>	<p>All activities are available to all pupils. Where we use external providers to provide additional, paid activities, we encourage you to share information which will enable them to support your child most fully, and with your consent, we can also provide any information or documents which may be useful.</p> <p>We encourage all pupils to join in with trips and visits and will discuss this further with you to try and support them if they feel they are not able to attend e.g. residential trips.</p>
<b>Will I be able to go with my child on their school trip?</b>	<p>There may be opportunities for you to attend a school trip but this will depend on the trip, adult ratios and your child's individual circumstances. There is not an expectation that parents will attend but, on occasions, when everyone is in agreement that this is in the best interest of the child, you may be able to accompany them.</p> <p>We will share our risk assessment with you if there are specific things which we have put into place for your child.</p>
<b>Is the school site accessible for my child?</b>	<p>We take all reasonable steps to ensure that pupils with SEND can access the curriculum in line with their peers. We strive for an equitable offer.</p>  <p>To ensure access, we seek specialist advice where this is needed, for example, when using auxiliary aids, such as, hearing aids or providing materials in Braille and ensure staff are trained appropriately to use these aids effectively.</p> <p>We ensure our environment is accessible. Examples we provide include: using contrasting colours for pupils with a visual impairment, hearing loops, clear signage, accessible doorways, accessible toilet facilities. More information can be found in our school's accessibility plan.</p>

## 8. What things are in place to support my child with transition?

<b>What will you put in place to support my child when they first start school?</b>	<p>We complete a range of transition activities including: visits to the current setting, stay and play sessions in school, information meetings for parents and external professional meetings. Depending on your child's SEND, we may have additional meetings to ensure we understand your child's needs as fully as possible and have provision in place which will support them. We will also complete and documentation that needs to be in place, for example, health care plan or intimate care plan.</p>
<b>How will you support my child when they are going to move schools?</b>	<p>For all transition, whether this is year group to year group or moving on to another school, we ensure we provide a robust hand-over which clearly states your child's needs and the provision that works well for them. We will also include information about their strengths, things they enjoy and possible things to avoid. We will ask for your input, as well as any external professionals who are supporting your child, to ensure that we put everything needed to support a smooth transition into place.</p>