



# SEN Information Report

## Windmill Primary School 2021-22

### **Introduction**

'Windmill Primary School is a school where people are welcomed, excellence is pursued, efforts are valued, ambition is nurtured and the potential of every child is realised.'

Our mission is to ensure that the potential of every child is realised, regardless of their specific needs. Our policy works alongside the Northamptonshire Local Offer: [Local Offer \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/local-offer)

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

**Please read the 13 questions below for more information about how Windmill Primary School can support your child.**

### **1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**

#### **Your child's class teacher**

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), sharing and reviewing these with parents at least once each term and planning for the next term.
- Providing the appropriate support in order to ensure all pupils access their learning through quality first teaching.
- Supporting individuals to manage their behaviour and emotions
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEN.

### **The SENCo/Inclusion Lead: Mrs S. Clent-Green/Mrs L Giles**

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Liaising with other schools when children join or leave the school. Attending training, cluster meetings, visiting other schools to establish good practice.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible. This includes leading whole school training.
- Monitoring and evaluating the special educational needs provision and reporting findings to the Senior Leadership Team and Governing body.

### **The Principal: Mrs S Edwards**

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Principal will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEND.

### **The SEND Governor: TBC**

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

- Undertaking regular monitoring visits to the school to verify that relevant policies and practices are being applied.
- Reporting to the Inclusion and Safeguarding Committee on the provision for SEND pupils.
- Liaising with the Standards and Quality Committee to monitor the progress of SEND pupils in comparison to their peers.

School contact telephone number: 01933 623121

## 2. What are the different types of support available for children with SEND in our school?

### **a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).**

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class.
- that all teaching is built on what your child already knows, can do and can understand.
- that different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- that specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

### **Specific group work**

Intervention which may be

- delivered in the classroom or a group room.
- led by a teacher or a assistant teacher (AT).

### **b) Specialist groups run by outside agencies, e.g. Speech and Language therapy SEN Code of Practice 2014: School Support (SS)**

This means a pupil has been identified by the SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as Educational Psychology Team, Behaviour Support Team or Sensory Advisory Service (for children with hearing or visual needs).

### **What could happen?**

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This will be written in the form of a report.

### **c) Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the Psychology Team, Behaviour Support or Sensory and Communication Support Team.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

### **For your child this would mean:**

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the

case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will detail the support your child will receive in terms of the type, hours, frequency of support and level of expertise. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **3. How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo), Mrs Clent-Green.

### **4. How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

### **5. How is extra support allocated to children and how do they progress in their learning?**

- The school budget includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs or Disabilities, in consultation with the school governors on the basis of needs in the school.

- The Head Teacher and the Inclusion Lead discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected

From this information, the school identifies the support, training and resources needed.

## **6. Who are the other people providing services to children with SEND in this school?**

### **School provision**

- Teachers /Assistant Teacher responsible for teaching SEND groups/individuals
- Learning Mentor / Family Support Worker
- School Clubs including wrap around clubs

### **Local Authority Provision delivered in school**

- Educational Psychology Service
- Sensory and Communication Team support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Autism Advisory Service
- Behaviour Support Team

### **Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (The Child and Adolescent Mental Health Service)

## **7. How are teachers in school helped to work with children with SEND and what training do they have?**

The SENDCo's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD),

dyslexia, trauma and attachment and communication and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

## **8. How will teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

## **9. How will we measure the progress of your child in school?**

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally by the Principal, Vice Principals, Inclusion Lead and SENDCo every term in reading, writing and numeracy.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Children with identified SEND needs / EHCP are eligible for consideration for requests for Access Arrangements to support them to demonstrate their learning successfully.
- Where necessary, children will have an IEP/Personal Targets (this would include targets set by outside agencies specific to their needs where appropriate). Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made. Parents will be invited into school, at least termly, to discuss progress and new targets. Whenever possible the child will also be included in these meetings.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

- Regular book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **10. What support do we have for you as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal targets /IEPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- The home-school contact book (planner) can be used to support communication with you when this has been agreed to be useful for you and your child.

### **11. How is Windmill Primary accessible to children with SEND?**

- The school is fully compliant with DDA requirements.
- The buildings are on one level with easy access, double doors and ramps.
- There is a disabled toilet, shower area and changing facilities in the KS1 building.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

### **12. How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us from another school:**

- The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/photographs to support them in understanding moving on, then one will be made for them.

- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

**If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs/Personal Targets will be shared with the new teacher.
- If appropriate/possible your child will be have taster sessions with his/her new teacher.

**In Year 6:**

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting, to which you will be invited, will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

**13. How will we support your child's emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health end Economic education) curriculum to support this development. In 2022 this has been enhanced with the introduction of emotional literacy and regulation learning for children as part of the Zones Of Regulation programme.

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Learning and personal Mentors are used to provide support for individual children/small groups

Weekly Inclusion meetings are held to monitor and discuss the needs of children; this includes the emotional health and well-being of all pupils.

We have a robust Child Protection and Safeguarding Policy in place, following National and LA guidelines. This is supplemented by regular safeguarding reviews, including the LA Section 175 audit, which informs the annual Safeguarding Action Plan.

If further support is required the SENCo may be able to access outside agencies, with your agreement, through the EHA process.