



Windmill Values and Vision

'Every day is a new day'	I	Include everyone
'Be there for each other'	G	Guarantee opportunities
'Aim high'	N	Nurture aspirations
'Do your best'	I	Inspire each other
'Don't give up'	T	Try everything
'Believe in yourself'	E	Encourage independence

Special Educational Needs and Disabilities (SEND) Policy

The aim of this SEND policy is to provide information for parents, governors, teachers and support staff about the school's philosophy and practice in relation to Special Educational Needs and Disabilities.

Windmill School has a named SEND Coordinator (Mr Jason Millington). The school became an Academy in April 2018. From this point forward an Educational Advisory Board (EAB) has been formed, with representatives from the local area alongside members of staff from the trust. Together they ensure that the Windmill SEND policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school.

This policy is based on the following principles:

- That all teachers are teachers of children with special needs and have a responsibility to meet those needs with the advice of the SENDCo and external agencies, where applicable.
- That pupils with Special Educational Needs will be fully included in the life of the school and its curriculum, enabling them to maximize their full potential as learners and to celebrate their achievements.
- We encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- We recognise each child as an individual and endeavour to meet their needs with targeted support both within small groups and individually.
- We value parents as partners and recognise that their support is crucial both to their child's academic progress and in developing confidence and self-esteem.
- We encourage and engage children and parents in decision making and planning and review of outcomes with regard to their provision.
- That it reflects the Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (pg99, para 6.36).

We use our best endeavours to ensure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2015).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Definition of Special Educational Needs and Disabilities

A child has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A disability is described in law (the Equality Act 2010) as 'A physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments and long-term health conditions such as asthma, diabetes or epilepsy.

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within Telford & Wrekin Local Authority (LA)
- Are under compulsory school age and fall within the definitions above or would do so if Special Educational provision was not made for them.
- Children must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.

Special Educational Needs provision means:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (Code of Practice 2015)

Management of Special Educational Needs within the school:

Mr Jason Millington is the SENDCo, Designated Safeguarding Lead and Inclusion Manager of Windmill Primary School, Miss Louise Simmons (Behaviour Lead), Mrs Kizzie Coles (Welfare Lead and Deputy DSL) and Debbie Round (Welfare Assistant), as well as a team of Intervention Assistants.

SENDCo Responsibilities include:

- Overseeing the day to day operation of the school's SEND Policy
- Co-ordinating provision for children with SEND
- Liaising with and advising colleagues
- Managing and training Teaching Assistants alongside the Assistant Headteacher
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including Telford & Wrekin LA support services, Educational Psychologist services, health and social services and voluntary bodies
- Managing the Inclusion Team

The class teachers are responsible for:

- Working with all children on a daily basis and identifying and monitoring individual needs
- Meeting with parents/carers to create and regularly update SEND support plans and inform parents about their child's progress.
- Attending Whole School Pupil Reviews for their designated class
- Planning and delivering individual Provision Maps
- Creating a class Intervention Map
- Daily management of, and planning for, support staff working within the class
- Liaising with the SENDCo and outside agencies
- Maintaining close liaison with parents

Any other responsibilities as outlined in Chapter 6 of the Code of Practice (2015)

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Progress meetings are held at least termly when teachers will discuss their concerns with the SENDCo and interventions put in place. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that the child is not making the expected rates of progress.

Expected progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Identification, Assessment and Review

At Windmill Primary School we are committed to the early identification of learning and specific needs and to providing appropriate early intervention for children where necessary. Where children have already been identified in nursery or other school settings we will endeavour, where possible, to maintain continuity of support. In order to help children with special educational needs, we will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a Provision Map and the SENDCo will have responsibility for ensuring that records are kept and available when needed. The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Our school follows the SEND Code of Practice 2015 graduated approach to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess:	The class teacher and SENDCo clearly analyses a pupil's needs before identifying them as needing SEND support.
Plan:	Parents are notified whenever it is decided that a pupil is to be provided with SEN Support. The Teacher and SENDCo agree (in consultation with the parent and pupil) the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review
Do:	The class teacher remains responsible for working with the child daily. Where interventions involve group or 1:1 teaching away from the teacher, he/she retains responsibility for that pupil's learning
Review:	The effectiveness of the support should be reviewed in line with the agreed date. Any change to support and outcomes will be made in consultation with the parent and pupil.

Outside agencies

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

We work on a regular basis with:

- ◆ Severine Thompson, Educational Psychology Service
- ◆ Kim Barclay, Behaviour Support Service
- ◆ Julie Hofland, Learning Support Advisory Teacher
- ◆ Peter Bridger, Sensory Impairment Service
- ◆ School Nurse
- ◆ Helena Carolina, Education Welfare Officer
- ◆ Staff at Pathways – The Linden Centre
- ◆ Child and Adolescent Mental Health Service (CAMHS)
- ◆ Education Officers, including Sarah Ansell with responsibility for children with an EHCP within the Lakeside South Locality
- ◆ Michelle Salter (Virtual Headteacher for CiC)
- ◆ Sarah Hall, Group Manager – Lakeside South
- ◆ Beth Davies, Speech & Language Therapy service

School Request for Education Health and Care Plan Needs Assessment

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous provision maps and targets for the pupil included a costed provision map.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in English (reading and writing) and Maths.
- Education and other assessments, for example those from a Learning Support Support Advisory Teacher (LSAT) or Educational Psychologist.
- Views of the parents.
- Views of the child.
- Support against the Graduated Approach and the impact it has on the child.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement or EHCP of special educational needs will be reviewed termly in addition to the statutory annual review. When this coincides with transfer to secondary school, the SENDCO from the secondary school will be invited to the review.

Headteacher and Governors responsibilities

The Headteacher has responsibility for:

- Overseeing SEND provision within the context of whole school management
- Liaising with the governing body
- Ensuring an inclusive curriculum
- Identification and allocation of support staff
- Ensuring that SEND provision meets the requirements of the Code of Practice and School Improvement Plan

There is no direct Governor with responsibility for SEND due to the disbandment of the Governing Board when the school became part of the Communities Academies Trust (CAT) in April 2018. An Educational Advisory Board was formed in place of the Governing Board. The Headteacher who is also a Governor currently oversees SEND provision at Windmill Primary School until the decision is made to form a new Governing Board. The Headteacher's role is to:

- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying and providing for those children with SEND
- Consult Telford & Wrekin Education Authority and the governing bodies of other schools, when necessary or desirable, in the interests of coordinated special educational provision in the area as a whole
- Ensure that a pupil with SEND joins in with all pupils in the activities of the school together, so far as is reasonably practical and compatible
- That these children receive the SEND provision their learning needs call for, and the efficient education of the pupils with whom they are educated and the efficient use of resources. Governors are responsible to ensure that monies received are used appropriately to support SEND practice
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Governors are kept informed on a termly basis of SEND information through a section of the Headteacher's report to Governors

The School's Admission and Inclusion arrangements

- The admission arrangements for those pupils with SEND but without an EHCP are the same as for all pupils. Telford & Wrekin LA (who make every effort to comply with parental preferences) places pupils who have an EHCP.
- Windmill Primary School will support the inclusion of pupils according to Government and LA policy. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. This will usually mean that the child is fully integrated into the class unless this would be

incompatible with the efficient education of other children. In these circumstances extraordinary arrangements might need to be considered.

- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. We strive to ensure that disabilities will not be barrier to full participation in the school community.
- Ensure the children with SEND are accessing the wider curriculum

Specialisms

We have on-going programme of CPD and both teachers and support staff have the opportunity to attend Special Educational Needs courses.

The SENDCo has a BA Hons in Primary Education and a has gained the National Award for SEN Coordination (NASENDCO).

Access and Special Provision

Wheelchair access is available and there are facilities for children who require special toileting and bathing arrangements. Every effort would be made to accommodate pupils with physical disabilities working within Telford & Wrekin LA Guidelines. The policy is aligned with the school's Equality Policy

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary additional support will be given to improve their acquisition of English. This will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

Human Resources/ SEN Resources

Additional Learning Support Assistant /Teaching Assistant intervention support is allocated from the Special Educational Needs delegated funding, staffing budget and from additional funding for statemented/EHCP children provided by Telford & Wrekin LA. Support from the Learning Support Advisory Teacher and Behaviour Support Service is also provided from delegated funding.

- In class support will be allocated taking into consideration the following priorities:
 1. the needs of pupils with EHCPs
 2. numbers of pupils who require intervention in different class groups
 3. the need for support in different areas of the curriculum
- A proportion of our school budget is allocated for Special Educational Needs resources, which include identified materials for use to support children who need additional or different activities.
- Staff training and resources to support the teaching of core subjects are made available whenever the opportunity arises.
- We are aware of the facility that allows us to borrow specific items to support children with physical or sensory needs.
- Close liaison with the Learning Support Advisory Teacher and Behaviour Support Service allow us to keep abreast of new resources and initiatives.

- Resources may be accessed through the Common Assessment Framework and Team around The Child meetings.
- SEND Resources area is situated in the staff office, Treeroom or Deputy Headteacher's office.

Pupil Participation

- Children who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate, where possible, in all decision making processes, including setting targets and contributing to their Provision Maps, discussing their choices, assessment of needs and in the review procedures
- Pupils with Education Health Care Plans will always be included in the process of reviewing their statement, as is appropriate to their age. For example: writing and sending invitations, organising refreshments, attending appropriate parts of the Review meeting, help to review and set targets for the next 12 months.

Provision Mapping

The school uses Provision mapping to ensure that training and support are optimised and pupils are receiving the strategies and resources needed to support their learning. Provision maps are written for individual pupils with an EHCP or who are at SEN Support plus. Recent reports such as LSAT and Speech & language programmes will be used to inform targets for provision maps. Where pupils have common targets and are taught in a group then a Group Provision map will be generated.

Review

- The review of pupils with special educational needs takes place as part of the termly Whole School Pupil Review process.
- The SENDCo ensures that the termly procedures for the monitoring and review of Provision Maps are in place, and that records are kept and made available by the class teacher, when needed.
- The SEND policy is subject to a regular cycle of monitoring evaluation and review.
- Children who have an Education, Health and Care Plan will be reviewed by the local authority in partnership with the school at least annually.
- The SEND policy should be read alongside policies for behaviour management, equal opportunities, inclusion and teaching and learning.

Partnership with Parents

- Parents/Carers are notified early if we have any concerns and we are available, by invitation, to discuss any issues or concerns affecting their child.
- We share information with parents and carers in informal conversations, individual meetings including review meetings, and at parents' meetings.

- We promote a culture of co-operation between parents, school, LA and others. This enables us to provide the most effective programme of support.
- We respect the differing needs of parents/carers and strive to communicate in the most appropriate manner.
- We respect the different perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- Where a pupil is receiving SEND support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help them achieve them and identify the responsibilities of the parent, the pupil and the school.
- Parents are encouraged to use the Information and Advice Support Service (formerly Parent Partnership Service) <http://www.telfordsendiass.org.uk/> for support and advice. They are also invited to bring an appropriate relative or friend to meetings if they wish to do so.
- Parents may be supported through the Early Help and Support process together with outside agencies
- Parents needing additional support can be supported through lakeside South Locality Services via the Early Help and Support process

Transfer Arrangements

- SEND records, along with records of children's progress in school, are transferred during meetings between Y6 staff and secondary year heads and SENDCos.
- Records for children who transfer to another school during the course of Primary education are transferred once their new school is known.
- Additional transition work for pupils with SEND will be managed by the SENDCo and undertaken by members of the Inclusion Team
- Pupils with Educational Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.

Complaints Procedure

We endeavour to address concerns within the school management structure and we encourage parents to approach the class teacher in the first instance then the SENDCo and/or Headteacher if a solution is not easily gained.

In the event of a parent registering a complaint, this shall be a written letter addressed to the Headteacher and the Chair of the Education Advisory Board. The school complaints procedure is as stated in the school prospectus, which all parents receive a copy of annually.

Under the Special Educational Needs and Disability Discrimination Act 2002 parents are also able to request independent disagreement resolution (Mediation Service). Details of this service can be obtained through the school.

Evaluation of the Special Educational Needs Policy

- This policy is reviewed. Any amendments to the policy will be made and shared with the Governing Body.
- The effectiveness of aspects of the policy may be reviewed beyond this cycle depending upon changes in policy and the initiatives identified in the School Development Plan.
- The effectiveness of the school's system for identifying and supporting children with SEND will be monitored and evaluated on an annual basis with particular reference to:

Identification	How many children receive SEN Support
Assessment	What type of assessments have been used
Provision	What the school has been able to offer (the School Offer) How successful the work programmes and support from outside agencies have been Which support services have been involved
Monitoring	The quality of support records and files established and maintained by class teacher and Intervention Assistants

Success Criteria

- All staff identify, monitor and review children with SEND with regard to the structure outlined in this document
- All children with SEND have been identified and assessed
- The SEND database reflects the current status of pupils with SEND
- All Provision maps are written in accordance with the policy

This policy has been adopted with the approval of the school Governing Body. It will be reviewed on an annual basis.

Further details of the SEND local offer can be found at www.telfordsend.org.uk

Jason Millington
Updated September 2019
To be reviewed in July 2020