

# WINDMILL PRIMARY SCHOOL

## SEND INFORMATION REPORT

This SEND Information Report outlines the current provision for Special Educational Needs and Disabilities at Windmill Primary School and is updated annually to reflect any changes.

What are the kinds of Special Educational Needs and/or Disabilities for which provision is made at Windmill Primary School?

- This is a maintained day primary school for children aged 'rising 5' to 11 years. The school also runs a nursery of 60 part time placements for children aged from 3 to 4 years old and admissions to this provision are made through Windmill Primary School.
- The pupil's needs may be identified in any of the following areas as described in the SEN Code of Practice:
  - Cognition and learning
  - Emotional and social
  - Communication and interaction (including Autistic Spectrum Disorder and/or speech and language difficulties)
  - Sensory or physical difficulties
- Where pupils have identified needs prior to joining the school or during their primary education at Windmill Primary School, the school will make best endeavours to make additional arrangements/ adaptations for them.

What are the school's policies for the identification and assessment of pupils/students attending the school?

Pupils at Windmill Primary School are identified and assessed in a variety of ways:

- All pupils are assessed at least half termly (and within 2 weeks of starting for in-year pupil transfers)
- Liaison is made with previous schools wherever possible to ascertain previous assessment information including Special Educational Needs and Disabilities
- Child's assessment and/or progress data is significantly below 'age expected' standards or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/sensory issue, speech and language
- Further assessment may be requested from services including health, local authority such as a Learning Support Advisory Teacher or Educational Psychologist.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Authority in consultation with the school's governing body.

What is the provision for pupils at Windmill Primary School and how is it evaluated?

All pupils attending Windmill Primary School will have full access to the National Curriculum 2014 and all staff are aware of their responsibility to meet the additional needs of pupils in their class.

- All learning activities in class are planned and differentiated at an appropriate level, so that children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENDCo, will discuss a child's needs and what support will be appropriate at least termly
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon, adult support from the Intervention Team where appropriate.

- The SENDCo reports to the Headteacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or Local Authority information.
- The governors agree priorities for spending, including Pupil Premium Grant, with the overall aim that all children receive the support that they need in order to make progress. This will include providing appropriate equipment and facilities for pupils with additional needs.
- Further details of all areas of our school curriculum and assessment processes can be seen in our teaching and learning and assessment policies.

What training do staff have in relation to the needs of pupils at Windmill Primary School?

All members of staff have job descriptions which detail the required levels of experience and qualifications for their post and have a structured programme of CPD and specific additional needs training if it is appropriate to their specific role. Newly qualified teachers have weekly additional release time which may be used to enhance their understanding of pupils with SEND.

Our school website contains more details of our School Offer, including a breakdown of specific qualifications held by members of staff at our school.

How will equipment and facilities be provided to support pupils at Windmill Primary School?

- Windmill Primary School is fully accessible for wheelchair users
- Three disabled parking bays are available in the school car park
- Accessible toilet facilities are available within school, one containing an Arjo bed

If you have specific access queries or concerns please speak to us.

What are the arrangements for consulting parents of children at Windmill Primary School and involving them in the education of their child?

Families are regularly consulted about their children's education. Parents were among the stakeholders whose views were sought in developing our School Offer.

We consult with families through:

- Initial visits to school
- Introductory meetings with the Headteacher or Deputy Headteacher
- Nursery Intake meetings and/or Reception Intake meetings with the Headteacher and Early Years Foundation Stage Manager
- Termly parent/teacher meetings including update from professionals
- Annual school reports
- Annual Review meeting for pupils with a Statement or Education, Health and Care Plan
- Parent workshops and Family Learning
- Parent Forum
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations
- Structured conversations for parents of children with additional needs
- The SENDCo welcomes parents feedback on their children's learning and behaviour

What are the arrangements for consulting children at Windmill Primary School about, and involving them in, their education?

- All children and young people in our school are treated with dignity and respect. Where they do not easily access the full curriculum in the same way as their peers, a personalised programme is developed so they can access and experience success throughout their school life.
- Our School Council involves students in contributing and deciding on aspects of school life relating to their learning, plus engagement with the local community.
- The assessment and annual review process of statements of SEND and EHC Plans includes the choices and views of pupils.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Windmill Primary School?

The complaints procedure is available on our website. Governors welcome feedback from parents on ways that as a governing body they can improve the provision for children with special and additional needs.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Windmill Primary School and in supporting their families.

- We have a wide range of staff working together within the school to support children and their families. This includes teachers, cover supervisors and the Intervention Team.
- Other agencies are accessed according to needs of individual children. These include School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS, Sensory Inclusion Service advisory teachers, and Physiotherapists. All these professionals work within school training staff, advising staff on individual children's needs.

**What are the school's arrangements for supporting pupils in transferring between phases of education, specialist settings or in transition to secondary schools?**

- All transitions are well planned for throughout school as children move from class to class and phase to phase. Teachers meet together to discuss children's special and additional needs prior to the move of class.
- Where children are transferring to other primary or specialist settings the SENDCo will always try to meet with staff from the new school to make the transition as smooth as possible.
- Secondary school staff usually visit Year 6 pupils and staff to support the transition process.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website on our own School Offer for SEND and this links to the Local Offer on the Family Connect pages on Telford and Wrekin's website - [www.telford.gov.uk](http://www.telford.gov.uk)

If you have any queries or requests for policies or information relating to this report please contact the SENDCo, Mr Jason Millington, on 01952 386360.