Windmill Primary School

SEND Policy

Document Reference Number (if already used)	**n/a**
Title	SEND Policy
Policy Owner	D Cambidge
Version	2026
Approved Date	
Approving Body	School Standards Committee (governors)
Next Review Date	June 2027

Version Control

Version	Last Modified	Last Modified By	Document Changes
2025	June 2026	D Cambidge	SEND reform updates Whole Policy Review

COMMUNITY ACADEMIES TRUST

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 Policy:

The aim of this Special Educational Needs and Disabilities (SEND) Policy is to provide clear information for parents, governors, teachers and support staff about Windmill Primary School's philosophy, statutory responsibilities and day-to-day practice in relation to SEND. Our approach reflects both our long-established inclusive ethos and the most recent national reforms, including the SEND & AP Improvement Plan (2023), the SEND & AP Roadmap (2023–2025), the Education for All Bill reforms (2026) and the emerging National Standards for SEND & AP.

Windmill Primary School has a named SENDCo, Mrs Debbie Cambidge, who works in partnership with Communities Academy Trust (CAT), Telford & Wrekin Local Authority SEND Services and local SEND & AP partnerships. Together, we ensure that our SEND practice aligns with the SEND Code of Practice (2015), the Equality Act (2010), Local Authority guidance and all relevant school policies.

Principles

Our policy is based on the principle that all teachers are teachers of children with SEND and share responsibility for meeting their needs. We are committed to ensuring that pupils with SEND are fully included in the life of the school and its curriculum, enabling them to achieve their potential, develop confidence and celebrate their achievements. We do not narrow the curriculum for pupils on the SEND register; instead, we ensure that all pupils access a broad, ambitious curriculum with appropriate support.
We maintain a strong focus on high aspirations and improved outcomes for children with SEND, supporting them to succeed academically and socially and to make a successful transition into adulthood. We recognise each child as an individual and endeavour to meet their needs through targeted support, both within small groups and individually. We value our families as partners and always endeavour to actively involve them in planning, reviewing and decision-making. Children and their wider families are encouraged to contribute to discussions about provision and outcomes.
This policy reflects the SEND Code of Practice (2015), which states that teachers are responsible and accountable for the progress and development of all pupils in their class, including those who receive support from teaching assistants or specialist staff.

Definition of Special Educational Needs and Disabilities:

A child is identified as having SEND if they have a learning difficulty or disability that requires provision which is additional to, or different from, what is ordinarily available to pupils of the same age. A disability is defined in the Equality Act (2010) as a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairments and long-term health conditions such as asthma, diabetes or epilepsy.

Children have a learning difficulty or disability if they have significantly greater difficulty in learning than most children of the same age, or if a disability prevents or hinders them from making use of educational facilities normally provided for children of the same age. Children must not be regarded as having a learning difficulty solely because the language of their home differs from the language in which they are taught.

SEND needs fall into four broad areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. The purpose of identification is to determine what action the school needs to take, not to fit a child into a category.

Special Education Provision

A child attending Windmill Primary School has SEND if they require provision that is additional to, or different from, that made generally for others of the same age in mainstream settings. Provision is designed to help children access the curriculum and participate fully in school life.

Management of Special Educational Needs within the school:

The SENDCo, Mrs Debbie Cambidge, is responsible for the day-to-day operation of the SEND Policy and is supported by Mrs Sam Howells (Assistant SENDCo) and a team of Inclusion Assistants. The SENDCo oversees provision for children with SEND, maintains records, liaises with parents and external agencies, advises colleagues, contributes to staff training and manages the Inclusion Team. In line with national reforms, the SENDCo holds the National Award for Special Educational Needs Coordination (NASENCO).

Class teachers work with all children daily, identifying and monitoring individual needs, meeting with parents to create and update Learning Plans, attending Pupil Progress Reviews, planning and delivering interventions, managing support staff and maintaining close liaison with the SENDCo and external agencies.

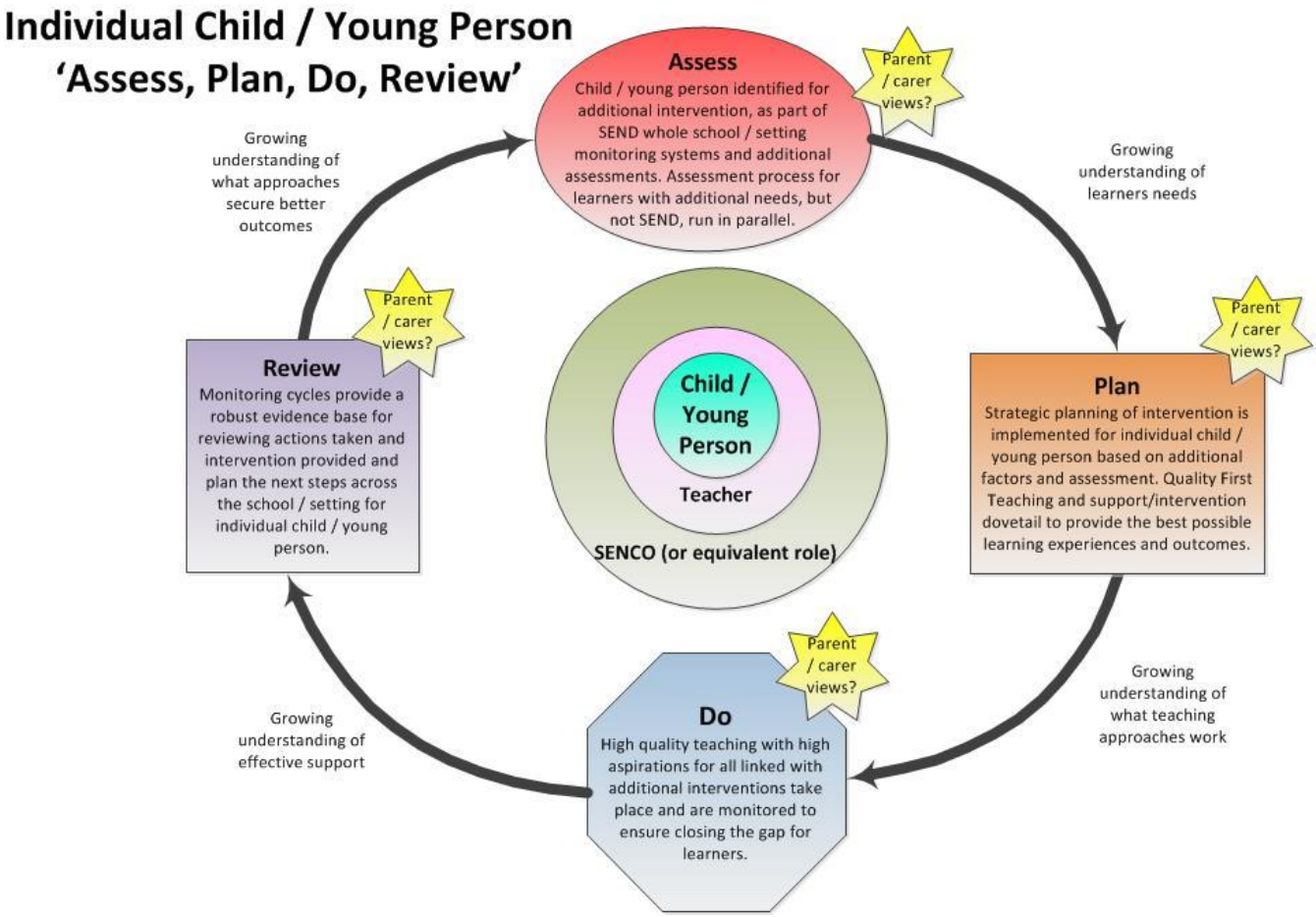
Monitoring Children's Progress:

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing in-line with expectation based on age and stage of development. Progress meetings are held in each term, and 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 class or subject. Teachers and SENDCo will refer to the internal 'Identifying and Addressing Barriers' model for further guidance and support.

Identification, Assessment and Review:

We are committed to early identification and early intervention. Where children have been identified in nursery or previous settings, we work to maintain continuity of support. We follow the graduated approach outlined in the SEND Code of Practice (2015), strengthened by the national three tier model of support introduced through recent reforms.
The Assess–Plan–Do–Review cycle underpins our approach. Teachers and the SENDCo analyse a pupil's needs before identifying them as requiring SEND support. Parents are notified and involved in planning adjustments, interventions and expected outcomes. Teachers remain responsible for the pupil's learning, even when interventions take place outside the classroom. The effectiveness of support is reviewed at least termly with parents and pupils, and Learning Plans are updated accordingly.



Outside agencies:

External agencies may become involved when a child continues to make limited progress, works substantially below age-related expectations, has significant difficulties in literacy or numeracy, experiences emotional or behavioural needs that impact learning, has sensory or physical needs requiring specialist equipment, or has communication or interaction needs affecting social relationships and mental health.

We work on a regular basis with:

- Telford and Wrekin Educational Psychology Service (EP)
- Telford and Wrekin Behaviour Support Advisory Service (BSAT)
- Telford and Wrekin Learning Support Advisory Service (LSAT)
- Sensory Impairment Service (SiS)
- School Nurse Team
- Education Welfare Officer (EWO)
- The Linden Centre
- Child and Adolescent Mental Health (CAMHS STW) Service
- Education Officers from the Telford and Wrekin SEND team
- Virtual Headteacher for CiC at Telford and Wrekin Council
- Strengthening Families: Lakeside South Service
- Speech & Language Therapy service
- Early Years Advisory Team (EYAT)

School Request for Education Health and Care Plan Needs Assessment:

A request for an Education, Health and Care Needs Assessment may be made by the school or by parents directly through the Telford & Wrekin Local Offer. Evidence includes Learning Plans, review records, assessment data, external reports, medical information and parent and pupil views. Parents are kept fully informed throughout the process. Pupils with EHCPs are reviewed termly, with a statutory annual review. Transition reviews include secondary school SENDCos where appropriate. The Local Authority is responsible for the transfer EHCPs to other settings.

Headteacher and Governors responsibilities:

The Headteacher oversees SEND provision, liaises with governors, ensures an inclusive curriculum, allocates support staff and ensures compliance with the Code of Practice and the School Improvement Plan. The SEND Governor, **Mrs Emma Wells**, ensures that provision is effective, funding is used appropriately and statutory duties are met. Governors receive termly updates through the School Evaluation Summary.

The School's Admission and Inclusion arrangements:

Admission arrangements for pupils with SEND but without an EHCP are the same as for all pupils. Pupils with EHCPs are placed by the Local Authority. We welcome all children and work to ensure appropriate provision is made. Pupils are usually fully integrated into their class unless this is incompatible with the efficient education of others. All children with SEND are encouraged to participate fully in school life.

Specialisms:

Windmill has an ongoing programme of Continuing Professional Development. Teachers and support staff attend relevant SEND training. The SENDCo holds a BA (Hons) in Special Needs and Inclusion Studies with Early Childhood Studies, a PGCE in Primary Education and the National Award for SEN Coordination (NASENCO).

Access and Special Provision:

The school is accessible to pupils with physical disabilities, with wheelchair access and appropriate toileting and washing facilities. Pupils with EAL have full access to mainstream provision, with additional support provided where needed.

Resources:

SEND funding is used to provide Inclusion Assistants, interventions and specialist resources. Support is allocated based on EHCP requirements, the number of pupils requiring intervention and curriculum needs. The school budget includes funding for SEND resources, and staff training.

Pupil Participation:

We make every effort for all children to express their views as all children have the right to do so and to have their views considered. Pupils contribute to their Learning Plans, communicate their choices and participate in reviews. Pupils with EHCPs are included in reviewing their plans in ways appropriate to their age and understanding.

Provision Mapping

The school uses Learning Plans to ensure that training and support are optimised, and pupils are receiving the strategies and resources needed to support their learning. Learning Plans are written for individual pupils with Statements of Educational Need/EHCP or at SEN Support. Recent reports such as LSAT and Speech & language programs will be used to inform targets for Learning Plans.

Review:

The review of pupils with special educational needs takes place as part of the termly Pupil Progress Review process. The SENDCo ensures that the termly procedures for the monitoring and review of Learning Plans 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 are encouraged to share concerns early. We communicate through informal conversations, meetings and parents' evenings. We promote cooperation between parents, school and external agencies. Parents are encouraged to use IASS for independent advice and may bring a supportive other to meetings. Support through Early Help is available where needed.

Transfer Arrangements:

SEND records are transferred securely during transition meetings or electronically via CPOMS. Additional transition support is provided for pupils who need it. EHCP transition arrangements are discussed at annual reviews and submitted to the Local Authority by the required deadline.

Complaints Procedure:

Parents should raise concerns with the class teacher, followed by the SENDCo or Headteacher if needed. Formal complaints follow the school's Complaints Policy. Parents may request independent disagreement resolution.

Evaluation of the Special Educational Needs Policy:

The policy is reviewed annually and shared with the Governing Body. The effectiveness of SEND systems is evaluated through identification rates, assessment methods, provision offered, impact of external support and quality of records.

Success Criteria:

- All staff identify, monitor and review children with SEND as outlined in this document
- All children with SEND have been identified and assessed
- The SEND database reflects the status of pupils with SEND
- All Learning Plans 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

Debbie Cambidge
Updated June 2026
To be reviewed in June 2027