



Windmill Values and Vision

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| '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 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 Primary School has a named SEND Coordinator, **Mrs Debbie Cambridge**, and work in partnership with both Communities Academy Trust (CAT) and Telford and Wrekin Local Authority (LA) SEND service. Together they ensure that the Windmill SEND policy works within the guidelines and inclusion policies of the Code of Practice (2015 [Code of Practice](#)), 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.
- There is no narrowing of the National Curriculum for pupils on the SEND register
- 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 will always endeavour to meet their needs with targeted support both within small groups and individually.
- We value our families as partners and recognise **and actively seek and involve** their support as it is crucial both to their child's academic progress and in developing confidence and self-esteem.
- We encourage and engage children and their wider families in decision making and planning and review of outcomes with regards to their provision.
- This policy 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 children access support from teaching assistants or specialist staff. (pg. 99, para 6.36).

The Code of Practice (2015) states that a special educational provision is a provision that is different from or additional to what is normally available to pupils of the same age. Provided provision should be designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

A child identified with Special Educational Needs will be categorised under one or more of the following areas:

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

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 [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 most 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 attending Windmill Primary School has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Any provision developed means that any target setting is additional to, or different from that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2015)

Management of Special Educational Needs within the school:

Mrs Debbie Cambridge is the SENDCo and Inclusion Manager of Windmill Primary School and is supported by Mrs Sam Howells (Assistant SENDCo) and Mrs Kizzie Coles (Welfare Lead) as well as a team of Inclusion 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
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff to ensure Quality First Teaching (QFT)
- Liaising with external agencies including Telford & Wrekin LA support services, Educational Psychologist services, health and social services and voluntary bodies
- Line management of Inclusion Staff.

The class teachers are responsible for:

- Working with all children daily and identifying and monitoring individual needs
- Meeting with parents/carers to create and regularly update SEND Learning plans and inform parents about their child's progress.
- Attending Whole School Pupil Reviews for their designated class
- Planning and delivering individual Learning Plans
- 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

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 half 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 class or subject. Teachers and SENDCo will refer to the 'Level of Intervention' model for further guidance and support

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 from other school settings we will strive, where possible, to maintain continuity of support.

To help children with special educational needs, we will adopt a graduated response as outlined in the Code of Practice (2015). 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 using an Individual Learning Plan 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 ([Code of Practice](#)) graduated approach to the identification, assessment and review of pupils with special educational needs. The four key actions are:

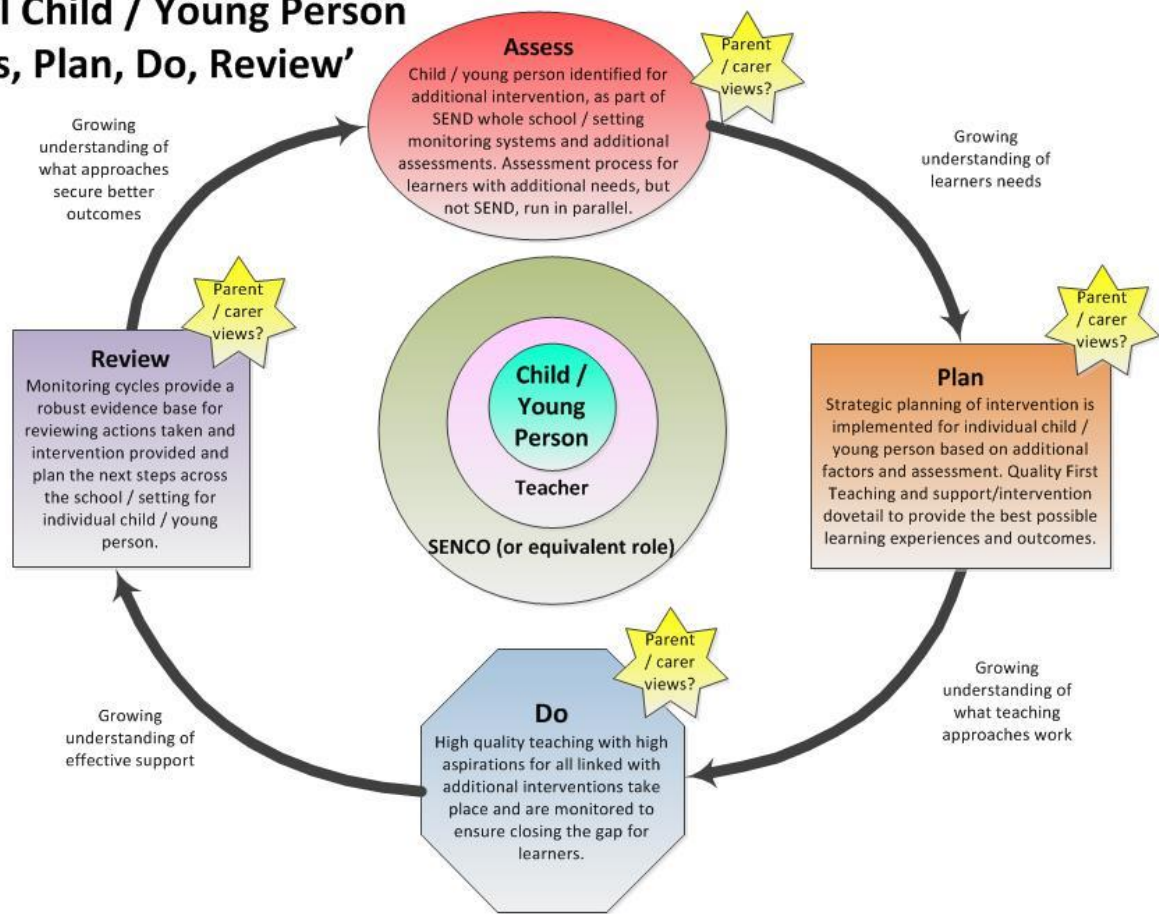
Assess: The class teacher and SENDCo clearly analyse a pupil's needs before identifying them as needing SEND support.

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 as part of the **Learning Plan** Review.

Individual Child / Young Person 'Assess, Plan, Do, Review'



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 areas of **significant need** in developing literacy and mathematical skills.
- Has emotional or behavioural **needs** which regularly and substantially impact with the child's own learning or that of the class group.
- Has sensory or physical needs that require additional specialist equipment or regular advice by a specialist service.
- Has ongoing communication or interaction **needs** that impede the development of social relationships and emotional and mental health.
- Despite having received the intervention, progress is still not at the expected level and set outcomes are not being met.

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 (BeeU) 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

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. A parent can put in a direct request for an EHCP independently of the school through the Telford and Wrekin Local Offer ([Local Offer](#))

The evidence will include:

- Previous **Learning Plans** which detail small-step targets for the pupil.
- 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 Advisory Teacher or Educational Psychologist (within a year of the application).
- Views of the parents.

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.

The Local Authority is responsible for the transfer EHCPs to other settings.

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

The governor with responsibility for SEND is Mrs Emma Wells. The Governing Board has a responsibility 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 co-ordinated 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 the School Evaluation Summary report to Governors

The School's Admission and Inclusion arrangements:

- The admission arrangements for those pupils with SEND but without a statement/EHCP are the same as for all pupils. Telford & Wrekin LA (who make every effort to comply with parental preferences) places pupils who have a Statement of SEND.

- Windmill Primary School will support the inclusion of pupils according to Government and LA policy. We welcome all children to our school and work 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.

Specialisms:

We have on-going program of Continuing Professional Development, and both teachers and support staff can attend Special Educational Needs courses.

The SENDCo has a BA Hons in Special Needs and Inclusion Studies combined with Early Year Childhood Studies, a Postgraduate Certificate in Primary Education and is currently working towards achieving the National Award for SEN Coordination (NASENCO).

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 high-quality, evidence based EAL resources.

Human Resources/ SEND Resources:

Additional Learning Support Assistant /Teaching Assistant intervention support is allocated from the Special Educational Needs to delegate funding, staffing budget and from additional funding for Inclusive Schools Forum and EHCP children. This funding is provided by Telford & Wrekin LA.

- In class support will be allocated taking into consideration the following priorities:
- the needs of pupils with statements/EHCPs
- numbers of pupils who require intervention in different class groups
- 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 allows us to keep abreast of new resources and initiatives.
- Resources may be accessed through Early Help Assessment
- SEND Resources area is situated in the **Inclusion rooms**.

Pupil Participation:

- Children who can form views have a right to receive and make known information, to express an opinion and to have that opinion considered 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 **Learning Plans**, 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 section of the plan, as is appropriate to their age

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/Carers are encouraged **and welcomed** early on if we have any observations regarding SEN 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 cooperation between parents, schools, LA, and others. This enables us to provide the most effective program of support.
- We respect the differing needs of parents/carers and strive to communicate with professionalism and the viewpoint that parents hold valuable knowledge about their child.
- 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 strives 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 (IASS) for support and advice. They are also invited to bring an appropriate supportive other to meetings if they wish to do so.
- Parents may be supported through the Early Help Assessment process together with outside agencies
- Parents needing additional support can be supported through lakeside South Locality Services via the Early Help Process

Transfer Arrangements:

- SEND records, along with records of children's progress in school, are transferred during meetings or electronically using CPOMS (if the school has this software) between Y6 staff and secondary year heads and SENDCos.
- Records for children who transfer to another school during 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 Inclusion Staff.
- Pupils with Educational Health and Care Plans will have next phase destinations and transition arrangements (including internal transitions into a new Key Stage) discussed at plan review meetings and EHCPs updated ready to send to Telford and Wrekin LA by the first week of December in each academic year

Complaints Procedure:

Windmill Primary School will work with parents/carers to address concerns about any aspect of SEND provision in school. We always 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 Governors. The school complaints procedure is as stated in the school prospectus and on the school website.

Under the Special Educational Needs and Disability Discrimination Act 2002 and outlined in the Code of Practice, 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 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 programs 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 the class teacher, cover supervisors and Intervention Team

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 Cambridge

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To be reviewed in March 2025