



# **Windmill L.E.A.D. Academy**

## **SEND Information Report September 2025**

At Windmill L.E.A.D Academy, we welcome children with special educational needs and disabilities and will make sure that children with individual needs have the same high expectations of social and academic achievement as all children.

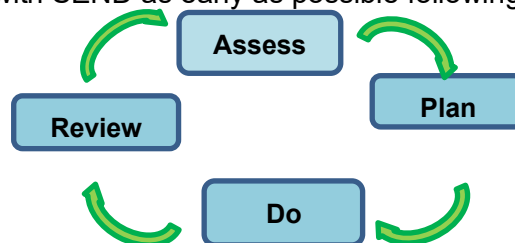
We aim to provide an environment in the school where all children can access a broad and balanced education and achieve their full potential. We ensure that pupils are given the appropriate learning opportunities and that a range of provisions are put in place to engage pupils in a full range of activities and to overcome barriers to their learning.

<b>What kinds of Special Educational Needs are provided for at Windmill L.E.A.D. Academy</b>	<p>The four main areas of need as outlined in The Code of Practice 2015:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction Needs</li> <li>• Cognition and Learning Needs</li> <li>• Social, Emotional and Mental Health Needs</li> <li>• Sensory and/or Physical Needs</li> </ul>
<b>How do we identify children with Special Educational Needs and Disabilities (SEND) and how do we assess their needs?</b>	<p>At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:  <i>“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i>  a) <i>has a significantly greater difficulty in learning than the majority of others the same age, or</i>  b) <i>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-16s institutions.”</i></p> <p>The class teacher monitors all children continually and assesses them half termly identifying any children who have not made the expected level of progress. Where pupils’ progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND support may need to be made.</p>
<b>Who is the Special Educational Needs Coordinator (SENCO) at Windmill L.E.A.D. Academy?</b>	<p><b>Miss Katy Aggus is the SENCO.</b>  You can contact her via the school office on 0115 915 0195  Or email her at <a href="mailto:senco@windmillacademy.co.uk">senco@windmillacademy.co.uk</a>  <b>Ms Vicky O'Brien is the Deputy SENCO</b>  You can contact her via the school office on 0115 915 0195  Or email her at <a href="mailto:VickyO'Brien@windmillacademy.co.uk">VickyO'Brien@windmillacademy.co.uk</a></p>

<p><b>How do we consult parents and carers of children with SEND and involve them in their child's education?</b></p>	<p>At Windmill L.E.A.D. Academy, we value the importance of building positive relationships with parents and families within our school community.</p> <ul style="list-style-type: none"> <li>• Your child's class teacher, in the first instance, is available to talk to you about your child's progress or any concerns you may have and also to share information about what is working well at home and school. The SENCO is also available to discuss any concerns or worries you may have. Please use the contact information above if you would like to arrange a meeting.</li> </ul>
<p><b>How do we consult children with SEND and how do we involve them in their education?</b></p>	<p>All children including children with SEND are encouraged to share their views about their education, progress and individual targets. The children are involved in setting and reviewing their targets with their class teacher and support team. Children with an EHCP are invited to contribute their views in their annual review meeting and they can either attend the meeting in person or send their views to be shared on their behalf.</p>

**How do we assess and review children's progress towards their outcomes and how do we evaluate how effective their provision has been?**

We aim to identify children with SEND as early as possible following a graduated response using the four part cycle of:



**Assess**-We will assess the pupil's needs by taking into consideration all the information from discussions with the child, their parents/carers, the class teacher and assessments.

**Plan**-The team around the child will plan any interventions and support that need to be put in place to meet the child's needs and for them to make progress.

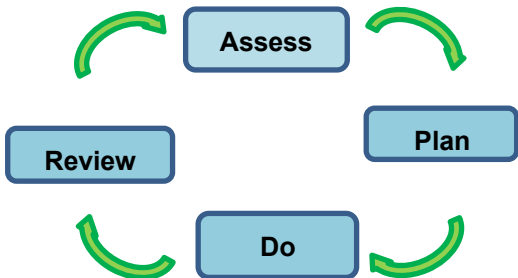
**Do**-The team around the child will implement the support plan for an agreed period of time. The support plan could include: in class support, small group support, 1-1 support, specific interventions or outside agency support.

**Review**-The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the interventions and support have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child.

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and the SENCO to review the short term targets and to discuss the progress your child has made. Obviously, we also encourage an "open door" approach whereby class teachers and the SENCO are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked by the SENCO every term in reading, writing and maths. Through parent consultations and end of year reports, teachers will share their attainment against age related expectations and the level of progress they have made.

	<ul style="list-style-type: none"> <li>• 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. This is something the government requires all schools to do and the results that are published nationally.</li> <li>• Where necessary, children will have a provision map based on specific targets set to meet their individual needs with the intention of supporting and accelerating their learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.</li> <li>• The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• The SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place</li> <li>• Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is excellent.</li> </ul>
<b>How will we support children with SEND who join our school?</b>	<p>We recognise that transition can be difficult for some children with SEND, so we take steps to ensure their transitions are as smooth as possible.</p> <ul style="list-style-type: none"> <li>• We will work closely with your child's nursery or school setting and gather as much information as we can about your child from all the professionals involved.</li> <li>• We may arrange to meet you and your child in your home setting if appropriate.</li> <li>• We will invite you to come and visit Windmill L.E.A.D. Academy with your child.</li> <li>• We may invite your child to start on a reduced timetable in order to build up their time in school successfully.</li> </ul>
<b>How will we support children with SEND as they move to a new year group?</b>	<p>We understand that changing classes, year groups and teachers can be daunting for some children with SEND.</p> <ul style="list-style-type: none"> <li>• Where necessary, we will create transition booklets containing photos of your child's new class, teacher and teaching assistants.</li> <li>• All children will meet their new teacher/teaching assistant during 'class swap' morning held in July each year</li> <li>• Where appropriate, your child may have additional visits to their new classroom or spend additional time with their new teacher/teaching assistant</li> <li>• We will pass on information to the new team around your child to ensure they are fully aware of your child's SEND.</li> </ul>
<b>How will we support children with SEND when they transfer to secondary school?</b>	<p>When your child has been allocated a place at a secondary school, our SENCO will start to liaise with their SENCO.</p> <ul style="list-style-type: none"> <li>• We will meet with the SEN team at the secondary school to share information and discuss the provision and support that we have put in place for your child.</li> <li>• We will arrange extra visits to the secondary school if necessary.</li> <li>• We will arrange for outside agency support (The Autism Team and Learning Support Team) to be put in place if we feel that your child would benefit from this.</li> </ul>

<p><b>How do we help to support and prepare children for adulthood?</b></p>	<p><b>The Windmill L.E.A.D. Academy Primary School vision is:</b></p> <p>Through high expectations, we endeavour to instil in our learners a positive attitude that feeds a passion for life-long learning, a respect for self, others, diversity and the environment. We will deliver an inclusive curriculum that inspires, nurtures and develops the talents of all our learners. By establishing a welcoming, safe and innovative community, that empowers learners to think and work creatively and collaboratively, Windmill L.E.A.D. Academy will support children to become successful, honest citizens, who are curious to learn and adapt in an ever-changing world.</p> <p><b>We educate children about British values:</b></p> <p>Democracy The rule of law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p> <p>In school these values are promoted throughout at all times and in all curriculum areas and form a key part of our expectations of children, parents and staff. We all try our best to follow the Windmill L.E.A.D. Academy values which are: diversity, respect, kindness, curiosity, positivity, reflection, honesty, creativity, ambition, independence, collaboration and resilience</p>
<p><b>How do we teach children with SEND?</b></p>	<p>Most children are part of a mainstream class and have access to high quality first teaching alongside their peers with teaching that is adapted to their needs. If a learner is identified as having special needs, we will also provide support that is <b>additional to</b> or <b>different from</b> the adapted approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome barriers to learning. This support is set out based on the individual needs of the pupil and will follow the graduated response cycle:</p>  <pre> graph TD     Assess[Assess] --&gt; Plan[Plan]     Plan --&gt; Do[Do]     Do --&gt; Review[Review]     Review --&gt; Assess </pre>

	<p>Some children are identified as needing additional support that is beyond what is offered in a mainstream classroom. They may access one of our two SEN Enhanced Provisions- Kingston (Key Stage 1 and Key Stage 2) or Beijing (EYFS and Key Stage 1) either on a part time or full time basis. Both are dedicated classrooms that run as part of the school.</p> <p>Children in both Beijing and Kingston have access to the school's Immersive room called 'Flying Fish Cove' for sensory circuits daily.</p>
<p><b>How do we adapt the curriculum and learning environment for children with SEND?</b></p>	<p>Children's needs are identified and reviewed regularly to enable us to meet their individual needs.</p> <p>At Windmill L.E.A.D. Academy we are ambitious and encourage all of our children to fulfil their potential by dreaming big and having confidence in themselves. The curriculum at Windmill L.E.A.D. Academy is designed to engage all learners and to promote learning together and preparing our children to be 21<sup>st</sup> Century citizens.</p> <p>The school environment, including classrooms are continuously adapted to meet the varying needs of the children at Windmill L.E.A.D. Academy. We have interventions spaces where 1:1 and small group work can take place. All of these spaces are calm, quiet and can be adapted to meet the needs of the children who are using them. Each classroom has a quiet space or a reading area where children can go independently for time out or to self-regulate. Some children may require an individual workstation within their classroom and this would enable them to access the high-quality teaching from their class teacher whilst having a space of their own.</p>
<p><b>What additional support for learning is available in school for children with SEND?</b></p>	<p>We have a large range of high quality interventions delivered by experienced staff members. These may include:</p> <ul style="list-style-type: none"> <li>• Read Write Inc Phonics including tutoring</li> <li>• Dyslexia support</li> <li>• Pre teach for Maths, Reading and Writing</li> <li>• Attention and Listening</li> <li>• Speech &amp; Language</li> <li>• Dyscalculia support</li> <li>• Makaton signs &amp; symbols</li> <li>• Music Interaction</li> <li>• Catch up Numeracy</li> <li>• Lexia</li> <li>• Equals curriculum groups</li> <li>• Circle of friends</li> <li>• Anxiety</li> <li>• Precision Teaching</li> <li>• Sessions with our MHST worker</li> <li>• Fine Motor Skills</li> <li>• Well-being</li> <li>• Theraplay</li> <li>• Proprioception work</li> <li>• Dough Disco</li> </ul>

<p><b>How will staff across the school support my child?</b></p>	<p><b>The Class Teacher:</b> Responsible for...</p> <ul style="list-style-type: none"> <li>• 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 coordinator (SENCO) know as necessary.</li> <li>• Writing individual targets and a provision map for Inclusion/Individual education plans and sharing and reviewing these with parents once each term.</li> <li>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> <li>• Adapting planning and teaching to suit all the learners in the classroom</li> <li>• Ensuring the curriculum is suitably challenging for all learners with SEND</li> </ul> <p><b>The SENCO(s): Miss Katy Aggus and Ms Vicky O'Brien</b> Responsible for...</p> <ul style="list-style-type: none"> <li>• Providing professional guidance to colleagues and works closely with staff, parents and other agencies.</li> <li>• Writing SEND Information Report which must be published on the setting website and updated annually.</li> <li>• Overseeing day to day operation of the school's SEND policy.</li> <li>• Co-ordinating provision for children with SEND.</li> <li>• Advising on a graduated approach to provide SEND Support.</li> <li>• Liaising with parents of pupils with SEND regularly.</li> <li>• Liaising with a range of external agencies including the autism team, school health, educational psychology, behaviour support, learning support team and paediatricians.</li> <li>• Managing the transition process all the way through to secondary.</li> <li>• Ensuring school keeps the records of pupils with SEND up to date.</li> <li>• Working with head teachers and school governors with regards to reasonable adjustments and access arrangements.</li> </ul> <p><b>The SEND Governor: Dr Imtiaz Ahmed</b> Responsible for...</p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is given for any child with SEND who attends the school.</li> <li>• Supporting and challenging the Head teacher and SENCO with regards to SEND within the school.</li> </ul>
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**How are the staff in school supported to work with children with SEND and what training do they have?**

Miss Katy Aggus is an experienced teacher and has been the SENCO at Windmill L.E.A.D. Academy since April 2017. She has a Masters degree in Inclusive Education and holds the National SENCO Award. She is a Leader of Excellence for SEND for L.E.A.D. Teaching Schools Hub. She is an Advanced SENCO for L.E.A.D. Academy Trust. She attends the L.E.A.D. SENCO network meetings and Nottingham City training courses.

Mrs Vicky O'Brien has 25 years of classroom experience across all 3 Key stages in school ( EYFS, KS1 and KS2). She is an experienced school leader and has lead both EYFS and KS1 for many years. She has been a senior mental health lead for 4 years and a designated safeguarding lead for 18 years. Vicky is undertaking the NPQSENDCO qualification.

All staff are trained to deliver quality first teaching to all children, including those with SEND. Once the school have identified the needs of the children with SEND, the SENCO and Senior Leadership Team decide what training and support is required. We have ongoing CPD opportunities for **all** staff throughout the year. We work closely with outside agencies to provide training and support to school staff.

Our training has included:

- Well-being interventions
- Specific literacy assessment for dyslexia
- Makaton-using signs and symbols
- Supporting pupils with social and communication difficulties– autism – all SEND team
- Proprioception
- RPI-Physical intervention
- First Aid
- Musical Interaction
- Attachment Training
- ACES (Adverse Childhood Experiences)
- Emotion Coaching
- Adaptive training
- Trauma-Informed practices
- Speech Therapy
- Routes to inclusion
- Understanding Autism
- OPAL and the power of play
- Developing expertise in behaviour
- Scaffolding learning

<p><b>How will equipment and facilities to support children with SEN be secured?</b></p>	<p>The school budget, received from L.E.A.D. Academy Trust, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school.</p> <p>The Head Teacher and the SENCO discuss all the information they have about SEND in the school and use this to decide what resources, training and support is needed.</p> <p><b>HLN funding:</b> Some children will be identified as requiring further support or some specific 1-1 support so the SENCO will apply to Nottingham City Council for additional funding called Higher Level Needs funding (HLN).</p> <p><b>EHCP:</b> Some children will have an Education, Health and Care Plan (EHCP) which will outline any additional support specific to the needs of the child. The effectiveness of the support provided through the EHCP will be reviewed annually.</p>
<p><b>How are children with SEND able to engage in activities available with children in school who do not have SEND?</b></p>	<p>All children are entitled to be included in all parts of the school curriculum and we aim for all students to be included in extra-curricular activities and on school trips where possible. We will always endeavour to provide the necessary support to ensure that this is successful within the school's resources.</p> <p>A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. Our School council uses pupil voice to gather information about the views of all children in school.</p>

<b>What support will there be for my child's social and emotional development and overall well-being?</b>	<p>The emotional health and well-being of <b>every</b> child at Windmill L.E.A.D. Academy is extremely important to us. We work closely with the whole team around a child to ensure we meet their individual needs. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum from Scarf and a Mental Health programme called 'My Happy Mind' to support this development. However, for those children who find aspects of this difficult we offer.</p> <ul style="list-style-type: none"> <li>• Referrals to MHST</li> <li>• Emotion coaching strategies used by all staff</li> <li>• Emotions 'characters' used for emotions check in across all classrooms</li> <li>• 'Time to talk' offered to all children</li> <li>• Worry box available in the KS2 corridor</li> <li>• Well-being interventions</li> <li>• Each class has a 'calm box' available to all children</li> <li>• Lunch time and play time support</li> <li>• Circle of friends and Theraplay sessions</li> <li>• Individualised programmes of work specific to the child – monitored by the Routes to Inclusion framework</li> <li>• Access to external agencies and professionals to follow their advice</li> <li>• All Teaching Assistants trained in how to support pupils' well-being</li> <li>• All staff trained in trauma informed, Attachment and ACES approaches to supporting children</li> <li>• Safeguarding team who work closely with the whole team around each child</li> </ul> <p>The school benefits from a Behaviour Policy with clear rewards and consequences and in each class the exact same rules are applied. As part of the curriculum, the school plans activities during Anti Bullying week.</p> <p>Where children are unable to follow the plan A behaviour policy, we put in place a plan B so that they can achieve and thrive. This will be based around individual needs, targets and goals</p>
<b>How does school manage the administration of medicines?</b>	<p>Any pupils with additional medical needs are well catered for at Windmill L.E.A.D. Academy. All medical requirements are requested from parents prior to admission and these are added to the school 'list of needs' located on the school server. All medicines are labelled and kept in a cupboard that are accessible to appropriate members of staff. Written records are kept of all medicines administered to children. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. The school uses Medical Tracker to log and track all medication usage and medical conditions.</p>
<b>What are the admission arrangements for children with a disability?</b>	<p>Please refer to the Nottingham City admissions policy <a href="https://www.nottinghamcity.gov.uk/schooladmissions">https://www.nottinghamcity.gov.uk/schooladmissions</a> and Windmill L.E.A.D. Academy Primary School's Admission Policy for the current academic year.</p>
<b>How accessible is the school for children with disabilities?</b>	<ul style="list-style-type: none"> <li>• The school is fully compliant with the Disability Discrimination Act (DDA) requirements.</li> <li>• The school has been partially adapted to accommodate children with a physical disability. The main entrance to the school and building has a ramped approach and door suitable for wheelchair access. There is also a ramped approach and door</li> </ul>

	<p>suitable for wheelchairs that can be accessed from the playground for the year 1 and 2 classrooms. Both access routes have handrails. Kingston SEN provision also has a ramp access point and handrails on the steps.</p> <ul style="list-style-type: none"> <li>• There are three disabled toilets, one located in the school office area, one in the staff area and one in the EYFS area.</li> <li>• We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO helps to manage the SEND budget, used to ensure that all pupils have access to the very best equipment.</li> <li>• After-school provision is accessible to all children, including those with SEND.</li> <li>• Extra-curricular activities are accessible for children with SEND.</li> <li>• Disabled parking spaces are available at the front of the school on request.</li> <li>• The school has an up to date accessibility plan which is considered each year and whenever there is building work. Please refer to the school website for a copy of the accessibility plan.</li> <li>• We use specific software for the laptops and apps for the iPads to support children with different needs</li> </ul>
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<p><b>Which outside agencies provide support to meet the needs of children with SEND in school and to support their families?</b></p>	<p><b>Local Authority provision available:</b></p> <ul style="list-style-type: none"> <li>• Autism Team</li> <li>• Educational Psychology Service</li> <li>• INclude service</li> <li>• Routes to Inclusion Intensive Support Team</li> <li>• Learning Support Team</li> <li>• Sensory Team</li> <li>• Speech and Language Therapy</li> <li>• Ask Us Nottinghamshire</li> </ul> <p><b>Health Provision available:</b></p> <ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• School nurse</li> <li>• Physiotherapy</li> <li>• MHST (Mental Health Support Service)</li> <li>• CAMHs (Child and adult mental health service)</li> <li>• Paediatrician support</li> </ul> <p><b>L.E.A.D. Academy Trust Provision available:</b></p> <ul style="list-style-type: none"> <li>• SENCO network meetings</li> <li>• CPD opportunities for all staff</li> </ul> <p>We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child then we will always obtain written parental consent. Parents/carers will be kept informed of any feedback and we will share written reports where appropriate.</p> <p>Parents/Carers of children with SEND can also access the 'Ask Us Nottinghamshire' website <a href="http://www.askusnotts.org.uk">www.askusnotts.org.uk</a> and helpline <a href="tel:08001217772">0800 121 7772</a> for specialist information and advice.</p>
<p><b>How can I make a complaint about the SEND provision at school?</b></p>	<p>We always try to do our very best to work with parents/carers and listen to any concerns you may have. We therefore ask that you contact your child's class teacher first and if you feel the matter is unresolved you can also speak to Miss Aggus (SENCO), Mrs O'Brien (Deputy SENCO) or Miss Pickering (Head of School). However, if a parent/carer continues to be unhappy about the provision for their child then a formal complaint can be made to the Chair of Governors (Ms Rosie Grant).</p>

<b>Who support services can I contact if I need help, advice or support for my child with SEND?</b>	<ul style="list-style-type: none"> <li>• Ask Us Nottinghamshire: <a href="http://www.askusnotts.org.uk">www.askusnotts.org.uk</a> or call them on 0800 121 7772</li> <li>• The Nottingham City Council Local offer: <a href="https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7">https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7</a></li> <li>• The Government guide for Parents and Carers: <a href="https://www.gov.uk/government/publications/send-guide-for-parents-and-carers">https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</a></li> <li>• The National Autistic Society: <a href="https://www.autism.org.uk/about/family-life/parents-carers.aspx">https://www.autism.org.uk/about/family-life/parents-carers.aspx</a></li> </ul>
<b>Who can I contact in school and talk to if I have concerns about my child?</b>	<ul style="list-style-type: none"> <li>• The Class Teacher</li> <li>• Miss Katy Aggus (Assistant Headteacher and SENCO)</li> <li>• Ms Vicky O'Brien (Deputy SENCO)</li> <li>• Miss Ruth Pickering (Head of School)</li> <li>• Mr Ross Middleton (Executive Headteacher)</li> <li>• Mrs Holly Elliott (Assistant Headteacher)</li> <li>• Miss Megan Ritchie (Assistant Headteacher)</li> <li>• Miss Melanie Jago (Safeguarding, Medical and Attendance Officer)</li> </ul>

Review date September 2026