

# More Information for Parents/Carers

## SEND Policy

### How do we secure additional services and expertise to work with us?

Once we understand the needs of your child we can contact the relevant expertise services either directly by phone, e-mail or letter. The school has access to a wide field of additional services to support your child e.g. the community educational psychologist and the autism team

### How will we ensure that your child has a successful transition from one Key Stage/Phase to another?

Successful transition is ensured through transition days and phasing into a full-time timetable if necessary.

Transition meetings are held with the child and family prior to the move. These are attended by the old and new class teachers and the SENCO. Additional professionals from the healthcare team may also be invited e.g. autism transition specialist; community nurse or speech and language therapist. We are keen on having a Professional Voice with our Parent and Child Voice at these transition meetings.

Our SENCO is  
Dr Jamila Reay

How



Windmill L.E.A.D. Academy  
A L.E.A.D. Academy

supports the progress of pupils with  
additional needs

### How do we know if your child is making progress towards their targets?

Progression of learning is monitored every 6 weeks. Targets are reviewed together with the child and family to ensure support is provided in the areas of need. The family and child centred approach to provision allows the school to work in partnership with the family to set realistic targets that might be of a high priority to the family e.g. social engagement; support with speech; confidence in class etc.

### How do we ensure that you and your child are involved in this?

The family centred approach to support and provision means that you and your child will be invited to the planning meeting to review and discuss progression and target setting.

### How will we know if your child has an additional need?

If a child has a Special Educational Need or Disability (SEND), we will identify him/her either through a clinical diagnosis that might be on-going e.g. for possible Autism and/or through our own observations and tracking of your child's progress. When necessary we will seek to obtain a medical diagnosis.

### How will we contact you about this?

You will be contacted either by your child's class teacher, a telephone call from the SENCO or by a written request to invite you to attend a meeting to discuss your child's additional needs and how the school can support him/her.

### What support do we give pupils in their classroom?

Pupils are taught through an individualised provision map/plan to meet their specific learning requirements. To ensure that progress is made SMART targets are reviewed every 6 weeks. Additional support is provided through intervention groups with a smaller group of children working with a teaching assistant delivering a programme of learning designed to engage the children and involve the children in their own learning. A bi-lingual (Polish & Czech) support worker works with children whose mother tongue is not English.

[Here is the link to the LA Expectations](#)