

# SEND Information Report 2021-2022

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

**This document is inclusive of all children attending Windmill L.E.A.D. Academy extending from Early Years Foundation Stage (including the nursery) through to Year 6.**

### **What kinds of SEND are provided for at Windmill?**

SEND provision gives parents information about the possible provisions available for children with SEND within our school.

Children's special educational needs are generally thought of in the following four broad areas of need and support:

**Communication and interaction** (includes ASD spectrum and speech and language difficulties).

**Cognition and learning** (including dyslexia, dyspraxia and dyscalculia)

**Social, emotional and mental difficulties** (including ADHD)

**Sensory and/or physical** (including vision and hearing impairments)

A child's needs may be in one or more of these areas.

(Special Educational Needs Code of Practice Para 5.32)

At Windmill L.E.A.D. Academy, Special Educational Needs and Disability (SEND) refers to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to children of the same age. This includes disabled children as well as those with SEND.

### **How are children identified?**

Children may be identified as having Special Educational Needs and Disabilities if there are concerns about progress and ability to access the curriculum. Children may require additional support for a short period of time or for longer periods.

Identification may occur in a number of ways:

\*Information from parents/carers.

\*Information from other professionals (including the GP or paediatrician)

\*Information provided by a previous school or setting (nursery) \*Teacher assessments and observations.

## **Identification Methods**

- Transfer from another setting
- Transition from F1 to F2
- Transition from F2 to Year 1
- Transition meeting from KS1 – KS2
- Transfer records
- Teacher and TA observation
- Parental concern and involvement
- Outside agencies involvement
- Pupil progress meetings with HT, DHT and AHT to monitor children's progress

## **Assessment Methods**

- Teacher Inputted Data
- EYFS ELGs – Baseline Assessments
- Year 1 Phonics Screening
- Year 2 SATS
- Year 6 SATS
- GL Assessments
- Progression Steps
- Reciprocal Reading Assessments

## **Which other documents regarding pupils with SEND /Additional Needs are available?**

- Windmill L.E.A.D. Academy's SEND Policy
- Windmill L.E.A.D. Academy's Behaviour Policy
- Windmill L.E.A.D. Academy's Anti-Bullying Policy
- Windmill L.E.A.D. Academy's Accessibility Plan
- Windmill L.E.A.D. Academy's Safeguarding Policy
- Windmill L.E.A.D. Academy's Children In Care Policy

## **What are the SENCO contact details?**

The SENCO for Windmill L.E.A.D. Academy is:

**Miss Katy Aggus Tel: 0115 9150195**

**Provision for children with SEND**

At some point in your child’s education they may require additional support. Please see below for the possible support which might be offered by the school.

Communication and Interaction	<ul style="list-style-type: none"> <li>● Mentoring</li> <li>● 1:1 or small group support</li> <li>● Counselling</li> <li>● Daily ‘meet and greet’ with key adult</li> <li>● Visual timetable</li> <li>● Now and next chart</li> <li>● Social stories</li> <li>● Visual prompts</li> <li>● Provision maps</li> <li>● Liaison with external agencies including SALT (speech and language), CEPS (child educational psychology service), the autism team or CAMHS (child adolescent mental health service).</li> <li>● Review meetings</li> <li>● Team around the child (TAC) meetings</li> </ul>
Cognition and Learning	<ul style="list-style-type: none"> <li>● Transition support</li> <li>● Provision map to show support and targets</li> <li>● Coloured overlays</li> <li>● Review meetings</li> <li>● TAC meetings</li> <li>● Liaison with external agencies: including CEPS, IES</li> <li>● Visual prompts</li> <li>● Writing aids</li> <li>● Use of IT equipment</li> <li>● Mentoring</li> <li>● Daily meet and greet</li> <li>● Special access arrangements for SATS</li> </ul>

Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Counselling</li> <li>• MHST support</li> <li>• 1:1 or small group support for social and emotional skills</li> <li>• Daily meet and greet</li> <li>• Lunchtime clubs</li> <li>• Circle of friends group</li> <li>• Liaison with external agencies: including CAMHS, CPS, BST</li> <li>• Transition arrangements</li> <li>• Visual, personalised timetable</li> <li>• Theraplay interventions</li> <li>• Social stories</li> <li>• Review meetings</li> <li>• Team around the child (TAC) meetings</li> <li>• Risk assessments and handling plans</li> <li>• Individual behaviour plans</li> <li>• Provision map- target setting</li> </ul>
Sensory and Physical Needs	<ul style="list-style-type: none"> <li>• Personalised resources</li> <li>• Visual timetable</li> <li>• Now and next prompts</li> <li>• Daily meet and greet</li> <li>• Mentoring</li> <li>• Provision map</li> <li>• Support and liaison with external agencies: including IES, therapists, sensory team</li> <li>• Special access arrangements for SATS</li> <li>• Transition arrangements</li> <li>• Reasonable adjustments to the school environment</li> <li>• Use of ramps</li> <li>• Support with toileting and changing</li> <li>• Risk assessments</li> <li>• Review meetings</li> <li>• Team around the child (TAC) meetings</li> <li>• Personal evacuation plans (PEPs)</li> </ul>

## **How will I know how my child is progressing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

- **Three times annual Learning Conferences (Parents' Evenings)** – Class teacher, SENCO and Head teacher are also available for appointments.
- **Open door policy** - parents are welcome to make additional individual appointments to discuss specific issues at any time.
- **Information Events** held throughout the year covering EYFS reading strategies, transition to KS1 and KS2 (maths and phonics mornings; transition meetings).
- **For pupils who are receiving SEND support** (*pupils who have an IEP may be receiving a higher level of support*) - **at least three parental meetings with the class teacher and/or the SENCO**, which may be face to face or by phone, will occur each academic year. In some cases there may be many more than this, dependent upon need.
- **Parents are advised of concerns regarding progress** at Learning Conferences or earlier if appropriate and additional meetings to discuss any additional support/ interventions that are being put into place will be arranged if and when necessary.

## **How will the school staff support my child?**

### **Head teacher:**

- Has regard to the Special Educational Need (SEND) Code of Practice in school improvement planning
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service planning for the Academy Advisory Board, teachers and teaching assistants
- Establish policies on class organisation and pupil groupings with staff.
- Monitor data analysis and report back to governors

### **Class Teachers:**

- Take responsibility for the needs of all their children and ensure planning is fully inclusive
- Liaise with Teaching Assistants to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with SENCO, Teaching Assistant's, parents and children to write appropriate targets
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Meet termly with the Head Teacher / Deputy Head Teachers and Assistant Head Teachers and to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Complete notes for and be involved in attend review meetings with families and SENCO. Implement in-class support and differentiate teaching

- Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum
- Where possible and appropriate, share with the children their learning targets
- Implement strategies to ensure classrooms are dyslexia friendly

### **Teaching Assistants:**

- Liaise with class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with class teachers and SENCO to write appropriate targets
- Support children to achieve their targets
- Implement dyslexia friendly strategies
- Implement interventions, monitor their impact and feedback to the SENCO and class teacher
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training where necessary
- Work alongside SENCO and class teacher to make sure all children's needs are met including physical and care needs
- Attend planning progress meetings
- Access to planning on prior to the lessons

### **How will my child with additional needs be consulted and involved in their education?**

- Children are made aware of the objectives for each lesson and/or intervention session.
- Children will discuss their targets with the class teacher/ TA and/or SENCO.
- If appropriate the child may also join discussions/meetings with parents and teacher/SENCO regarding their progress. Children's views are sought for in a variety of ways:
- If they have an EHCP their views are sought through a child friendly questionnaire
- Children are able to contribute their views in class council and school council
- Support Plans are shared and views sought from the children about their desired outcomes
- Class targets are discussed and reviewed with the children

### **How are parents involved in the school?**

Windmill L.E.A.D. Academy is committed to working in partnership with parents. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Home/school diaries can also be used as another form of communication between parents and teachers. Information on support agencies is available from the SENCO.

### **What are the arrangements for assessing and reviewing my child's progress, monitoring the success of interventions and contacting outside agencies?**

- All pupils are rigorously tracked. If there are any concerns about progress or if any child needs additional support then this is identified early and acted upon so that desired outcomes can be worked towards.
- Pupils' progress is monitored through regular assessment throughout their time at Windmill. This is a combination of ongoing teacher assessment and more formal assessment in KS1 and KS2.
- Any concerns identified are discussed with the SENCO and the child's parents and appropriate support put in place following our graduated response. The success of the intervention is monitored via assessment and tracking processes. Support is adapted as necessary to work towards the desired outcomes. Regular meetings between class teacher, parent, SENCO and relevant support staff occur throughout the support process.
- Where there is little or no improvement in a child's progress, more specialist assessment may be required from external agencies such as; educational psychologists, speech and language therapy services, health, social services or other agencies. Following assessments/referral to relevant bodies, if there continues to be little improvement in progress an Education, Health and Care Plan Assessment may be applied for, following consultation with parents, class teacher and other relevant staff.
- An Additional Needs list is kept and maintained by the SENCO which is accessible to staff of those children with SEND / suspected SEND / a diagnosed condition / pupils that are involved with an outside agency and records of how those needs are being met.
- A confidential SEND file is maintained for each child, containing all relevant reports, which is available to staff who are directly involved with the child.
- A partnership between parents, child and school is encouraged and where appropriate, outside agencies, providing information and support as necessary, allowing opportunities for the child and his or her parents to express their views on their needs through involving them in:
  - the initial assessment procedures
  - the type of intervention and targets to be included on a Provision Map or, where appropriate, on an Education, Health and Care Plan (EHCP). - regular reviews of the child's progress.

## **How will my child be supported in moving between phases of education?**

### **Movement of phases within Windmill:**

- Staff from the previous year and following year meet when appropriate to discuss specific needs of pupils to ensure smooth transition.
- All relevant information regarding the additional needs of pupils is accessible for new year group staff from the SENCO to ensure smooth transition.
- Pupil Profiles are created by existing staff ready for the new year
- Meetings are arranged at the start of the new academic year with the SENCO and staff of pupils with specific needs to ensure smooth transition of support.

### **Transition to KS3**

- The SENCO is invited to the Year 6 reviews and there is close liaison with the head of Year 7. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff.
- In the summer term the KS3 SENCO at the feeder school invites pupils, for whom there are concerns regarding transfer, for extra visits.
- Transfer forms are completed by the SENCO and year 6 class teachers and relevant documentation is transferred indicating the child's needs, placement on the register, relevant assessments, special arrangements that have been made at KS2 SATS and the nature of current support.
- The SENCO informs the secondary school of any pupils with specific learning difficulties, and if any special arrangements have been made at KS2 SAT's. The KS3 SENCO visits Windmill L.E.A.D. Academy to discuss all children on the Special Needs Register and may attend transition meetings, if appropriate.

### **Transition within the School**

- Class teachers complete a pen picture to pass to the next teacher
- The SENCO passes on relevant information to the new teacher/teaching assistant.
- Pupils are invited for a morning 'class swap' to meet their new teacher, teaching assistants.

### **Movement to a new school:**

- The SENCO will discuss the specific needs of the pupil /or complete relevant documentation with/for the SENCO of the child's next school and where appropriate transition meetings can be organised for the parent to meet appropriate staff from the new school.
- Where appropriate we will contact the school's SENCO and ensure he/she is aware of any special arrangements that need to be made/put in place for the child.
- We will ensure all relevant records about the child are passed on as soon as possible.



- There may be the opportunity for additional visits where appropriate to help prepare the child for the new school.

### **How will you adapt the curriculum and learning environment to cater for my child with additional needs/SEND?**

Careful planning, organisation and implementation of the curriculum – Quality First Teaching should allow all pupils including those with SEND to follow the curriculum and enjoy equality of opportunity.

To foster Quality First Teaching staff will consider the following information, relating it to all children, to cater for those additional needs, both learning difficulties and the more able:

#### **Teaching of quality is achieved when:**

- There are clear objectives for the lesson
- Pupils are aware of the objectives
- Teachers have a secure command of the subject
- Lessons have a suitable content
- Activities are well chosen to promote learning of the content
- Activities are presented in ways that will engage and motivate pupils.

#### **Differentiation may occur by:**

- **Outcome** – All children complete the same task/activity. The teacher requires a different outcome from individual pupils in terms of quality and quantity of work.
- **Task** - Groups complete a different activity but all activities are designed to show competence in the same curriculum area
- **Resources** – Some children are given additional or different equipment to complete a task, e.g. a coloured overlay, pencil grip, slanted work top, iPad.
- **Teacher focus** – The teacher gives a different amount of support to individuals to enable them to complete an activity.
- **Grouping** – Small group work supported by a Teaching Assistant

In addition to quality first teaching and differentiation during lessons, pupils may receive additional support/interventions following monitoring and assessment.

The effectiveness of interventions will be assessed, monitored and regularly reviewed to ensure provision is appropriate and effective.

Staff are aware of pupils needs through relevant information being shared at weekly staff briefings, regular meetings with the SENCO.

## **What specialist services and expertise are available at or accessed by the school?**

The SENCO liaises with specialist services and outside experts as necessary, to ensure provision for our students is appropriate and meets all needs. This includes: For some children, additional support is requested from Local Authority external agencies. These might include:

- \*IES – inclusive education service
- \*CEPS – children’s educational psychology service
- \*CAMHS – child adolescent mental health service.
- \*SALT – speech and language therapy
- \*BST – behaviour support team.
- \*Autism team – Support ASC across the spectrum.

Also the school nurses, health visitors, clinical psychologists and paediatricians, occupational therapists may be involved. Social services may also be involved: – social workers, child protection teams, family intervention programmes through our family support worker and DSL team (designated safeguarding lead).

## **What SEND training have the staff had or are currently having?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends half-termly L.E.A.D. SENCO Network meetings and relevant courses run by the LA.

We recognise the need to train all our staff on SEN issues and staff training is on-going, relevant to the children in the school and in response to current national developments in SEN provision.

- The SENCO attends the LA SEND annual conference
- Individual staff also attend training to support specific needs

SEND training forms part of the continuing professional development of staff and is organised in accordance with the needs of the children and may take place at any point during the school year. Staff are trained each year on the needs of existing or new children joining the school – this can include training from specialist agencies/consultants if appropriate as well as the SENCO or other staff with relevant expertise. Training may take place on site or staff may attend specific courses held off site.

## **How will my child be included in activities outside the classroom including school trips?**

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.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

## **How accessible is the school both indoors and outdoors?**

### **Building**

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 suitable for wheelchairs that can be accessed from the playground for the year 1 and 2 classrooms. Both access routes have handrails. There is one purpose built access toilet in the main entrance. There is also an access toilet in the foundation unit.

### **Assistive technology**

In school we use technology to support the children in a variety of ways. We use specific software for the laptops and apps for the iPads to support children with different needs. We have a pupil who has a designated laptop with appropriate software to support their needs.

### **Curriculum access**

Strategies may include:

- Differentiated planning
- Using technology and other supporting resources
- Adult support
- Specific interventions
- Individual and group teaching/support session with a TA
- Co-operative grouping, for example gender specific or mixed ability
- Pair working and buddying
- Specially prepared Learning materials
- Use of appropriate IT equipment
- Specialist equipment

## **What support will there be for my child's overall well-being?**

- Strong pastoral care and ethos throughout the school
- Access to the school counsellor through 1:1 intensive sessions or the lunchtime 'Time to Talk' sessions.
- PSHE curriculum followed throughout the School
- Rich daily assembly programme
- Regular anti-bullying and E-Safety initiatives
- Extensive extra-curricular programme of activities

### **Nottingham City Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Windmill L.E.A.D. Academy is part of the Local Offer.

Please follow the link below to reach the LA's Local Offer Website:

<http://search3.openobjects.com/kb5/nottingham/fsd/localoffer.page?familychannel=8>

### **What do I do if I am not happy with the provision made for my child?**

Parents are encouraged to contact the teacher in the first instance and arrange a convenient time to discuss any concerns. As far as possible these concerns would be addressed by the class teacher. If this is not possible, the SENCO / Head teacher will become involved. When concerns cannot be resolved within this existing framework, the parents may appeal (via the LA complaints procedure) to the governors of the school.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will be able to advise on formal procedures for complaint. Parents are kept up to date with their child's progress through parent's consultation evenings in the autumn and spring terms. Reports are given at the end of the summer term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs with the SENCO. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The member of the Academy Advisory Board with a responsibility for SEND is Ms Stacey Castillo.

Author: Miss Katy Aggus Review Date: September 2022