

SEND Information Report: 2019

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND).

About our school

Windmill Primary School is a mainstream school, with Ofsted outstanding status, which provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; including children who have speech language and communication difficulties including autistic spectrum conditions
- Cognition and Learning needs; including children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

About our SENCo

Our Special Educational Needs Co-ordinator (SENCo) is Miss Clare Hanchet. She is a qualified teacher and holds the National SENCo Award. She works closely with senior leaders to oversee the provision and monitoring of children's learning and progress throughout the school, as well as supporting the families of those children with special educational needs.

Our SENCo also works closely with the Local Authority Inclusion Team and attends termly Inclusion briefing meetings to keep up to date with and share any new initiatives. The inclusion consultant supporting Windmill is Catherine King.

Our SENCo can be contacted by calling the school office:

Phone: 01865 762509

E-mail: chanchet@windmill.oxon.sch.uk

Our governors with responsibility for SEND are Jessica Lorimer and Alexandra Almeida.

Our SEND policy, Equality Scheme and Accessibility Plan can be found on the school website.

How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this

Click here to read the guidance (also available on our website):

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents and children/young people?

The partnership between school and home is always important to us at Windmill. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes on to the school's Special Educational Needs Register without the full consent of the child's parent or guardian.

We work closely with children with SEND and their parents to agree outcomes and plan how we will all work towards these, and then to review progress.

This communication happens in a variety of ways:

- Each child on the SEND Register has a Pupil Profile which puts them at the heart of the assess, plan, do and review process. The Profile includes the voice of the child and their family, as well as any barriers to learning, positive intervention/strategies in place and some outcomes to support learning.
- Profiles are reviewed 3 times a year - during parents evenings and at the end of the summer term.
- Parents are always welcome to speak to class teachers at the end of the school day if they have any concerns.
- Appointments can be made to see the SENCo by phoning the school office or emailing directly.

There are also opportunities for parents and children to contribute to our Equality Policy. We do this through feedback link on school website, suggestions box, parent school association, school council, LAW (Learning at Windmill) Group and parent governors.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. There is further information on our school website about the exciting and engaging curriculum that we offer.

Teachers are responsible for the progress of all learners within their classroom and lessons are always carefully differentiated to ensure success and progress for all.

We are committed to encouraging all children to become independent learners and to have a growth mindset with an 'I can' attitude to learning. Resources such as coloured overlays, word banks, letter strips and spelling lists are available to scaffold learning and encourage independence.

There are opportunities for all children in the school to take up learning challenges and we work with other primary and secondary schools to share activities such as: maths challenges, writing workshops and parability sports. All children are encouraged to join extra-curricular clubs at lunchtime and after school.

We also use many intervention programmes which offer support, in addition to quality first teaching, to boost and support children's learning. These interventions are usually delivered by a trained TA and are monitored by the SENCo and year group leaders. Interventions may target a specific subject area such as comprehension, reading or number skills but there are also social interventions to support and develop children's communication and social skills.

Interventions include:

Read Write Inc: A phonics-based reading intervention with a focus on developing accurate decoding and fluency in reading.

Project X Code: A reading intervention programme that embeds systematic synthetic phonics within a highly motivational series of books. Children consolidate phonic knowledge whilst developing reading and comprehension.

Toe by Toe: A highly structure reading intervention for those with dyslexic tendencies who struggle to decode.

Plus 1: Teaches all of the building blocks of numbers and begins to develop skills with mental calculations through repeated practice and reinforcement.

Power of 2: Teaches all of the mental maths required by the curriculum and develops skills with mental calculations through repeated practice and reinforcement.

1st Class@Number: Focus on number and calculation, developing mathematical understanding, communication and reasoning skills through stimulating and enjoyable activities that engage and build confidence.

Spirals: A programme which aims to develop language and communication skills through effective small group work.

Talk Boost: Targeted intervention for children with delayed language development.

Silver SEAL: Early intervention for children who need additional support in developing their social, emotional and behavioural skills.

Colourful Semantics: Supports children to develop understanding of grammar through the meaning of words.

Hive: Nurture room run by an Emotional Literacy Support Assistant (ELSA) that aims to support children who find being in the classroom a challenge. Programmes are tailored to meet individual needs of children and support emotional regulation, communication skills, resilience and sense of self/belonging.

Thrive: ELSA run breakfast club to support social and communication skills.

Learning Mentor: 1:1 support, group support, breaktime drop in sessions for children facing difficult situations or emotional issues.

Play Therapy: A communication tool to support children in understanding their world and to help them deal with emotional distress and trauma.

These interventions have a positive impact on children, enabling them to feel confident and supported in closing the attainment gap with their peers. Interventions are closely monitored, alongside data, to ensure that support is as effective as possible. Most interventions run for a period of 12 weeks and we would expect to see a positive impact during this time.

What expertise can we offer?

Pastoral Team

SENCo: Miss Clare Hanchet

Mental Health Lead: Mrs Jackie Aspden

Learning Mentor/ELSA: Mrs Sue Lockey

SEMH Support/ELSA: Mrs Teresa Sanderson

Play Therapist: Sue Harrison

The school has a rigorous system to identify any children with dyslexia or dyscalculia using on-screen assessment programs. Children identified have ICT interventions run by an experienced TA, Ms Joyce Long, who has a dyslexia support certificate and keeps up to date with new resources, assessments, and procedures.

Staff training is linked to the needs of the children to ensure provision and support are appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school and training may include attending external courses or attending in-house training run by the SENCo or other specialists.

We also have access to a range of specialist support services including:

- Educational Psychology Service
- Special Educational Needs Support Services (SENS)
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team (OXSiT)
- Therapy services
- Early Intervention Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We always discuss the involvement of specialist SEND services with parents first. With the family's permission, we also work with other services and organisations that are involved with a family.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through our assessment programme which is monitored closely by the Deputy Headteacher, who reports to the Senior Management Team and the governing body. This is also analysed during pupil progress meetings with Class Teachers and the SENCo. The SENCo also liaises with Class Teachers and interventions are put in place to support specific difficulties and consolidate knowledge and understanding. This provision is tracked and monitored by the SENCo and year group leaders.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the Governors' Annual SEND report.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people are included in activities and trips, including residential, following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what needs to be in place to support specific needs.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEND?

All children have the opportunity to share their views through their school council representatives and LAW group. We listen to the views of children with SEND by their participation in these groups and providing opportunities to voice opinions to these groups. Children are also encouraged to talk to their class teacher if they have a problem.

Bullying is not tolerated, and we help to prevent bullying through our Values focus, for which we have been awarded a Values Kitemark. We also follow the SEAL programme, Philosophy for Children and Recharge.

Teaching children to be safe on the internet is a priority and staff have attended E-safety training by ChildNet. This has also been delivered to parents.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND we encourage extra transition visits and the SENCo works closely with the nursery/school from where the child is transferring.

We begin to prepare young people for transition into the next stage of their education or training by close liaison with feeder schools, extra transition visits for the most vulnerable pupils and excellent communication with the SENCo of the receiving school.

Who to contact?

If you are concerned about your child, we would always encourage parents to first speak to the Class Teacher.

If you'd like to provide feedback, including compliments and complaints about SEND provision, communicate with the headteacher in the first instance. We aim to respond to any complaints as soon as possible.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact

<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see

it:<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>.