



SEND Annual Information Report: October 2022

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For our school and local offer, please see relevant pages on the school website.

Whole School Approach to Teaching and Learning:

- High Quality Teaching – All teachers are responsible for the learning and progress of every child in their class, including those with SEND
- An inclusive, differentiated and personalised approach enables all learners, including those with SEND, to engage with all aspects of school life
- Children experience a broad and rich curriculum rooted in creativity, community and challenge

Our Graduated Response for Learners:

- Holding the children at the centre of everything we do
- Continual monitoring of the quality and impact of teaching
- Identifying and tracking the progress of children/young people that require support to catch up by implementing careful assessment and intervention where required
- Identification of children requiring SEND support through the Assess, Plan, Do, Review cycle
- Consideration of application for an Education, Health and Care Needs Assessment (EHCNA)
- All children identified as requiring SEND support, or with an Education, Health and Care Plan (EHCP) are on our SEND register

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

The school uses Oxfordshire County Council's 'Guidance for Special Educational Needs (SEN) Support' to assess potential barriers to learning and plan for reasonable adjustments, before amending and delivering appropriate provision and reviewing progress.

The guidance sets out in detail:

- 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, agree outcomes and involve you and your child in this

This guidance can be located on the SEND page on our website.

We take a holistic approach towards all aspects of a child's development and well-being, and provide support around emotional and social development, through our pastoral team. Further information can be found in our school offer and on the school website. Our measures to prevent bullying can be found in our Anti-Bullying Policy.

How we listened to the views of children and their parents:

What	Who	When
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book	Individual Children	Daily
Assess, Plan, Do, Review Meetings	Pupils on SEND Register	Termly
Team Around the Family Meetings	Individual Children and Families	Every 6-12 weeks
Learning at Windmill (LAW) Group	Representatives from all classes	Weekly
Values Council	Representatives from all classes	Weekly
Eco Council	Representatives from all classes	Weekly
Parent/Headteacher Meetings	Parents and Headteacher	When required
Parent/SENCo Meetings	Parents and SENCo	When required

The Assess, Plan, Do, Review Cycle:

For children on our SEND register, an Assess, Plan, Do, Review cycle was established by class teachers in partnership with the children and their parents. Please see our SEND Policy for further details.

During the 2021/22 academic year, we had 88 children receiving SEN Support and 7 children with an Education, Health and Care Plan.

This year, provision made for children on our SEND register has been:

- Communication and Interaction
 - Visual supports e.g. timetables and now/next, social stories
 - Physical resources e.g. ear defenders, weighted blanket, communication bands
 - Individual task management boards
 - Sensory circuit intervention
 - Talking interventions – Talk Boost, Spirals, Silver SEAL, Colourful Semantics
 - Art as Therapy Group
 - Referrals to the Communication and Interaction service
 - Referrals to the Speech and Language service
- Cognition and Learning
 - Differentiated tasks
 - Increased scaffolding e.g. visual aids, modelling, writing frames
 - Dyslexia friendly dictionaries
 - Touch-typing
 - Small group support
 - 1:1 intervention – The Hornet, The Word Wasp, Toe by Toe, Plus 1, Power of 2, Success@arithmetic, precision teaching
- Social, Emotional, and Mental Health
 - Mindfulness/brain and body breaks
 - 6 stage support plan
 - Alternative lunchtime provision
 - Home School Link Worker and Hive drop in
 - 1:1 intervention – Home School Link Worker, Hive, ELSA, Play Therapy, CAMHS MHST
- Sensory and/or Physical Needs
 - Physical resources e.g. writing slope, ear defenders, individual laptop, pencil grip
 - Sensory circuit intervention
 - Sports intervention – fine and gross motor skills programme
 - Specific seating arrangements

We monitored the quality of this provision through learning walks and observations. We measured the impact of this provision through analysis of our provision management system, which tracks interventions across the school, and through discussions with children.

Support Staff Deployment

Support staff were deployed in a number of roles across the school.

- Support in classrooms
- 1:1 Provision
- Small group interventions
- Playground support – break and lunch
- Supporting at after school clubs
- Breakfast club
- PPA cover
- First aid
- Support for medical needs

We monitored the quality and impact of this support by talking to staff and children and carrying out monitoring and observations where appropriate.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- Support staff – classroom based and 1:1 provision
- External services (see School Offer)
- Teaching and Learning resources
- Pastoral provision
- Staff training

Continuing Development of Staff Skills:

Individuals' CPD undertaken this year:

<u>Area of knowledge/skill</u>	<u>Role of staff undertaking CPD</u>	<u>Training received from</u>
SEND Briefing	SENCO	Local Authority
Level 3 Safeguarding	SENCO	OSCB
SENCO Supervision	SENCO	EPS
OXSIT Briefings	SENCO	OXSIT
SLCN and Challenging Behaviour	SENCO	Concept Training
7 Minute Briefing – Neglect	SENCO	OSCB
7 Minute Briefing – Prevent	SENCO	OSCB
Multi-Agency Panel Reviews	SENCO	Local Authority

Whole staff/group training:

<u>Area of knowledge/skill</u>	<u>Role of staff undertaking CPD</u>	<u>Training received from</u>
Safeguarding	Teaching Assistants and Class Teachers	Headteacher
Positive Behaviour Approaches	Teaching Assistants	SENCo
Provision Management	Teaching Assistants	SENCo
Communication & Interaction	Teaching Assistants	SENS C&I
Dilemma Led Learning	Teaching Assistants and Class Teachers	Debra Kidd
SWIFT	Parents and Class Teachers	SENS C&I
OXSIT Inclusion Conference	Senior Leaders and SENCO	OXSIT

We monitored the impact of this training through discussions with staff, peer-to-peer feedback and observations.

Partnerships with other schools and transition:

This year, 1 child requiring SEN Support and 2 children with an Education, Health and Care Plan joined us from other schools. 16 children on our SEN register and 1 child with an Education, Health and Care Plan in 2021/22 made a successful move onto their secondary education.

We ensured that the transition into our Reception classes was smooth by offering doorstep visits, in-person and virtual meetings, individual visits, transition support plans, nursery visits and a staggered start in September.

For children moving from Reception classes to KS1 and KS1 to KS2, we held a whole school transition morning to give children the opportunity to meet their new teacher and see their new class. For children with SEND, additional visits were arranged if required, as well as visual resources to support with the new changes e.g. social stories, photos of new teacher and support staff. These were shared with parents to be used in the summer holidays to help prepare children for the move into a new class.

We worked with secondary schools to ensure transitions from Year 6 to Year 7 were well planned for and smooth. Transition plans were different for each setting due to COVID restrictions, but support included virtual meetings, in-person site tours, group transition visits, video tours, meet and greet with pastoral staff, and professional meetings between SENCOs.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified, and that strategies are put in place to make those improvements. We do this through our whole school improvement plan, which includes specific actions to improve outcomes for children with SEND.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the headteacher in the first instance. We aim to respond to any complaints as soon as possible. This year we received no complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Andy Howe.

The Deputy Safeguarding Leads in our school are Lynn Knapp, Clare Hanchet, Jackie Aspden, Jon Davies and Beth Coldrick.

Our SEND Policy and School Offer can be accessed via the links on our website. Details about the curriculum, including how it is made accessible to children with SEND can also be viewed on our website, as well as our Safeguarding Policy, detailing how we keep children safe.

Our SEND Policy, School Offer and Annual SEND Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

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>.