

# The Windmill Primary Federation -

West Walton Community Primary School

Tilney St Lawrence Community Primary School

Terrington St John Community Primary School

Walpole Highway Community Primary School



## Special Educational Needs and Disabilities

# SEND Information Report

**December 2018**

**(Due to be reviewed September 2019)**

**Part of the Norfolk Local Offer for SEND**

**Welcome to our guide to Special Educational Needs and Disabilities at The Windmill Primary Federation.**

**The following information is available for parents and carers of children who have Special Educational Needs (SEN) and / or Disabilities (D) and for children they have in their care, who may be of concern.**

All Norfolk maintained schools have a similar approach to meeting the requirements of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible. The requirements of pupils with Special Educational Needs are being met in a mainstream setting wherever possible, where families want this to happen.

The SENDCo – Special Educational Needs and Disabilities Co-ordinator is also the Assistant Head for Inclusion – Robert Griffiths

This document forms part of the Norfolk Local Offer for learners with SEND.

Follow this link for the Norfolk Local Offer website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

## **1. What are the kinds of Special Educational Needs and Disabilities that the Windmill Primary Federation schools provide for?**

The Windmill Primary Federation utilises experienced staff, appropriate resources and innovative procedures to offer high quality provision that will meet the Special Educational Needs and Disabilities (SEND) of the children in all our four schools.

The schools make reasonable adjustments for any disabled children; support medical conditions and inform parents and carers if provision is made for them.

The Windmill Primary Federation schools follow the SEND Code of Practice set out by the Department for Education / Department for Health which states the four broad areas of need that are to be planned for:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, emotional and mental health (includes behaviour issues)**
- 4. Sensory and/or physical needs.**

## **2. How will the school let me know if they have any concerns about my child's learning or other difficulties in school**

If your child is identified as not making progress or having other continued concerns, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- discuss arrangements for in school assessments and / or observations, if this is appropriate
- plan any additional support or interventions your child may need
- discuss with you any referrals to outside professionals, to support your child's difficulties and/or learning.

This initial meeting will usually involve the class teacher and/or the SENDCo, though other relevant staff may sometimes attend.

### 3. Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disabilities (SEND)?

**Parents and carers should always arrange to talk with the Class Teacher first.**

#### **Class Teacher**

Responsible for:

- Liaising with parents and carers about any issues and needs related to their child.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need, as well as keeping the SENDCo informed as appropriate. (*This may include targeted work, additional support etc.*)
- Sharing and reviewing POAP (Pupil on a Page Support Plan) with parents and carers throughout the school year, as and when updates occur.
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so that they are able to make the best possible progress. This may involve the use of additional adults and specially planned work and resources.

Ensuring that the Federation's SEND Policy is followed in their classroom to benefit all the pupils they teach with SEND.

**If the Class Teacher feels it is appropriate, a referral will then be made to the Windmill Primary Federation SENDCo or Pastoral Team depending on the area of concern.**

#### **Windmill Primary Federation Assistant Head for Inclusion and SENDCo (Special Educational Needs and Disabilities Co-ordinator)**

Mr Robert Griffiths

01945 583620

[rgriffiths@windmillfederation.org.uk](mailto:rgriffiths@windmillfederation.org.uk)

Responsible for:

- Managing the Achievement Team across all four schools that make up the Windmill Primary Federation. This team supports children to achieve through afternoon interventions.
- Co-ordinating all the support for children with Special Educational Needs or Disabilities (SEND) and developing the Federation's SEND Policy to make sure all children get a consistent, high quality response that meets their needs in school.
- Ensuring that parents and carers are:
  - involved in supporting their child's learning;
  - kept informed about the support their child is receiving;
  - involved in reviewing how their child is coping and progressing in all areas
- Liaising with all the other people who may be coming into school to help support their child's learning e.g. *Speech and Language Therapists, Educational Psychologists etc.*
- Updating the school's SEND Profile (a system for ensuring all the SEND needs of pupils in the school are known) and making sure that there are records of each child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best possible outcomes.

**Executive Headteacher**

Ms A Bailey

01945 583620

[head@westwalton.norfolk.sch.uk](mailto:head@westwalton.norfolk.sch.uk)

Responsible for:

- The management of all aspects of the federation. This includes the support for children with SEND.
  - Updating the Governing Body about any issues in the school relating to SEND.
  - Delegating responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
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**SEND Governor**

Mrs L Howlett

c/o 01945 583620

[c/o\\_office@westwalton.norfolk.sch.uk](mailto:c/o_office@westwalton.norfolk.sch.uk)

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Liaising with the SENDCo and Headteacher to keep up to date with matters regarding SEND in the school.

## 4. What are the different types of support available for children with SEND in The Windmill Primary Federation Schools / Norfolk?

### 1. The Pastoral Team

The Pastoral Team was founded in September 2019 with the aim of supporting the needs of vulnerable children and their families, offering support to those children who have difficulties which mean they require support. This includes all children who have SEND.

The Pastoral Team works across the four schools of 'The Windmill Primary Federation' which includes –

West Walton Community Primary School (WW);

Tilney St. Lawrence (TSL);

Terrington St. John (TSJ);

Walpole Highway (WH).

The team works closely together to benefit any child / family that requires access to the services that are offered.

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### 2. Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all other pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- Different styles of teaching are in place so that your child is fully involved with learning in class. This may involve things like using more practical resources, visual resources, small group work and talking partners.
- Specific strategies (which may be suggested by the SENDCo or outside agencies brought in to offer advice) are in place to support your child's learning.
- Your child's teacher will carefully check on your child's progress and will decide whether your child has gaps in his/her understanding/learning and needs some extra support to help him/her make the best possible progress.

All children receive this provision as part of our commitment to quality first teaching.

# SEND Code of Practice:

## 1. In school

If a child has been identified by the SENDCo and class teacher as needing some additional support in school -

He / she will engage in some regular group or one to one sessions with specific targets to help him/her to make more progress.

This group, called an **Intervention Group**, may be run in the classroom or in a different area within the school.

It is planned by the teacher and run either by the teacher, a Teaching Assistant (TA) who has had training to teach these groups or a member of the Achievement Team.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

## 2. Specialist groups run by outside agencies

If a child has been identified by the SENDCo / class teacher, as needing some extra specialist support in school from a professional outside the school, the following may be available:

- Local Authority Central Services such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual impairment).
- Outside agencies such as the Speech and Language Therapy (SALT) Service. Occupational Therapy (OT).

For you and your child this would mean:

- Your child will have been identified by the SENDCo / class teacher (possibly through discussion with parents and carers) as needing more specialist input.
- You will be asked to come to a meeting to discuss your child's progress and agree the best ways to support your child.
- You may be asked to give your permission for the school to refer your child to a specialist professional *e.g. a Speech and Language Therapist or Educational Psychologist*.

This will help everyone involved with your child, understand their needs more fully; the school will be able to more effectively support him / her.

The specialist professional will work with your child to understand his/her needs and make recommendations, which may include:

- Making changes to the way your child is supported in class *e.g. some individual support or changing some aspects of teaching to support him/her more effectively*
  - Supporting teaching staff so that they are able to set more appropriate targets
  - A group run by school staff under the guidance of the outside professional *e.g. a Social Skills group*
  - Opportunities for group or individual work with outside professional support.
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention Groups.

### **3. Specified Individual Support**

This is usually provided via an **Education, Health and Care Plan (EHCP)**

This is a legal process.

This means your child will have been identified by the SENDCo / class teacher as needing a particularly high level of individual or small group support which cannot be provided from the school's allocated budget / financial resources.

Usually your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this could mean:

- The school (or you) can request that the Local Authority (and Health) carry out a Statutory Assessment of your child's needs.

This is a legal process which sets out the support that will be provided for your child as well as the target areas to be covered – in an Education Health and Care Plan - EHCP.

- After the school has submitted the request to the Local Authority (with gathered information about your child, including some thoughts shared by parents and carers), the LA Team will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to require a statutory assessment. If this is the case they will ask you and all professionals involved with your child, to write a report or complete forms outlining your child's needs.

If the Local Authority EHCP Team does not feel your child requires an EHCP, they will ask the school to continue with the support on SEND within the school.

- After the reports have all been sent in, the Local Authority will decide if your child's needs are sufficiently severe, complex and lifelong and support in school is needed in order to make good progress. If this is the case they will write an EHCP.

*As stated above, if an EHCP is not granted, the Local Authority will ask the school to continue with the support currently in place and also set up a meeting in school to ensure a plan is in place to help your child make as much progress as possible.*

- The EHCP will outline the support your child will receive and describe how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child during whole class teaching, run individual programmes of work or run small targeted groups that include your child.

This type of support is available for children whose learning needs are:

- Severe, complex and likely lifelong.
- Who require considerable support during school hours.

Note: The new Education Health and Care Plan (EHCP) covers from birth to age 25. *If you would like further information please ask the SENDCo or alternatively follow the link below*

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

## 5. How is extra support allocated to children and how do they move towards gaining an Education, Health and Care Plan – EHCP?

- The school budget, received from Norfolk LA, includes funds for supporting children with SEND.
- The Executive Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of current needs in the school.
- The Executive Headteacher and the SENDCo discuss the current information they have about SEND in the school, including:
  - the children who receive extra support already
  - additional children requiring extra support
  - the children who have been identified as not making as much progress, as would be expected

They will then agree what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes are made as deemed necessary.

## 6. How will we support your child when they are leaving one of our schools or when moving on to another class?

We recognise that transitions can be very difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- **If your child is moving to another school:**
  - We will contact the school SENDCo at the receiving school and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all SEND records about your child are passed onto you as soon as possible.
- **When moving classes in school:**
  - Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All POAPS/ Statements / EHCP's and other relevant documents will be shared with the new teacher.
  - Opportunities will be offered *e.g. a series of visits to the new classroom / opportunities to work with the new teacher before starting the new class.*
  - If appropriate, a book may be produced to support your child. This might contain photographs of the new staff / classroom to help remind and reassure them over the Summer break.
- **In Year 6:**
  - SENDCo will liaise with the receiving High School about the Transition Day/s to discuss the specific needs of your child with the SENDCo of that school, and the provision of additional specialist sessions for students with ASD, as appropriate. Additional transition sessions will be put into place, as needed for any SEND children.
  - Your child will have opportunities for focused learning to support their understanding of the changes ahead.
  - Where possible your child will visit his/her new school on several occasions and in some cases staff from the new school will visit your child in our school.
  - A photo book with maps may be arranged if appropriate *e.g. for an ASD child.*
  - The SENDCo will be available to discuss any of your concerns and pass them onto the High School.

Please also note that transition meetings are set up with local Nursery Units for children coming into school to ensure individual needs will be met and the school is ready to support your child.

## **7. How will the curriculum and learning environment be adapted for my child with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in small groups.
- Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs.
- The SENDCo will oversee any adaptations and provisions made for your child and advise as needed.
- If your child requires an Individual Programme of Work, it will generally be designed by the class teacher in liaison with the SENDCo and will generally be taught by Teaching Assistants and will be reviewed as is required.

## **8. How are The Windmill Primary Federation Schools accessible to children with SEND?**

Please see the Accessibility Plan for the individual schools for further details.

- All mobiles at West Walton, are accessible to children with physical disability via ramps.
- A fully equipped disabled toilet is available in all our schools.
- Parking – A designated space is available for disabled staff and visitors to school on the staff car park at West Walton, Tilney St Lawrence and Walpole Highway.
- At West Walton, parents of children with SEND who need special parking arrangements can apply to the Executive Headteacher for a permit to park in the layby, in front of the school.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extended school provision – Breakfast Clubs, After School Clubs and the Holiday Play Scheme at the West Walton Family Centre, are all accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Please also see the Single Equality Policy.

## **9. How are the teachers in school helped to work with children with SEND and what training do they have?**

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- Staff are trained in the Norfolk STEP On / STEP Up Programmes (Restrictive Physical Intervention and Personal Safety).
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training and updates on SEND issues such as ADHD and Speech and Language Difficulties.
- The SENDCo leads a staff meeting at least once per term. This includes arranging for outside professionals to train or update staff in specific SEND conditions.
- Training is also provided as required for specific medical conditions *e.g. Epilepsy; Diabetes; use of an EPI-Pen for severe allergy emergencies.*
- Designated staff are trained in First Aid.
- Individual teachers and support staff attend training courses run by outside agencies, that are relevant to the needs of specific children in their class *e.g. from the ASD Outreach service.*
- Any additional training is provided as soon as is possible as and when it is required.
- Staff are consulted on their own requirements for any additional training

## 10. How will we measure the progress of your child in school? How will we know if the provision is effective?

Guided by the new **Code of Practice**, the school follows a policy of **Assess, Plan, Do, Review**.

### **ASSESS:**

Regular class assessment data identifies pupils making less than expected progress / baseline assessment data on entry indicates concerns.

Further assessment (using School Assessments).

Observations

Parent / carer and child views

External Advice if required: *e.g. Norfolk County Council Local Offer; Child Support Service, Short Stay School Child Support Team; other professionals*

### **REVIEW:**

Formal Assessment

Observations

SENDCo collates information and reviews all impact of support / interventions on individuals and overall impact.

POAPs updated as live documents and reviewed per half term

EHCP - Education, Health and Care Plan reviewed in formal meeting, at least annually.

(HCP - Health Care Plan may also need to be reviewed, at least annually)

### **PLAN:**

Quality First Teaching, including differentiation and small group support.

Interventions - '*Additional to or different from*' a normal differentiated curriculum.

POAP: *Students strengths, difficulties, methods of support/ reasonable adjustments identified. Set up with SENDco, Parents and carers, child and teacher (Sometimes other professionals).*

Adjustments to the school environment.

Apply for specialist equipment; any additional professional involvement.

### **DO:**

Quality First Teaching

TA support

Working on POAP targets

Small Group Support

Interventions

One-to-one support

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally by the class teacher in reading, writing and numeracy.
- 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 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children with SEND (those listed on the SEND Profile) will have a POAP (Pupil on a Page Support Plan) updated throughout the year as and when updates occur, monitored by the SENDCo.
- The progress of children with an EHC Plan or a Statement of SEND is formally reviewed at an Annual Review meeting, with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that he/she takes part in. This may involve some assessments and observations.

## **11. How are children with SEND able to engage in activities alongside other children who do not have SEND in the schools?**

All children are offered a broad and balanced curriculum in our schools.

Where additional support is required, a member of staff will support the child within the activities being carried out by the class.

In extreme cases, if it is necessary to modify the curriculum, this will be to the minimum and the child will be included as much as is possible, alongside the other children.

Any necessary equipment will be purchased if required.

All children in the school are able to attend after school clubs and are supported as is necessary.

## **12. What is the support for improving emotional and social development in the schools?**

All staff in the Federation, work together to help to improve the social and emotional development of all children, including those with SEND. Staff are available to both support and to listen to views of children.

The school takes pride in caring for children's well-being and ensures that values such as respect, equality, fairness and kindness are followed consistently.

All the Windmill Primary Federation schools use the PATHS Programme (Pupils Advanced Thinking Skills), within each class, as a basis for teaching social, emotional and behavioural development. Children with SEND are given additional support as required within these lessons.

The Pastoral team plays a crucial role, liaising with the SENDCo, as they are able to work with individual children and their families, to support them with both social and emotional issues.

The School can call on the help of outside services for support for a child.

For further details please see the Windmill Primary Federation:

Anti-bullying policy / Behaviour policy / Racial Equality policy / Single Equality Policy

## 13. Who are the other people providing services to children with SEND in The Windmill Primary Federation Community Primary Schools?

### The Windmill Primary Federation Community Primary School has:

- Assistant Head Inclusion/ SENDCo
- Pastoral Assistant Head
- Parent Support Advisors (PSA)
- Potentially support via Achievement Team Staff
- Key Workers in the Foundation Stage
- Play/ Animal Therapy

If applicable:

- **For Safeguarding/Child Protection** (CP / CIN) –

Executive Headteacher – Ms A Bailey is the Designated Safeguarding Lead (DSL)

Alternate Designated Safeguarding Leads (ADSL)/ Assistant Heads / PSA's / Senior Teachers at each of the schools

- Pupil Premium (Free School Meals) - Assistant Head Inclusion Robert Griffiths

### The Local Authority offers:

- EHCP Co-ordinator
- Autism (ASD) Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- Access Through Technology (ATT)

### For additional services please see Norfolk Local Offer:

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

### Health Service (Norfolk NHS Trust):

- School Nurse
- Occupational Therapy
- Physiotherapy
- ADHD Support
- Consultant Community Paediatrician
- Other professionals as required

## **14. What support do we have for you as a parent of child with an SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo and other members of the team are available to meet with you to discuss your child's progress or any concerns/worries you may have. Please see the class teacher in the first instance.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- POAPs are updated as live documents and reviewed by SENDCo
- Homework will be adjusted as required, to your child's individual needs.
- If needed a contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parent Support Advisors (PSA) are available to meet with you and if required / appropriate to set up an FSP - Family Support Plan.

## **15. How can I let the school know I am concerned about my child's progress or I am unhappy about something to do with SEND in schools?**

You can do this by following the School's Complaints Policy

- Speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo and thereafter the Headteacher.
- If you are still not happy, you can speak to the school SEND Governor.

Refer to Question 3 for details of contacts or write to the contacts at:

The Windmill Primary Federation

c/o  
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Cambs.  
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01945 583620

Review September 2019