

SEND School Information Report: Windhill 21 2019

Windhill21 Academy is a highly inclusive school where the needs of pupils with Special Educational Needs and / or disabilities are met in a mainstream setting wherever possible and where families want this to happen.

(Please note: There is a glossary of abbreviations at the end of this document.)

This should be looked at together with:

1. The school SEND Policy
2. The school PSHE Policy
3. The school anti bullying policy
4. The school accessibility plan
5. The school pupil premium policy

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?	Class teacher	He/ She is responsible for: <ul style="list-style-type: none">• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Inclusion Leader as necessary.

	The SENCO	<ul style="list-style-type: none"> • Writing Assertive Mentoring monitoring pages. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and / or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Allocate specific support (SEND assistant) • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to deliver outcomes from Assertive Mentoring
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	SEND Assistant	<p>Monitoring.</p> <ul style="list-style-type: none"> Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>Contact : senco@windhill.herts.sch.uk</p> <p>The SEND Assistant works directly with the SENCO to deliver high quality interventions for those pupils who are experiencing difficulties in accessing the curriculum in class lessons.</p> <ul style="list-style-type: none"> Keeps up to date records on each child identified as requiring specific support Manage interventions in partnership with the SENCO Support 1-1 (high needs/exceptional needs) LSAs in the delivery of quality provision for individual children Teach small groups and individuals as allocated by the SENCO
	Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)	<p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.</p> <p>Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback.</p>
	The Head Teacher	<p>She is responsible for:</p> <p>The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</p> <p>Contacted by appointment through the school office or by direct daily contact.</p> <p>head@windhill.herts.sch.uk or 01279 696850</p>

	SEND Governor	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p>Contacted by appointment through the school office or by direct daily contact. chair@windhill.herts.sch.uk or 01279 696850</p>
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or PNI Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of	Class teacher input via	<ul style="list-style-type: none"> • The teacher will have the highest possible 	All children in school

<p>support available for children with SEN and /or disabilities in this school?</p>	<p>good/outstanding classroom teaching.</p>	<p>expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve providing more practical learning or different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. 	<p>receive this.</p>
	<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. <p>Targeted SEND group or individual support (Intervention Group)</p> <ul style="list-style-type: none"> • Run by the SEND Assistant <p>(Stage of SEND Code of Practice: School SEN Support, which means they have been identified by the class teacher as needing some extra support in school or from a professional outside school, after putting strategies in place at class level)</p>	<ul style="list-style-type: none"> • Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to enable them to work at a similar level to their peers. • He/ She will plan ‘catch up’ sessions for your child with targets to help your child to make more progress. • The SEND Assistant (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the SENCO’s plans, or a recommended programme. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</p>
	<p>Specialist groups/individual support</p>	<ul style="list-style-type: none"> • If your child has been identified as needing more 	<p>Children with</p>

	<p>run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</p> <p>(Stage of SEND Code of Practice: School SEN Support, which means they have been identified by the class teacher as needing some extra support in school or from a professional outside school, after putting strategies in place at class level)</p> <p>Professionals from outside school may be from:</p> <ul style="list-style-type: none"> • 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. 	<p>specialist input instead of, or in addition to, good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <ul style="list-style-type: none"> • Before referrals are made we will discuss your child’s progress with you and together we will plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will 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 the school and yourself understand your child’s particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with an outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>
	<p>Specified Individual support</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of 	<p>Children whose learning needs are:</p>

	<p>This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs.</p> <p>This means your child will have been identified by the class teacher/Inclusion Leader as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • 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, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer on the Hertfordshire Local Education Authority Website:</p> <ul style="list-style-type: none"> • http://www.thegrid.org.uk/learning/sen/ • Your child’s school/setting will have been putting together a profile of your child’s aspirations and needs over time. • The school will then meet with you and other and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, themselves and other involved professionals. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child’s needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support. • After the reports have all been sent in, the Local Authority will decide if your child’s needs are severe, complex and lifelong as a guide and the level of support they will need to make good progress. • If agreed, they will write an EHC plan. If this is not the case, they will ask the school to continue with 	<ul style="list-style-type: none"> • Severe, complex and lifelong
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		<p>the support at SEN Support and also set up another TAC meeting in school to ensure a plan is in place for your child to make as much progress as possible.</p> <ul style="list-style-type: none"> • The EHC Plan or Statement (if your child still has one) will outline the amount and degree of individual/small group support your child will receive from the LA and 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. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> • We will invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved, we will meet them or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts • Depending on your child's needs we may suggest transition visits or adaptations to the settling in period to help your child to settle more easily • If your child is to have a key person involved we will arrange times when they can meet you and your child to get to know each other 		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should 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 Inclusion Leader or Headteacher • If you are still not happy you can speak to the school SEN Governor Katie Lewis. 		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. • Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. These are called Pupil Progress Meetings. • If your child is then identified as not making progress the school will consider whether to monitor this or set up an intervention and will discuss this with you. • If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> ○ any concerns you may have ○ any further interventions or referrals to outside professionals to support your child's learning 		

	<ul style="list-style-type: none"> ○ how we could work together, to support your child at home/school.
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<ul style="list-style-type: none"> ● Children will either be present for all or part of their EHC Review meetings or the teacher or an LSA will discuss the meeting with them in advance. ● Where particular subjects or resources are motivating for a child we will use these to support increased learning. ● We make sure that children with SEN are represented on our school council so that their views are heard.
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> ● The school budget, includes money for supporting children with SEN. ● The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. ● The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. And decide what resources/training and support is needed. ● All resources/training and support are reviewed regularly and changes made as needed.

<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> ● Counselling /THRIVE ● SEND Assistant Support ● 1-1 Teaching assistant support ● Speech & Language Teaching assistant
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> ● Autism Outreach Service ● Educational Psychology Service ● Sensory Service for children with visual or hearing needs ● SPLD Base (Thorley Hill Base) Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia ● Speech and Language Therapy (provided by Health but paid for by the Local Authority). ● Occupational Therapy ● Physiotherapy ● Professional training for school staff to deliver medical interventions ● Primary Behaviour Service ● Parent Partnership Service (SENDIASS) (to support families through the SEN processes and procedures).

	C. Provided and paid for by the Health Service (NHS Trust) but delivered in school.	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy (some Special schools only) • Physiotherapy (some Special schools only)
<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the class teacher in planning for children with SEN. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • 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, SPLD Base and Sensory service or medical /health training to support staff in implementing care plans. <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO.</p>	
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Class Teaching Assistants can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. 	
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and ability judged in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • If your child is in Year 1 and above, but has not yet reached the abilities of that age group, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These are 'P levels'. • 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 are the 	

	<p>results that are published nationally.</p> <ul style="list-style-type: none"> • Children at SEN Support will have SEN Support Outcomes Records (or IEP) which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with an EHC Plan/ Statement of SEN is formally reviewed at an Annual Review with all adults involved with the child’s education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Letters/certificates sent home ○ Reports ○ Additional meetings as required ○ Home/school book – where there are particular needs to be met by this
<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<ul style="list-style-type: none"> • All staff members provide initial pastoral support when this is needed • Pupils may have access to THRIVE the Emotional Wellbeing program. • Where children have more severe ongoing needs we will refer to the Pastoral Support Worker. • More information is in our PSHE and Behaviour policies
<p>How is our school made accessible and physically accessible for students with SEND?</p>	<ul style="list-style-type: none"> • Most of the school is accessible through, ramps, and disabled toilets. • The school has a sensory room. • We ensure that equipment used is accessible to all children regardless of their needs. • The school ensures that children with poor fine motor control have access to specific pencil grips, scissors and sloping desks as directed by the OT
<p>How does our school make special arrangements for Children who are under local authority care (CLA) with SEND?</p>	<ul style="list-style-type: none"> • The CLA teacher in our school is Heledd Mann (SENCO) • We consult with the virtual school – The CLA Teacher, Head Teacher SENCO as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child. • We review the child’s needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. • We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes • The SENCO ensures that training and policies are supportive of Children Looked After with SEND • The Designated Governor for CLA works to ensure provision is enabling CLA with SEND to make good progress.
<p>How will we support your child when they are leaving this school? OR moving on to another</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and / or disabilities and take steps to ensure that any transition is as smooth as possible.</p>

class?	<ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school’s SENCO 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 records about your child are passed on as soon as possible. • When moving classes in school: <ul style="list-style-type: none"> ○ Information, including SEND Support Records, will be passed on to the new class teacher in advance. ○ For children with EHC Plan / statements and more complex needs at SEND support Plus, there will be a planning meeting and / or specific preparation or training for the new teacher (for example if the child is Hearing Impaired) and / or support staff. ○ If your child would be helped by a book to support them understand moving on then it will be made for them. • In Year 6 <ul style="list-style-type: none"> ○ The SENCO will meet the staff of the secondary schools/specialist provision to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD or other SEND, as appropriate. ○ Children who might find moving on most difficult will attend a small group in school, to support their understanding of the changes ahead. This may include creating a ‘Personal Passport’ which includes information about themselves for their new school. ○ Where understanding might be difficult your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
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GLOSSARY OF TERMS

IEP	Individual Education Plan
S	Statement stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist

SENCO	Special Educational Needs Coordinator
SPLD	Specific Learning Difficulty
SLI	Specific Language Impairment
ASD	Autistic Spectrum Disorder
CLA	Children Looked After