

Windmill Hill Primary School
Local Offer 2015/16

General School Details:	
School Name:	Windmill Hill Primary
School website address:	WindmillHill.school
Type of school:	Mainstream Primary
Description of school:	Windmill Hill is a mainstream Primary school situated in Runcorn. The school consists of six classes with some mixed age groups. There is a high number of children entitled to free school meals.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	134
% of children at the school with SEND:	38%
Date of last Ofsted:	July 2013
Awards that the school holds:	Investors in People (Gold), Healthy Schools, Every Child Matters, Safeguarding Standard, International Schools Award (Intermediate).
Accessibility information about the school: Here is a link to our school's Accessibility Strategy.	The school is on one storey and there are two disabled toilets. Windmill Hill Primary school also has a disabled parking bay located at the front of the school. http://windmillhill.school/wp-content/uploads/1-sen/windmill-hill-accessibility-plan-2016-19.pdf

Expertise and training of school based staff about SEN. (CPD details)	<p>This year, we have continued with additional training into Quality First Teaching strategies to support children with specific learning difficulties for Reading, Writing and Maths; developing person centred SEND support plans and reflecting on the changes to the SEND Code of Practice.</p> <p>Laura Naylor - New to SEN, Inclusion Chelsie Walsh - Introduction to SEN, Inclusion Michelle Inman - Hanen Training, Elklan Christina Towers - SEN Training for SIMS Andrea McCoy - Makaton Colette Harrison - Nurture Group Training All Staff - Attachment</p>
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Documentation available:	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	SEN policy	YES
		Safeguarding Policy	YES
		Behaviour Policy	YES
		Equality & Diversity	YES
		Pupil Premium Information	YES
		Complaints procedure	YES

Range of Provision and inclusion information:

<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>When pupils have identified SEND before they start here, we hold transitional meetings with people who already know them and draw on the information available to identify what your child's SEN will be in our setting and how to accommodate their needs.</p> <p>If you tell us you think your child has SEN we will discuss this with you and monitor your child's progress. We will share with you what we find out and agree next steps with you as to how we can all help your</p>
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	<p>child.</p> <p>If your child does not appear to making the same level of progress as their peers we will undertake assessments in school and if required we will use other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages.</p> <p>Similarly, if your child exhibits challenging behaviour, we will work with you to develop strategies to ensure consistency in approach between home and school.</p> <p>We will write individual education plans (IEP) or individual behaviour plans (IBP) with pupils and parents /carers.</p>
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties.</p> <p>We use support from local authority services and local special schools who provide outreach.</p> <p>We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</p> <p>We use support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy.</p> <p>We hold internal meetings with school SENDCo and staff to discuss appropriate interventions. We use the expertise of a Behaviour Consultant who we share with two other schools.</p> <p>We will hold multiprofessional meetings with parents and the pupil where</p>

	<p>necessary to review the child's progress. At these meetings we will discuss; what will be put into place in school to make teaching and learning more effective, agree targets for pupil's achievement, agree how we will work together and set a review date to explore how well the pupil is progressing and decide on the next steps. This information is recorded to ensure accountability.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Specialist equipment to support the curriculum Individual work spaces Access to ICT resources such as IPad, IPod, laptop, visualiser Prompt and reminder cards for organisation Symbols and visual prompts/ visual timetable Interactive whiteboards and Smartboards</p>
<p>What strategies/programmes/ resources are available to support speech & language and communication including social skills?</p>	<p>Intervention from speech and language therapist. Delivery of personal speech and language programme. Support from classroom assistant within class. Support from SENCO/specialist TA for small group or individual. Range of language resources and programme materials</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Small group support in class for guided reading / writing. Individual daily reading to teaching assistant / teacher. Reading schemes for 'struggling' readers. Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills. Delivery of a planned SpLD programme by a skilled teaching assistant. Phonics based reading scheme.</p>

	Small group sessions in writing for Year 2 and Year 6.
Strategies to support the development of numeracy.	<p>Small group support in class through guided teaching.</p> <p>Withdrawal in a small group for 'catch up' maths activities.</p> <p>Withdrawal by teaching assistant for 1:1 support.</p> <p>Use of specialist maths resources online for reinforcement.</p> <p>Streaming for maths in Key stage 2.</p> <p>Booster groups.</p>
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<p>Personalised and differentiated curriculum</p> <p>A curriculum that is broad/balanced, creative and fun.</p> <p>Small group support in class from classroom assistant or teacher.</p> <p>1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources.</p> <p>Specialist equipment.</p> <p>Individual plans (educational, behaviour, pastoral).</p> <p>Time spent in a year group more appropriate to the needs of the child.</p> <p>School / year group provision mapping.</p> <p>Strategies put into place as provided by professionals / specialist services / outreach</p>
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<p>Observation</p> <p>Target setting</p> <p>Individual education plan targets and review</p> <p>Individual provision map</p> <p>Individual pastoral support plans</p> <p>CAF</p> <p>External professionals undertaking assessment</p> <p>Regular review of targets with child / parents</p>
Strategies/support to develop	Use of individual timetables and

independent learning.	<p>checklists</p> <p>'Chunking' of activities</p> <p>Individual success criteria</p> <p>Visual prompts</p> <p>'PSHCE' / personal development targets</p>
Support /supervision at unstructured times of the day including personal care arrangements.	<p>Named midday supervisor at lunchtimes</p> <p>Individual pastoral support plans which specify break and lunchtime provision</p> <p>TA support at break and lunchtimes</p> <p>Playtime buddy system</p> <p>Lunchtime Club</p> <p>Breakfast Club</p> <p>Nurture Group</p>
Extended school provision available; before and after school, holidays etc.	<p>We offer a breakfast and after school club.</p> <p>We offer a range of lunchtime and after school activities / sports clubs for pupils of different ages.</p> <p>Lunchtime Club</p>
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	<p>All children are included in outdoor learning, weekly forest school sessions, class based trips and residential visits. Children are supported where necessary and additional adult support is provided for children with additional needs.</p> <p>Risk assessments are carried out and strategies implemented to ensure full inclusion for all of our pupils.</p>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>Planned support from teaching assistant</p> <p>Meet and greet at start of day</p> <p>Circle Time</p> <p>Parental contact daily through home-school book</p> <p>Parental contact session weekly</p> <p>Referral to CAMHS</p> <p>Nurture groups in place</p> <p>Individual pastoral support plan</p> <p>Identified mentor</p>
What strategies can be put in	Use of the schools behaviour policy

<p>place to support behaviour management?</p>	<p>Individual behaviour plans in place Social skills / behaviour group using social skills programme Daily behaviour record Time-out support Reward system-interactive class Dojo's School behaviour consultant Support and intervention from outreach behaviour specialist Individual pastoral support plan Strategies in place for unstructured times of the day e.g. alternative location for break time Referral to PBS (Positive Behaviour Support Team) Key worker identified</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>Transition co-ordinator in school Meetings with SENDCo in receiving school Regular meetings with parents Transition plans for individual children Risk assessments completed Close links with Halton transition lead Work with parent partnership Social stories and visual prompts for pupils Work through PSHCE on managing and preparing for change Programme of visits Longer term links with secondary schools to increase familiarity</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>Intervention from physiotherapy / occupational therapy team Assessment and individual programmes Specialist resources Delivery of planned intervention programme by skilled member of school staff Close liaison with medical staff where required Staff training for managing particular medical needs</p>

<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>School has a Behaviour Consultant, shared with 2 other school who works with both child and parents offering support / advice.</p> <p>Through the Children's Centre, we offer a range of learning opportunities such as Numeracy and Literacy.</p> <p>We hold regular coffee mornings in school.</p> <p>The school will signpost appropriate groups and organisations to you which are relevant for your family's needs.</p> <p>The school works closely with the local authorities IWST team and will support families through a CAF.</p> <p>Family meeting room available.</p>		
<p>How additional funding for SEN is used within the school with individual pupils.</p>	<p>Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupil's needs through this (including additional support and equipment) The local authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year.</p> <p>If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. (This statement will need to reflect the new code of practice once it becomes statutory).</p>		
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.</p>	<p>Specific interventions</p> <p>Behaviour Consultant</p> <p>Breakfast Club</p> <p>Lunchtime Club</p> <p>Nurture Group</p> <p>Behaviour Consultant</p> <p>Additional staffing</p>		
<p>SENCO name/contact</p>	<p>Laura Naylor</p>		
<p>Headteacher name/contact</p>	<p>Paula Newman</p>		
<p>Completed by:</p>	<p>Paula Newman</p>	<p>Date: May 2016</p>	

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