Windmill Hill Primary School

Local Offer 2017-18

General School Details:	
School Name:	Windmill Hill Primary School
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. 53% of children eligible for Pupil Premium.
Does our school have resource base?	No
Number on roll:	141
% of children at the school with SEND:	18%
Date of last Ofsted:	July 2013
Awards that the school holds:	Investors in People (Gold), Every Child Matters, Healthy Schools, Safeguarding Standard.
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. WindmillHill.school/windmill-hill-accessibility-plan-2016-19.pdf

Expertise and training of school based staff about SEN. (CPD details)	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. All staff – How to engage SEND pupils in English lessons Lisa Russell, Andrea Thompson and Michelle Inman: Elklan and Colour Semantics All TAs – Using Visuals to support learning Michelle Inman – Hanen Training Lisa Russell - Autism		
Documentation available:	Are the following documents available on the school's website?	SEN policy	YES http://windmillhill.school/wp-content/uploads/2017/09/send-policy-2017-18.pdf
		Safeguarding Policy	YES http://windmillhill.school/wp-content/uploads/2017/09/safeguarding-and-child-protection-policy-for-schools-2017-18.pdf
		Behaviour Policy	YES http://windmillhill.school/wp-content/uploads/2017/08/behaviour-and-discipline-policy.pdf
		Equality & Diversity	YES http://windmillhill.school/wp-content/uploads/2017/08/equality-and-diversity-policy.pdf
		Pupil Premium Information	YES http://windmillhill.school/wp-content/uploads/2017/09/pupil-premium-report-2017-18.pdf
		Complaints procedure	YES http://windmillhill.school/wp-content/uploads/2017/08/complaints-policy.pdf

Range of Provision and inclusion information:	
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. 	• 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 the child's SEN will be in our setting and how to accommodate their needs. • If you tell us, you think your child has SEND 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 child. • 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. • Similarly, if your child exhibits challenging behaviour, we will work with you to develop strategies to ensure consistency in approach between home and school. • We will write individual education plans (IEP) and/or individual behaviour plans (IBP) with pupils and parents /carers.
What extra support we bring in to help us meet SEN: specialist services, external expertise and how we work together. For example: health, social care, local authority support services and voluntary sector organisations. 	• 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. • We use support from local authority services and local special schools who provide outreach. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • 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. • We hold internal meetings with school SENCo and staff to discuss appropriate interventions. • We will hold multi-professional meetings with parents and the pupil where 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 pupils' 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.
How we provide access to a supportive environment; ICT	• Specialist equipment to support the curriculum • Individual work spaces • Access to ICT resources such as IPad, IPod, laptop, visualizer • Prompt and reminder cards for organisation

facilities, equipment, resources etc.	• Symbols, visual prompts and visual timetable • Interactive whiteboards and Smartboards
What strategies/ programmes/ resources are available to support speech & language and communication including social skills?	• Delivery of personal speech and language programme. • Support from classroom assistant within class. • Support from SENCO/specialist TA in small group or individual setting. • Range of language resources and programme materials
Strategies to support the development of literacy	• Small group support in class through 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. • Small group sessions in writing for Year 2 and Year 6.
Strategies to support the development of numeracy.	• Small group support in class through guided teaching. • Withdrawal in a small group for 'catch up' maths activities. • Withdrawal by teaching assistant for 1:1 support. • Use of specialist maths resources online for reinforcement. • Withdrawal into target groups for intervention programmes aimed at developing numeracy skills.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and differentiated curriculum • A curriculum that is broad, balanced, creative and fun. • Small group support in class from teaching assistant or teacher. • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources. • Specialist equipment. • Individual plans (educational, behaviour, pastoral). • Time spent in a year group more appropriate to the needs of the child. • School / year group provision mapping. • Strategies put into place as provided by: professionals, specialist services, outreach.
How we track and assess pupil progress towards	• Observation • Target setting • Individual education plan targets and reviews

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.	• Individual provision maps • Individual pastoral support plans • CAF • External professionals undertaking assessment • Regular review of targets with child and parents/carers
Strategies/support to develop independent learning.	• Use of individual timetables and checklists • Individual success criteria • Visual prompts • 'PSHCE' / personal development targets
Support / supervision at unstructured times of the day including personal care arrangements.	• Named midday supervisor at lunchtimes • Individual pastoral support plans which specify break and lunchtime provision • TA support at break and lunchtimes • Playtime buddy system • Lunchtime Club • Breakfast Club
Extended school provision available; before and after school, holidays etc.	• We offer a breakfast and after school club. • We offer a range of lunchtime and after school activities / sports clubs for pupils of different ages. • Lunchtime Club
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?	• 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. • Risk assessments are carried out and strategies implemented to ensure full inclusion for all our pupils.
Strategies used to	• Planned support from teaching assistant

reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	- Meet and greet at start of day - Circle Time - Parental contact daily through home-school book - Referral to CAMHS - Intervention groups in place - Individual pastoral support plan - Identified mentor
What strategies can be put in place to support behaviour management?	- Use of the school's behaviour policy - Individual behaviour plans - Social skills / behaviour group using social skills programme - Daily behaviour record - Time-out support - Reward system- interactive class Dojos - House Points 'Spotty Box' (pupils 'spotted' for good behaviour) - 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 - Key worker identified
How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.	- Transition co-ordinator in school - Meetings with SENCo 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
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	- 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
Extra support for parents and carers and pupils offered	School has access to a Behaviour Consultant, who works with both child and parents offering support / advice.

by the school/how parents are involved in their child's education.	• Through the Children's Centre, we offer a range of learning opportunities such as Numeracy and Literacy. • We hold weekly coffee mornings in school. • Parents invited to celebration assembly each week. • Parents' evening held termly. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs. • The school works closely with the LA CART and family support team and we will support families through the CAF process. • Family meeting room available.	
How additional funding for SEN is used within the school with individual pupils.	• Schools receive funding for all pupils including those with special educational needs and disabilities. • If the assessment of a pupils needs identifies something that is significantly different from what is usually available, there will be additional funding allocated.	
Arrangements for supporting pupils looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.	• Specific interventions • Breakfast Club • Lunchtime Club • Intervention Group • Additional staffing • Speech and Language • Specialist Teaching	
SENCo	Liz Drinkwater	
Head teacher	Paula Newman	
Completed by:	Paula Newman and Liz Drinkwater	Date: September 2017	

Version Control

Area of Document Updated:	Updated By:	Date:

Appendix A

<u>**Broad areas of SEND taken from** *SEND Code of Practice 0-25 effective September 2014*</u>

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.