Windmill Hill Primary School

Special Educational Needs Information Report

2026-2027

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/ or Disabilities (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible.

This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014. Broad Areas of SEND The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

1. Information about	

Windmill Hill's policies for identification and assessment and provision for pupils with SEND.	We recognise that some of our children have a wider range of needs than others and these can be summarised into or more of the following categories: 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Health Difficulties 4. Sensory and Physical Needs All of our pupils' needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND. Information from a variety of agencies is also used to identify children with SEND including: family, health professionals and social care teams. As a school, we actively sought advice from many outside bodies. These include, but are not limited to: Halton's educational psychologist, school nurse, family support workers, special educational needs advisory and assessment team and speech and language therapists. The advice we receive is then followed in order to support the provision of children with SEND. Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, is: ➢ Noticeably different when compared to their peers who started from the same baseline. ➢ Significantly slower than their peers. ➢ Creating a gap between them and their peers. ➢ Requiring them to have additional support. Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCo and specialist teachers/agencies. All pupils' progress is monitored and tracked. This happens through the use of observations, formative and summative assessments, personalised support plans and regular review meetings with parents/carers. This information is then used to identify whether further support is needed from the SENDCo and then outside agencies. In exceptional cases, children may receive an Education, Health and Care Plan. Interventions are implemented and reviewed by teaching staff (then passed onto the SENDCo) on a half-termly basis to ensure they are allowing children with SEND to progress. Class teachers continually assess all children's learning against national expectations and age-related expectations. Progress is tracked and information regarding where children have progressed (and where they have not) is recorded. This informs whether extra support is required. As a school, we track children's progress from Reception to Year 6 using a range of formative and summative assessments including

	observations, WellComm, Insights and NFER tests. Children who are not progressing with the rest of their cohort are identified. Teachers then discuss individual children with the SENDCo and next steps are put into place. This could include: ➢ A Personalised Support Plan ➢ Intervention groups ➢ Assessments from outside agencies ➢ Consultation with the local authority's Educational Psychologist ➢ Request for an Educational, Health and Care Plan
2.The school's approach to teaching pupil's with SEND: **> How adaptations are made to the curriculum and the learning environment of pupils with SEND.** **> Support that is available for improving the social, emotional and mental health of pupils with SEND.**	**English:** ➢ Small group support in class through guided reading/ writing ➢ Individual daily reading to teaching assistant/ class teacher ➢ 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 ➢ Booster classes for Year 6 children by a specialist teacher **Mathematics:** ➢ Small group support in class through guided teaching ➢ Withdrawal in a small group for 'catch-up' maths activities ➢ Withdrawal by teaching assistant (or class teacher) for 1:1 support ➢ Use of specialist maths resources online (for reinforcement) ➢ Withdrawal into target groups for intervention programmes aimed at developing numeracy skills ➢ Bespoke Maths curriculum based on objectives from previous years **Foundation subjects:** ➢ Small group-work within class (through guided teaching) ➢ Specialist equipment and software ➢ Circle Time ➢ Withdrawal by a teaching assistant for 1:1 support ➢ Specialist teacher to deliver weekly PE afterschool clubs ➢ Weekly lessons with specialist dance, drama and French teachers ➢ Jigsaw PSHE scheme **Social, Emotional and Mental Health:** ➢ All staff have received mindfulness and meditation training. This is used regularly within classes to support children's social and emotional development ➢ Mental Health First Aiders have been trained to support those who need it ➢ PASS assessment
3. The school's approach to teaching pupil's with SEND:	Class teachers are responsible for:

> Evaluating the effectiveness of the provision made for pupils with SEND. **> Arrangements for assessing and reviewing pupils progress towards outcomes including opportunities available to work with parents and pupils as part of this assessment and review.**	➢ Quality first teaching – to plan and deliver lessons that meet all needs in their class ➢ Overseeing planning and working with each child with SEND in their class - ensuring that progress is being made ➢ Regular conversations with their teaching assistant – assess the effectiveness of interventions that are in place ➢ Liaising with parents and carers about the provision of their child – these should also be documented on each child's Parent Meeting Form ➢ Creating and following Personalised Support Plans – sharing these with parents and carers ➢ Ensuring classroom staff members are aware of provisions in place and children's individual needs ➢ Supporting the planning and delivery of interventions ➢ Adults in their classroom are following the school's SEND policy
4. Contact Information **Name of SENDCo:** **Name of SEND Governor:** **Contact information:**	Mrs Amy Stoddart Mr Ged Murphy Contact number: 01928 712337 Email: senco.windmillhill@haltonlearning.net
5. Information about the expertise and training of staff in relation to children with SEND.	Mrs Amy Stoddart – qualified teacher and Special Educational Needs Co-ordinator. All class teachers at Windmill Hill Primary School have gained a teaching qualification at degree level. Our teaching assistants have all gained teaching assistant qualifications. 1:1 support assistants are qualified to at least TA level. Teachers and teaching assistants receive regular training. Relevant staff have been involved in: ➢ Safeguarding children ➢ One Page Profiles ➢ Speech and Language ➢ Mental Health ➢ SIMs for SEN ➢ SENDCO workshops ➢ Educational Psychologist Consultations ➢ GLD Meetings

	➢ Team Teach ➢ Visual and Auditory Discrimination ➢ Pre-Literacy Skills ➢ Implementing the Engagement Model ➢ Good Autism Practice ➢ Precision Teaching Specialist expertise for children requiring additional SEND support is secured through the SENDCo who uses local authority recognised agencies. The amount of input from these agencies can differ through the year depending on the needs of pupils.
6. Information about how equipment and facilities support children with SEND.	When a pupil has been identified with SEND, their work will be differentiated by their class teacher to enable them to access the curriculum more easily. Teaching assistants can also be allocated to work with a pupil on a 1:1 basis or with a small group. Children on Wave 1 will receive quality first teaching and a One Page Profile. Children on Wave 2 and 3 will have this support plus a Personalised Support Plan with SMART targets. Children on Wave 4 have an EHCP. Personalised Support Plans are written by a child's class teacher in great detail relating to the child's background, their needs, current attainment levels and SMART targets. Some Personalised Support Plans will be supported by the SENDCo and may include relevant information from outside agencies (Wave 3 and 4). These are used to inform the planning and delivery of whole class and small group lessons (including interventions). Each child's Personalised Support Plan will be reviewed termly and new SMART targets will be set. This will be monitored by class teachers and SENDCo and will be shared with parents/carers. For pupils with a medical condition, an Individual Health Care Plan (IHCP) will be written with SENDCo and parents/carers to guide staff on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a child within school, this would be addressed at these meetings. If a pupil obtains additional funding, they will continue to be educated at Windmill Hill Primary School where appropriate. If an EHCP is given, Halton Borough Council would look at their facilities within the borough and decide on the most appropriate school to support the child – this may be at Windmill Hill Primary School or at a specialist school. Contact details of regularly used external agencies: **Woodview** – 0151 495 5400 **Educational Psychologist** – 0151 511 8736 Should you require any other agencies, please contact the **Halton SEN** Team – 0303 333 3400.

7. The arrangements for consulting parents of children with SEND and involving such parents in the education of their child.	As a school, we offer regular opportunities for parents to come into school. We also have a range of facilities and resources open to parents: ➢ Opportunities for parents to learn how to support their child's learning – storytelling, workshops, Dojo, etc. ➢ Through the Children's Centre, we offer a range of learning opportunities including English and Mathematics ➢ The school will signpost appropriate groups and organisations that are relevant ➢ Windmill Hill Primary School works closely with Halton iCART and the family support team. We will support families through formal and informal processes (MAP/CIN meetings) ➢ Family meeting room available.
8. The arrangements for consulting children with SEND and involving them in their education.	Pupils with SEND are prompted to comment on their Personalised Support Plan, advise teaching staff on how best to support them and discuss their opinions of different interventions. All children are listened to and staff endeavour to respond to their needs.
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Should you need to make a complaint about your child's provision, contact the SENDCo via the school office. If the complaint is about the SENDCo, you can contact the Headteacher or governing body. 01928 712337 admin.windmillhill@haltonlearning.net
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils.	The relevant referrals are made through SENDCo or family support worker.
11. The contact details of support services for the parents of pupils with SEND, including those made in accordance with section 32.	Parent Partnerships at Halton Borough Council. They will ensure that you are fully supported and guide you through the process.
12. The school's	

arrangements for supporting pupils with SEND in a transfer between phases of education.	**New Starters:** Before children start in Reception, the class teacher will set up meetings with previous settings to discuss the needs of individual pupils. In addition to this, the class teacher will also arrange for a meeting at the child's house with parents/carers. If a child is entering the school with complex needs and/or disabilities, relevant training and risk assessments will be carried out. School will also extend the amount of contact with parents and relevant agencies before the child starts here. Also, extra visits to school will be made available for the child and parents if deemed necessary. **Transitioning through Key Stages:** At Windmill Hill Primary School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCo may be present for the meeting. Parents are also welcome to attend. **Transitioning to a New Setting:** When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss all children who we feel may need additional support when they start secondary education.
13. Inclusion Base	We are delighted to have opened our new Communication and Interaction Resource Base 'The Hive', providing a nurturing, inclusive and highly personalised learning environment for children with significant communication and interaction needs. The base offers a bespoke curriculum tailored to each child's individual needs, interests and EHCP outcomes, with a strong emphasis on developing communication, social interaction, emotional regulation, independence and engagement in learning. Our provision incorporates a range of specialist approaches and interventions, including Intensive Interaction, RISE therapy, Attention Autism, Colourful Semantics, sensory stories and individualised speech and language activities. Children benefit from structured routines, visual supports, personalised sensory diets and carefully planned opportunities for play-based, practical and multisensory learning. Learning is closely linked to the EYFS curriculum and the Engagement Model, ensuring that progress is recognised and celebrated through each child's individual developmental journey. We work closely with parents, external professionals and specialist services to provide a consistent, collaborative approach to meeting children's needs. Our overall aim is to create a safe, supportive and engaging environment where every child can develop their communication skills, build positive relationships, increase their independence and achieve their full potential.

14. Information on where the local authority's local offer is published.	https://localoffer.haltonfamilyhubs.co.uk/
15. School Complaints Procedure/Policy.	https://windmillhill.school/wp-content/uploads/2023/09/Complaints-Policy.pdf