

# Windmill Primary School



<b>School Name:</b>	<b>Windmill Primary School</b>		
<b>Type of School:</b>	<b>Mainstream</b>	<b>Primary</b>	
	<b>Education Fellowship Academy School</b>		
<b>Accessibility:</b>	Fully Wheelchair Accessible	<b>Yes</b>	
	Auditory/Visual Enhancements	<b>No</b>	
	Other adaptations	<b>None</b>	
<b>Core Offer:</b>	Are you currently able to deliver your core offer consistently across all areas or your school?		
	<p><b>Key staff (class teachers and Teaching Assistants) have received comprehensive training to enable them to deliver Read, Write Inc.</b></p> <p><b>All teaching and support staff have had training in 123-Magic and are familiar with the Restorative Approach to Justice and both of these approaches form the basis of our Relationships and Behaviour policy.</b></p> <p><b>We have a Speech and Language Specialist teaching assistant; another teaching assistant trained in the 'Sign-Along' programme, and our Learning Mentor is trained in the 'Talking and Drawing' programme.</b></p>		
<b>Policies:</b>	Are the following school policies available to view on the school website? <a href="http://www.windmillprimary.co.uk/index.php/statutory-information/inclusion-send">http://www.windmillprimary.co.uk/index.php/statutory-information/inclusion-send</a>		
	Anti-Bullying	<b>Yes</b>	Equality and Diversity <b>Yes</b>
	Attendance	<b>Yes</b>	e-Safety <b>Yes</b>
	Behaviour	<b>Yes</b>	Inclusion (including SEND) <b>Yes</b>
	Child Protection and Safeguarding	<b>Yes</b>	
	Are you aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act of 2010?		<b>Yes</b>
	Are you aware / familiar with the requirements of the Special Educational Needs and Disability Code of Practice (2014)?		<b>Yes</b>
<b>Range of Provision:</b>	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	Areas of Strength:		
	<p><b>The school has a number of staff who have a wealth of experience in successfully supporting children with a range of sometimes complex social, emotional and mental health issues in an inclusive environment. Our new Relationships and Behaviour policy is the basis for a nurturing culture in our school which we believe will develop our children so they are able to:</b></p> <ul style="list-style-type: none"> <li><b>take responsibility for their actions</b></li> <li><b>are compassionate; who say no to bullying</b></li> <li><b>deal through conflict through discussion</b></li> <li><b>have the confidence to assert themselves if they are harmed or see others harmed.</b></li> </ul>		
	Specialist facilities / Equipment to support SEND		
<b>All areas of the school are accessible to wheelchair users.</b>			

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	<b>Disabled toilet and facilities for intimate care.</b>
	Input from specialist support services
	<b>Teacher for the Deaf through the local authority. Access to Educational Psychology service. Speech and Language therapists through the local authority. Appropriate support as required from Education Entitlement Service. 1:1 and small group support from Learning Mentor. Play therapy from professional providers. Independent advice and support from Northamptonshire's Information Advice Support Service - IASS (formerly Northamptonshire Parents Partnership Service). 123-Magic training.</b>
	Before and After-School support
	<b>Breakfast Club (Windmill Wide Awake Club) and After School Club – subject to payment of fee and spaces. Range of sporting, craft and academic clubs run after school lead by teaching staff (free subject to spaces). Range of sporting clubs (basketball, tag rugby, etc.) run by commercial organisations (fee paying, subject to spaces). We facilitate regular parental support workshops throughout the year which are open to all parents. These are delivered by external professionals but there is no cost to the parents attending. We are currently in the process of facilitating a 6-week Summer School during the July-August break to support our school community.</b>
<b>Inclusion:</b>	How do you promote inclusion within the school (including visits and residential trips)?
	<b>The National Curriculum 2014 is embedded across the school and all lessons are designed to meet the requirements relating to inclusion, with adjustments made as appropriate. This includes the PE curriculum (see SEND and Inclusion Policy). Risk assessments are satisfactorily completed and adjustments made where necessary to ensure that all children are included in visits and residential trips regardless of SEND.</b>
	What percentage of children currently receive support for SEND?
	<b>14.2% (53 children) – October 2017 [National Average of SEND children in Primary Academy Schools is 12.2%] There are currently 4 children on Education Health care Plans (1.2% of school roll) [National Average of EHCPs in Primary Academy Schools is 1.3%] (Information from DfE: <i>Special educational needs in England: January 2017</i>) <i>(a number of children are currently receiving additional support with their learning but the challenges they face are not yet identified as 'Special Educational Needs' at this point, however, they may subsequently be added to the SEND support list at a later date).</i></b>
<b>Parent Support Involvement and Liaison:</b>	How do you involve / support the parents of children with SEND with regard to identifying and meeting their needs?
	How do you communicate their progress and areas of difficulty?
	<b>The children identified with SEND work closely with their class teacher, teaching assistant, SENCO, learning mentor (where appropriate) and of course, their parents / carers. Support and targets are agreed and formalised with a SEN Support Plan at the beginning of each whole term. These are reviewed within school at 6 weeks and in a formal meeting between all stakeholders at 12 weeks (based on a 12 week term). Parents /carers are invited to attend a meeting with the SENCO during Pupil Learning Conferences (PLCs) to discuss progress in addition to their meetings with the class teacher. In certain cases the communication between stakeholders may be more frequent as appropriate.</b>
	How well does the school prepare children with SEND to join their next setting (Class / Key Stage / School)?
	<b>Carefully planned and structured transition programmes are in place as children with SEND move through Windmill Primary School. All staff are aware of any</b>

	<p>children with SEND within their particular phase and the support in place to meet their needs. Transition days are supplemented by meetings with new members of staff, the use of social stories and familiarisation visits take place in the weeks leading up to any moves.</p> <p>For those children with higher needs this process can begin up to 12-18 months before any official transition programme may begin.</p> <p>For those children with Statements of SEN or Education Health Care Plans additional advice for transition is provided by the school and the independent Northamptonshire Parent Partnership Service who hold regular coffee mornings and drop-ins at the school to support parents of children with SEND.</p> <p>In the case of children who are new to the school additional visits by the SENCo and teaching and/or support staff may take place in both the current setting and at Windmill Primary to ensure a fully supported transition. This will begin as soon as possible once confirmation of admission is received.</p>
<p><b>Other Information:</b></p>	<p>What else do you think parents would like to know about Windmill Primary School with regard to support for children with SEND?</p>
	<p><b>We are currently using the following intervention and support programmes:</b></p> <ul style="list-style-type: none"> <li>• Small group and 1:1 phonics programmes (based on Read, Write Inc.)</li> <li>• 1:1 tuition</li> <li>• British Sign Language (and additional strategies related to Hearing Impairment)</li> <li>• Sign-Along</li> <li>• Booster classes in Yrs. 5 and 6</li> <li>• Toe By Toe</li> <li>• Stile resources for Maths and Literacy</li> <li>• Pictures for Writing</li> <li>• Pictures for Talking</li> <li>• Play Buddies</li> <li>• Fresh Start</li> <li>• Play Therapy</li> <li>• Mind Reading</li> <li>• Meet and Greet</li> <li>• Word and Number Shark</li> </ul> <p>We also accommodate VIG work within school, 1:1 counselling with outside agencies such as Service 6 and can provide support with programmes such as 123 Magic and Play Therapy.</p>
<p><b>Completed By:</b></p>	<p><b>S.Bateson (Assistant Principal / Lead for Inclusion and Provision)</b></p>
<p><b>Date Completed:</b></p>	<p><b>1<sup>st</sup> October 2017</b></p>
<p><b>Review Date:</b></p>	<p><b>As appropriate or April 2018</b></p>