

Name of School: **Windhill Primary School** Date of Report: September 2025

## SEN INFORMATION REPORT Version 12

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 SEN.** The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.** The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

### The kinds of special educational needs that are provided for in school

At Windhill Primary School, we strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable pupils.

Under the SEN Code of Practice 2014, a child has a special educational need if they have provision that is "***additional to or different from***' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

The SEN Code of Practice 2014 also explains that '*Special educational needs and provision can be considered as falling under four broad areas;*

- 1. Communication and interaction*
- 2. Cognition and learning*
- 3. Social, mental and emotional health*
- 4. Sensory and/or physical*

*Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.'*

At Windhill Primary School we aim to support all pupils with their learning journey and embrace an inclusive ethos.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

Class Teacher

- Mrs J Neesome (Inclusion Manager/Safeguarding Lead/Acting SENCO till March 26)
- Mrs K O'Dwyer (SENCo) – maternity leave till March 26
- Mrs D Howard (Headteacher)
- Mrs A Hall (Learning Mentor / Nurture group/Thrive lead)
- Mrs H Clayton (Learning Mentor / Nurture group/Thrive Practitioner)
- Mrs C Eaton (Governor for SEN)

Other contacts within DMBC;

- Educational Psychology Service: [psychology@doncaster.gov.uk](mailto:psychology@doncaster.gov.uk)
- The Special Educational Needs Team: [sen@doncaster.gov.uk](mailto:sen@doncaster.gov.uk)
- Parent Partnership Service: [parent.partnership@doncaster.gov.uk](mailto:parent.partnership@doncaster.gov.uk)
- Attendance & Pupil Welfare Service: [apws1@doncaster.gov.uk](mailto:apws1@doncaster.gov.uk)
- Virtual School for Children in Care: [CiCEducationService@doncaster.gov.uk](mailto:CiCEducationService@doncaster.gov.uk)
- Children with Disabilities Team: [dcr@doncaster.gov.uk](mailto:dcr@doncaster.gov.uk)
- Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332
- Education Standards & Effectiveness Officer –  
SEN/D:louisa.townsend@doncaster.gov.uk
- Ethnic Minority And Traveller Achievement Service (EMTAS):  
[emtas@doncaster.gov.uk](mailto:emtas@doncaster.gov.uk)

Policies for identifying children and young people with SEN and assessing their needs

*(list all relevant policies)*

SEN Policy

Attendance Policy

Admissions Policy

Disability Equality Policy

Behaviour Policy

Safeguarding Policy

Intimate Care Policy

Managing Medicines Policy

PSHE Policy

E-safety policy

Health and Safety Policy

Anti-bullying Policy

Parents / Carers and pupils are invited to comment on any school policy by emailing the school – [admin@windhillschool.co.uk](mailto:admin@windhillschool.co.uk)

Arrangements for consulting parents of children with SEN and involving them in their child's education

If your child is identified as not making progress, the school will set up a meeting to discuss this with you and your child in more detail and to;

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Pupil and parent/carer voice is also vital part of target setting and the reviewing of progress of pupils who are supported with a SEN Support Plan or Education Health & Care Plan (EHCP).

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed at least termly with the Senior Leadership Team in reading, writing and numeracy.

Where necessary, children will have a SEN Support Plan with targets set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made. This

will follow an 'Assess, Plan, Do, Review' model. This process will take place with the pupil and parent/carer voice included.

Healthcare plans will be formed for those children who need them with the input from parents, school and any outside services.

The progress of children with a statement of an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the pupil and parent/carer voice included.

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.

Regular scrutiny of work and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team will take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

**If your child is joining us from another school:**

- The SENCO will attend Annual Reviews (SEN/Healthcare plans) when appropriate and invited.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for 'transition' sessions, if appropriate.
- Your child and parents/carers will have the opportunity to view the school and meet some of the staff.
- Information about your child will be requested.
- Inclusion team will seek advice from outside agencies where necessary.

**If your child is moving to another school:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible through either CPOMs or paper.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance through a planning meeting which will take place with the new teacher. SEN Support Plans

will be shared with the new teacher.

- Pupils will have the opportunity to be taught by their new teacher in their new class before the end of the previous year.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. Furthermore, additional transitional visits will also be arranged if needed.

#### **In Year 6:**

- The SENCO and/or year 6 teachers will discuss the specific needs of your child with the liaison teachers from your child's secondary school.
- We will make sure that all records about your child are passed on as soon as possible through either CPOMS or paper.
- If your child has an EHC Plan, the SENCO from your child's next school will be invited to the year 5 and year 6 Annual Review meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, 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.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

### Approach to teaching children and young people with SEN

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through a variety of means;

- Support staff, under the direction of the class teacher, can adapt 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. Adapted resources e.g. practical resources, displays, table top reminders, visual timetables
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Support from Outside Agencies (direct working and advice for staff)
- Break time support e.g. Lunchtime Support, Teaching Assistant Support, Learning Mentor Support
- Support for parents through Early Help as needed.
- Home-school liaison and differentiated homework tasks
- A range of extra-curricular activities and clubs to enhance a variety of skills (sport, art, computing, social skills, maths, literacy)

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

The school recognises the need for adaptive teaching and where necessary differentiated planning in order that all SEND children have access to the curriculum.

Personalised learning for children with SEND

Access to laptops to aid with written work

Practical apparatus

Identified adult support during required lessons/throughout the school day

Specialist equipment as required

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The SENCO and Inclusion Manager support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN.

Regular TA meetings are also used by the school to disseminate information and train the support staff.

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. Autism, Speech & Language, Phonics, Guided Group Work, First Aid, Specific Medical Needs, Positive Handling, THRIVE and Attachment.

Evaluating the effectiveness of the provision made for children and young people with SEN

Every child's progress and attainment is reviewed at least termly during Pupil Progress meetings.

Phase teams develop effective provision/intervention mapping delivered every term. This is reviewed and evaluated by the Phase teams (overseen by SLT and the Inclusion team) and pupil progress meetings to inform the next areas for development. The Inclusion Team map provision on whole school provision map. This ensures the children's needs are continually met and the effective deployment of resources.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
As an inclusive school we offer support for all children but in particular all SEN children have full access to the broad and balanced curriculum through adaptive provision and targeted support and intervention from experienced adults in school.
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.</p> <p>All classes follow a structured Jigsaw PSHE curriculum to support their emotional and social development. However, for those children who find aspects of this difficult we offer;</p> <p>Learning Mentor – playtime and lunchtime drop ins</p> <p>Nurture Groups – lunchtime support</p> <p>Thrive sessions – Afternoon and lunchtimes</p> <p>Allocated staff to pupils if required</p> <p>Seek support from other agencies</p>
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families
<p>At Windhill Primary school, we embrace additional support from external agencies in order to assist the school in meeting the needs of children and their families. Examples of some of the external provision utilised in school is listed below.</p> <p><b>Local Authority Provision delivered in school;</b></p> <ul style="list-style-type: none"> <li>• ASCETs</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• Parent Partnership Service/SENDIAS</li> <li>• With Me in Mind</li> <li>• EMTAS</li> </ul>

- Outreach Support from the Special Schools or Pupil Learning Centre's

**Health Provision delivered in school;**

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- CAMHs

**Other External Agencies;**

- Children's Centres
- Open Minds
- PAFSS (Parenting and Families Support Service)

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

At Windhill Primary School, we aim to provide an inclusive, supportive and positive learning environment. The provision made for all children, including those with SEN, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child then please contact the Inclusion Manager, Mrs J Neesome or SENCo Mrs K O'Dwyer (on maternity till March 26). If you still need to discuss concerns, then you can ask for further appointment with Mrs D Howard (Headteacher)

In addition to this, further guidance can be found in the Complaints policy available on the school website.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

**What is the Local Offer?**

- In accordance with the *Children and Families Act 2014*, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.

**This School SEN Information Report** utilises the Local Authorities 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

To view the Doncaster's 'Local Offer' please view;

<https://www.doncaster.gov.uk/services/schools/local-offer-send>