

Name of School: **Windhill Primary School** Date of Report: **September 2026**

SEN INFORMATION REPORT Version 11

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 Special Educational Needs and Disabilities (SEND) 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 New SEN Code of Practice 2014, a child has a special educational need if they have provision that is “<i>additional to or different from</i>’ <i>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</i>” The SEN Code of Practice 2014 also explains that ‘<i>Special educational needs and provision can be considered as falling under four broad areas;</i> <i>1. Communication and interaction</i> <i>2. Cognition and learning</i> <i>3. Social, mental and emotional health</i> <i>4. Sensory and/or physical</i> <i>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.’</i> 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)
- Mrs K O'Dwyer (SENCo)
- Ms D Howard (Headteacher)
- Mrs A Grayson (Learning Mentor/Nurture group/Thrive lead)
- Miss H Clayton (Learning Mentor/ Trainee Thrive Practitioner)
- Mrs C Eaton (Governor for SEN)

Other contacts within DMBC;

- Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk
- The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk
- Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk
- Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk
- Virtual School for Children in Care: Contact number: 01302 737242

CiCEducationService@doncaster.gov.uk

- Children with Disabilities Team: Contact number: 01302 735885 or email 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: Contact number: 01302 735978 or email: Edward.shepherd@doncaster.gov.uk
- Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Policies for identifying children and young people with SEN and assessing their needs <i>(list all relevant policies)</i>
SEN Policy Attendance Policy Admissions Policy Accessibility Policy/plan Disability Equality Policy Behaviour Policy Intimate Care Policy Managing Medicines Policy PSHE Policy E-safety policy Safeguarding Policy Health and Safety Policy Anti-bullying Policy Parents / Carers and pupils are invited to comment on any school policy by emailing the school.
Arrangements for consulting parents of children with SEND 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. • Review your child's progress and amend plans accordingly (3 x per year) • Discuss with you any referrals to outside professionals to support your child. Pupil and parent/carers voice is also a vital part of target setting and the reviewing of progress of pupils who are supported with a SEN Support Plan, Health care 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 maths.

Where necessary, children will have a SEN Support Plan with targets set that are designed to accelerate learning, close the gap or support with communication or emotional needs. 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 reviews (SEN/EHCP/Healthcare plans) when appropriate and invited.
- If your child would be helped by additional transition visits/photos to support them in understanding moving on, then this will be facilitated.
- 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 photos and information to support them in understanding moving on, then this will be facilitated.

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 current and 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 extra transition visits and photos to support them in understanding moving on, then this will be facilitated.

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.

Approach to teaching children and young people with SEND

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, communication boards
- 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 the 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, ICT, 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
Differentiated planning in order that all children with SEND have access to the curriculum. Personalised learning for children with SEND Access to laptops to aid with written work Practical resources/play based learning 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 the 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 SEND. 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, and Attachment, THRIVE.
Evaluating the effectiveness of the provision made for children and young people with SEND
Every child's progress and attainment is reviewed at least termly during Pupil Progress meetings.

Each class teacher develops effective provision mapping showing interventions delivered every term. This is reviewed and evaluated by the SENCo and during pupil progress/interim pupil progress meetings and informs the next areas for development. 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 children with SEND have full access to the broad and balanced curriculum through differentiated work and targeted support from experienced adults in school. We have adopted many strategies from outside agency support in order to support children with SEN across all of the four broad areas of need.

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 SEND and measures to prevent bullying

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.

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;

Learning Mentor – morning, playtime and lunchtime drop ins

Nurture Groups – lunchtime support

Thrive sessions – Afternoon and lunchtimes

Allocated staff to pupils if required

Seek support from other agencies

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

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.

Local Authority Provision delivered in school;

- ASCETs
- Educational Psychology Service
- Hearing impairment or visual impairment team
- SENDIAS
- Outreach Support from the Special Schools
- EMTAS
- With Me in Mind
- BOSS

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. If you still need to discuss concerns, then you can ask for a further appointment with Ms 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>