Windwhistle Primary School

SEND Information Report 2025- 2026

Headteacher: Heidi Hudd

SENDCo: Caroline Madeley

SEND Governor: Dan Backler

Our School:
Windwhistle Primary School is committed to providing a high-quality education for all children. We believe that every child who attends our school, including those identified as having Special Educational Needs and disabilities have an equal entitlement to a broad, balanced curriculum. We are passionate about supporting all pupils in achieving a positive outcome and developing life skills for a positive future. The school's links with outside agencies are strong and ensure that support is sought when necessary to enable disabled pupils and those with special education needs to access the learning that takes place.

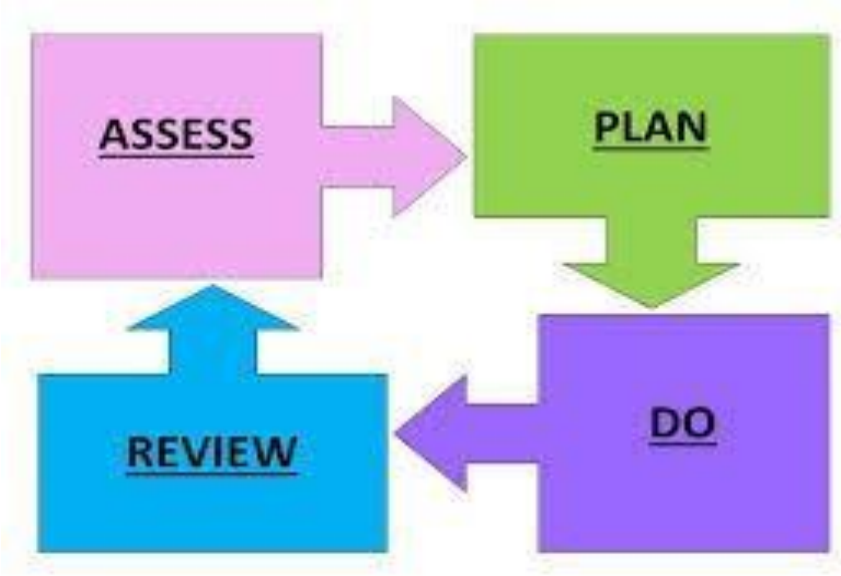
How does the school identify and assess children with additional needs?

The Code of Practice 2014 defines SEND as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of others or the same age: or*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions"*

Here at Windwhistle, we have a graduated response to identifying SEND. The majority of children within the school will have their needs met with high quality inclusive teaching and appropriate adaption. Children who do not respond to high quality inclusive teaching will follow the graduated response to SEND at Windwhistle.



Monitoring progress is an important aspect of the work we do at Windwhistle Primary School. We follow the 'assess, plan, do and review model' which involves parents, pupils, staff and outside agencies are at every step to ensure collaborative working. Children identified with SEND will have an Individual Support Plan (ISP) that is reviewed three times a year. It is vital that parents, children, professionals and staff are regularly consulted so that all views are heard and included in the plan. If your child has an Education, Health, Care Plan (EHCP) the same regular meetings will take place and then the EHCP will be formally reviewed annually.

What is Windwhistle Primary's approach to teaching children with SEND and how is the curriculum and learning environment adapted?

We value all our children as individuals and show commitment in offering an inclusive learning environment which ensures all children achieve their potential. In the class, staff are continually adapting and personalising learning to meet the needs of children with SEND. This could be additional adult support, additional differentiation, pre-teaching before starting lessons/new topics, visual resources (visual timetable, visuals of expectations), vocabulary cards, tangible maths resources, positive rewards systems and sensory breaks are just a small sample of how learning can be adapted.
As well as adaptation of learning in the classroom there are a range of interventions and support that can be given to the children to allow them to make progress within their learning. Here is an example of some of the provision in place:

Cognition and Learning: Individual Support Plans (ISP), Beat Dyslexia Programme, Advice from Advisory Teachers and Educational Psychologists, Quick Fire Phonics, 5-minute box, Better Reading Partnership
Social, Mental and Emotional Health: Pastoral lead, nurture assistant, Inclusion support Workers, zones of regulation, Individual Support Plans (ISP), Jigsaw, Trauma informed practice, EMHP, sensory circuits
Sensory and/ or Physical: Occupational Therapy and Physiotherapy programmes, Fine and Gross motor skill groups, Hand Gym, Write dance, Dough Disco, sensory circuits
Communication and Interaction: Individual Speech and Language Programmes, Individual Support Plans (ISP), Narrative skills groups, Talk Boost

It is the SENDCo's responsibility to monitor the effectiveness of the interventions that are provided at Windwhistle Primary, on a yearly basis, so that we only use ones that actually contribute to children's progress and attainment.

At Windwhistle we work hard to ensure all children are able to access all aspects of the curriculum and the school environment. All children have access to a broad and balanced curriculum which is adapted to be inclusive of the needs of individuals and focusing on their preferred learning styles. All children are fully included in all areas of the curriculum including school trips, plays and school clubs regardless of their needs. Reasonable adjustments are made to ensure that all children benefit from the same opportunities. Teaching staff are also supported by the SENDCo to develop appropriate provision and make necessary adaptions.

What training and expertise is available to support children with SEND, and how is specialist expertise secured?

Windwhistle School may also refer individuals to Community Paediatrics, School Nursing Team, Speech and Language, Social Care, Inclusion Panel, Occupational Therapy and ELAN SEND and Inclusion Lead. As well as accessing support from the wider community Windwhistle are committed to keeping staff updated with relevant training and up to date information. Staff have regular training opportunities as part of staff meetings, LSA meetings and INSET days.

How will children and parents with additional needs be consulted about and involved in their education?

At Windwhistle School we believe that it is important to work together closely with parents and carers. You, the parents, are the experts of your children and so it is important that you are involved in every process. We will regularly meet with you to discuss the progress your child is making, listening to any worries or concerns, celebrating the success and achievements and deciding together the support that your child needs both at school and at home. We will work together to create an Individual Support Plan (ISP) and Pupil Profiles so all staff within the school are aware of strategies/interventions that support your child. The way a child's views are gathered will be adapted depending on their age and needs.

How will equipment and facilities to support children and young people with SEND be secured?

A proportion of our school budget is designated to support children with additional needs. The budget allows us to provide specialist equipment, make adaptions and provide additional support such as Learning Support Assistants, inclusion workers, Speech and Language assistants etc.
Some children will be identified as having significantly higher additional needs and will require other resources such as equipment or adult support. To meet these children's needs we will request an EHCP needs assessment. A team of professionals will look at the needs of your child and decide what provision needs to be in place and whether extra funding is required.

What support is there available for improving emotional and social development of children?
Windwhistle has an approach that supports the development of children's social and emotional needs, as this can affect their behaviour and their learning.
There is a strong pastoral team who also support the emotional and social development of the children by running small groups and 1:1 sessions for children and providing a 'safe space' for children to go to if they have worries or concerns. We also have a PSHE scheme of work (JIGSAW) which is delivered in class across the school. The lessons address topics such as bullying, differences and wellbeing. We have an Education Mental Health Practitioner (EMHP) who visits school each week and works with referred children and their families. Zones of Regulation are used throughout the school to develop the understanding of emotions.

What are the arrangements for supporting pupils moving between phases of education?

When children enter into Reception we will liaise with the previous setting as well as taking part in the Link programme run by North Somerset. This allows staff to have a deeper understanding of the child's strengths and areas of needs. Previous records are transferred to us and shared with all relevant staff in preparation for the child's start. As a school we will also plan a personalised transition programme which may include additional visits, adjusted timings of the day to support the positive transition into school.
Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.
Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEND will be planned according to individual need. As a school we encourage staff from the new setting to come and meet the children and prepares them for the transition day/ week at the new school. Individual personalised transition plans will be created and children and parents will be involved in all of the stages of planning and transition.

What are the arrangements for the admission of disabled pupils and the facilities that are provided to help disabled pupils access the school?

The admission of disabled pupils has the same process as non-disabled pupils. During this process it is Windwhistle's responsibility to see if further considerations are needed in light of needs and accessibility. It is Windwhistle's policy to accommodate pupils with disabilities should parents wish and to ensure that disabled children have equal opportunities. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils including those categorised as having a disability or Special Educational needs. All staff will organise resources within the school to support access to the learning and encourage participation of all pupils.
The school site is on many different levels and includes several sets of steps that cannot be made accessible. Where possible ramps and rails have been installed and reasonable adjustments are made to support the needs of all pupils. Parents with disabilities are offered alternative provision for parent meetings/ sessions. Staff at Windwhistle are given appropriate training when pupils transition that have a particular need. Adaptions are made to the curriculum to accommodate the physical needs of pupils.

ELAN Accessibility Plan

Complaints:
Positive home school relationships often mean that concerns or complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with the ELAN complaints policy which can be found on our website.

Link to The North Somerset SEND Hub (Local Offer) website

https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer

Policies
All our key policies are available on our school website.
https://www.windwhistleschool.co.uk/policies/

If you would like a policy in a different format or would like a printed copy please contact the school office.