

# **Winhills Primary Academy School**

## **Information Report 2025**

**This information is for parents/carers of children who have Special Educational Needs and or Disabilities (SEND) and all those who support children with additional needs. It outlines the support and provision they can expect to receive, if they choose Winhills Primary Academy for their children.**

### **1. What kind of Special Educational Needs is provision made for?**

Winhills Primary Academy provides education for pupils of Primary School age – Reception to Year 6. The school also runs Gems Nursery on site which provides for 2 and 3 year old children, including funded twos.

The school makes provision for pupils with difficulties in the four broad ‘areas of need’: Communication and Interaction, Cognition and Learning, Sensory and Physical difficulties and Social, Emotional and Mental Health difficulties.

### **2. How do we identify that a child has Special Educational Needs?**

The identification of children who have Special Educational Needs is built in to our overall approach for assessing and monitoring the progress of all pupils.

Class teachers make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age or starting point we will invite you to discuss this with the class teacher.

In some cases it will be the parent/ carer who first raises the possibility of SEND to the school. We will listen to your aspirations for your child and together with your child plan what to do next.

If you are concerned about your child you should, in the first instance, speak to their teacher. They will listen to your concerns and be able to explain how they support your child on a day to day basis and how you could help to support them. Together you will be able to decide how best to support your child.

There are many reasons why a child may be experiencing difficulties and many children need periods of extra support to help them at different points in their learning and it does not necessarily mean that they have special educational needs. Sometimes targeted support will be enough to address their difficulties.

### **3. How do we support pupils who have special educational needs?**

#### **Admissions**

As a Trust we follow the School Admissions code 2021 and do not discriminate against or disadvantage disabled children or those with special educational needs.

#### **What provision is available?**

All pupils receive Quality First Teaching. This consists of quality teaching within an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that individual children's needs are met through careful differentiation, preparation of resources and scaffolds for learning. Planning and teaching is adapted on a daily basis to meet every child's learning needs. This ensures that all children have a positive experience, regardless of whether or not they have Special Educational Needs or Disabilities.

In the Nursery and Reception, children work across the Early Years unit both inside and outside, in small groups, pairs, individually and at times as whole class groups. Some activities are adult led, others are self directed. There is Teaching Assistant support at all times in Nursery and Reception with some adult time specifically focused on addressing individual children's additional needs. Sometimes year 1 children may continue to be taught in the EYFS unit when this is appropriate and dependent on numbers in the cohorts.

The curriculum in KS1 is taught as a whole class, teaching assistants are attached to classes and there is additional support where there are high levels of SEND. Curriculum planning will consider a range of multi sensory, practical and physical activities to develop speaking and listening, social skills, problem solving, mathematical reasoning, role play, motor co-ordination, writing and reading for a purpose and spatial awareness.

All staff have a good understanding of which children have special educational needs or disabilities and are particularly aware of them when they are in the areas where they are working, providing additional support as necessary. Children with Education, Health and Care Plans are also known by all staff and they are the focus of teaching assistants work when they are in their areas.

In KS2 teaching assistants are attached to classes and there is additional support where there are high levels of SEND. The teaching assistants know which particular children need support and are used in one of two ways:

to support the group containing the child/ren needing support

or

to work with a group (as directed by the teacher) to release the teacher to work with the support group.

Some children have specific additional needs for such things as fine motor skills, gross motor skills, letter recognition, number recognition, speech and language needs, sensory needs, behaviour and physical needs. There are targeted activities planned within class and

through interventions to meet these needs, as well as a limited number of more individual support programmes, such as 1:1 speech and language work or sensory circuits.

Children with Education, Health and Care Plans are catered for within teacher's planning for individuals and groups and the structure of lessons is adapted to reflect this. At times this may involve a higher level of teaching assistant support in class for a minority of children who have very significant and complex special educational needs or disabilities. This support is provided as unobtrusively as possible with the TA most often working with a group and the identified child/ren also having a high level of support from the class teacher. A very few children with significantly high needs may be supported by an adult very closely, however, this will continue to be done as discreetly as possible.

### How will my child's progress be monitored?

Every child's progress is continually monitored by the class teacher, the Senior Leadership Team and the SENDCO. Progress is assessed formally every term and a stage of learning given in reading, writing, maths and science.

If a child is in Year 1 and above and engaged in subject specific study (ie Reading, Writing and Maths) but is working below the standard of national curriculum assessments, they are assessed using the Pre-Key Stage Standards. Children working below year 1 expectations in year 1, may also be assessed against Development Matters. If a child has such significant and complex needs that they are not engaged in subject specific study, their progress will be assessed using the Engagement Model.

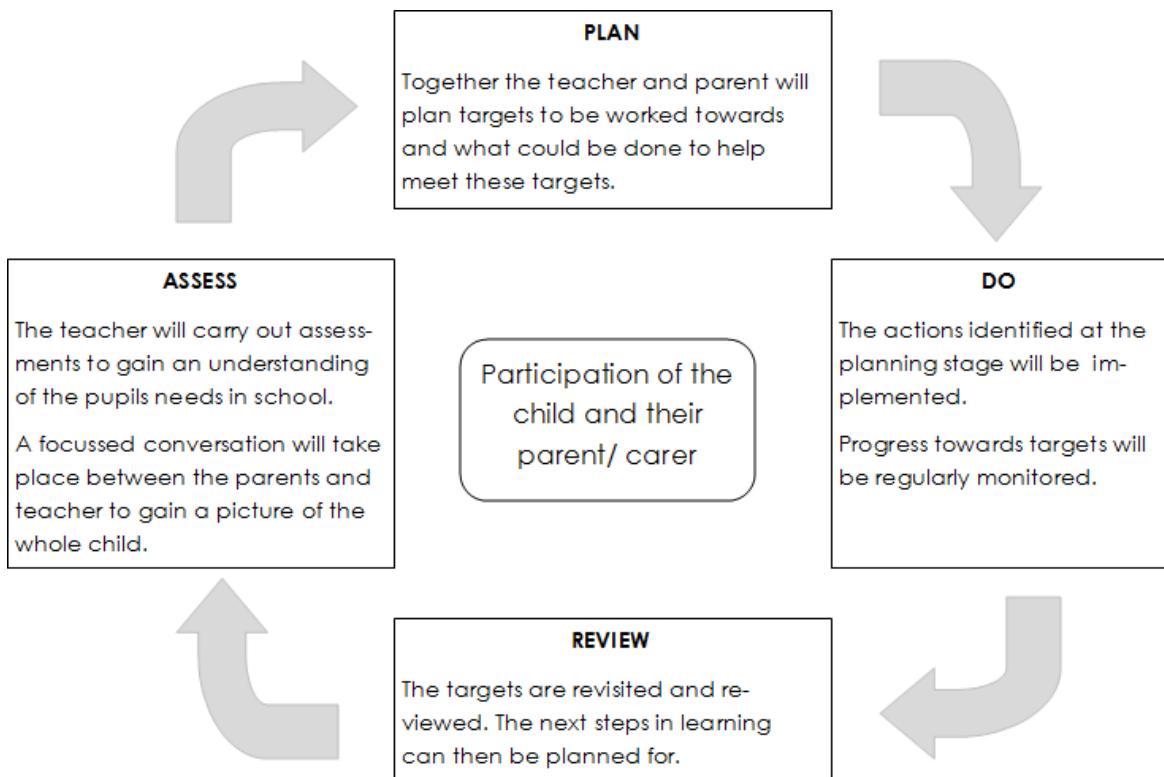
At the end of each key stage (i.e. at the end of year 2 and year 6) all children are formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Most children who have SEND will have an Assess Plan Do Review Cycle which will be reviewed by the class teacher, with your involvement, every term and the plan for the next term made.

In addition, the progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child.

### What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

In order to plan support for your child together with you we implement a four stage cycle based on the principles of ASSESS, PLAN, DO, REVIEW. We will discuss your and your child's aspirations and use our best endeavours to ensure that the necessary provision is made.



This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child. An Assess Plan Do Review Cycle is written to record these meetings, decisions, targets and the outcomes.

#### How does the school teach pupils with special educational needs?

- School-based universal provision

All pupils receive Quality First Teaching in the classroom from their teacher for English, Maths, Science and the Foundation subjects. Nursery and Reception children have provision to learn in a practical, physical and multi-sensory way through a range of cross curricular activities inside and out. Year one will continue some of this provision to support the transition in to KS1.

Reasonable adaptations are made to meet individual needs. This includes the strategies, resources and adaptations to the curriculum and environment that teaching and non-teaching staff use to remove barriers to learning which may exist for some children in our care.

- School-based targeted Support

To support pupils in school we carefully consider the needs of the pupils in different year groups. The teaching groups may be differentiated or may be mixed ability depending on which is most appropriate for the content being taught. A range of resources are used to

support pupils within these lessons. Pupils have frequent opportunities to work with the class teacher and also independently across the week.

Small group targeted support is provided throughout the school as needed alongside Teaching Assistant support in the classroom.

We run 'Sensory Circuits' for some pupils, this is available throughout the day. Some pupils are provided with resources to support them to overcome a barrier to learning eg a writing slope, ear defenders or a pressure vest. Some targeted activities are provided within the school day, eg fine motor skill development activities. There is also access to targeted support such as ERT, lego therapy and play therapy. Pupils' individual needs are taken into account when planning learning activities.

- School-based Specialist Support

The class teacher, along with the SENDCO and parents and carers, will consider and use a range of effective teaching approaches in order to support your child's progress. This support will be adapted to meet their needs and could include short, regular opportunities to address those difficulties using a variety of strategies that are planned into the school day to help them make progress or overcome a barrier to learning. There is also speech and language provision in school for children which follows on from recommendations from the Speech and Language Therapists.

- External Specialist Support

Specialist Support will be offered where a child continues to make no or little progress over a sustained period of time or where they continue to work at a level significantly below that expected for children of a similar age, despite well-founded SEND support.

This support comes from services outside of the school and could include:

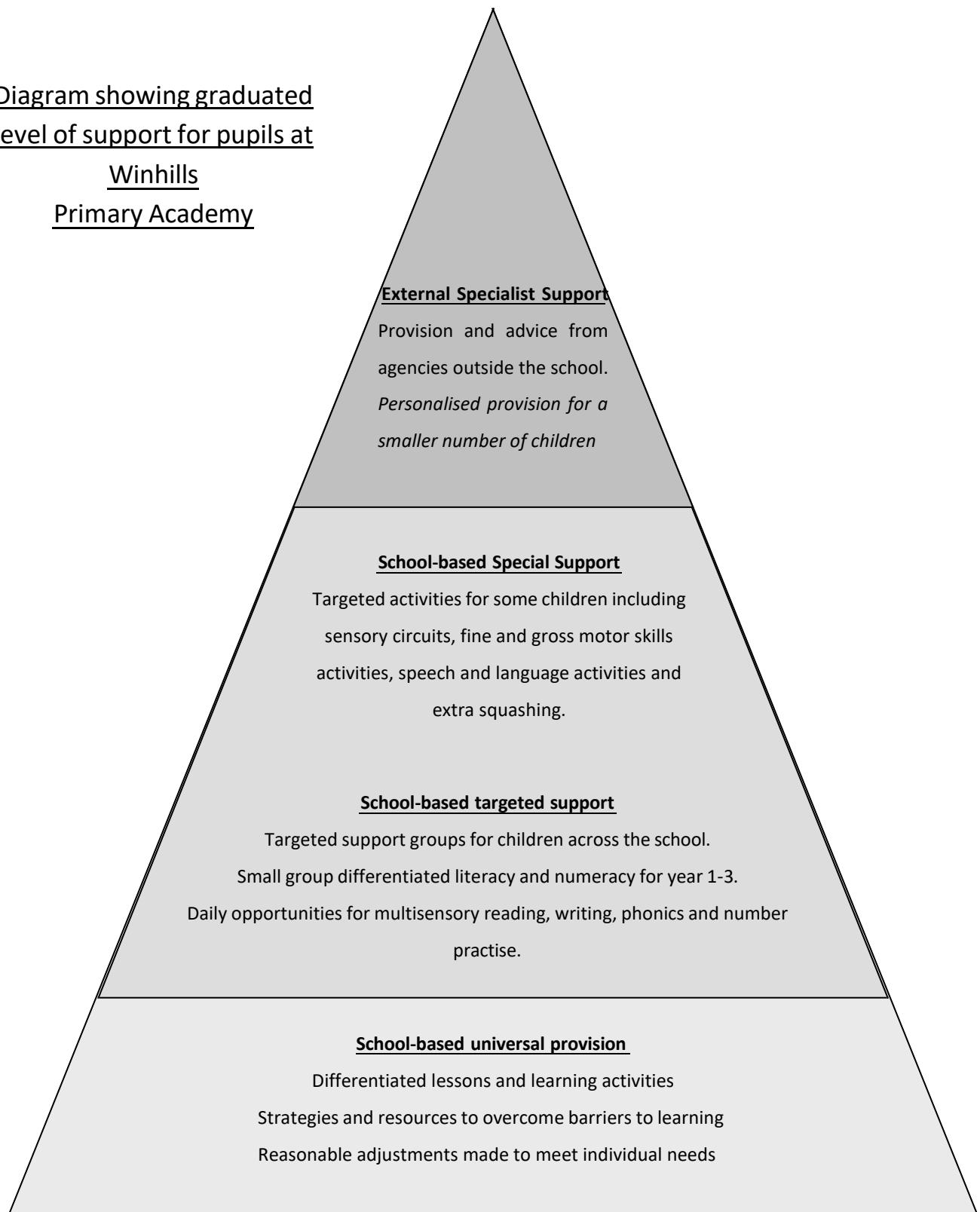
- Early Years Support for Learning Team
- SEND Specialist Services (Specialist Teachers, Specialist Practitioners and Educational Psychologists)
- Speech and Language Therapy Service
- Hearing Impairment Service
- Visual Impairment Service
- Occupational Therapy Service
- Physiotherapy Service
- Community Paediatrician

These specialists usually observe or assess the children and talk to parents and teachers about them. They provide advice and strategies to parents and teachers to support the child and, in some instances, work directly with the child. They also provide written reports for Education, Health and Care Plan Needs Assessments.

Parents will always be involved in a decision to involve specialist support. Any discussions with specialists and agreements made will be recorded and shared with parents and with the staff supporting the child. In order to access this support an Early Help Assessment

(EHA) will often be started to ensure that everyone who works with you and your child has the same information.

Diagram showing graduated level of support for pupils at  
Winhills  
Primary Academy



## How does the school adapt the curriculum and learning environment for pupils with special educational needs?

We ensure that we make reasonable adaptations for individual needs. These include using a range of different teaching strategies, physical resources and adaptations to the curriculum and the environment so as to remove barriers to learning for children in the school.

The school has chair lifts on all internal stairs and all doors are wide enough to allow wheelchair access. The main entrance has a ramp up to it. All other entrances to the school, apart from nursery, have a step at the entrance. Improving access is part of our long term plan. There are two accessible toilets in the school – one of which also provides changing facilities for younger children.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

Before and after-school provision in the form of clubs and wrap around care is accessible to all children, including those with SEND.

## What additional support for learning is available for pupils with SEND?

We will first ensure that your child is receiving high quality teaching and learning experiences. If, despite this being in place, your child is not making progress we will invite you to work with us to make initial assessments and plan support through an Assess, Plan, Do, Review Cycle. This will help us to identify your child's needs more fully and will also show the actions which have been taken and their outcomes. Often these will be adjustments to how the curriculum is delivered and the strategies and resources used with and by your child to support their learning.

## What extra curricular activities are on offer for pupils with SEND?

We do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our two residential trips, are suitable for children's specific needs. Children with Special Educational Needs or Disabilities have always participated in school trips, residential trips, extra-curricular clubs, art endeavours, sports teams and have represented the school in academic challenges too. We also participate in local events specifically run for children with SEND such as sports competitions.

## How will we support your child's social and emotional development?

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, anxiety, and being uncommunicative.

All classes have opportunities for PSHE (Personal, Social, Health and Economic education) activities to support this development.

However, for those children who find aspects of this more difficult we offer:

- Lunchtime and playtime support from Teaching Assistants who know the children well.
- Lego Therapy – an adult run group with a focus on developing skills in teamwork, clear use of language and managing conflict
- Drawing and Talking – 1:1 mental health support to encourage children to express feelings
- Play Therapy – focused 1:1 or group sessions with a trained play therapist to explore areas of difficulty for identified individuals.

If your child still needs extra support, with your permission the SENDCO will access further support through the EHA process.

#### **4. Who should I talk to if I am concerned about a SEND issue?**

Mrs Claire Myers is the SENDCO at Winhills ([cmyers@winhills.cambs.sch.uk](mailto:cmyers@winhills.cambs.sch.uk)). Alternatively, please call the school office on 01480 211626.

#### **What training have the staff who are supporting my child had?**

Meetings take place at the beginning of each academic year between the SENDCO and each class teacher to discuss any SEND issues in their new class. Information is also provided by the previous class teacher at the end of the summer term. Such meetings are also held when new teachers join the school.

There are regular Professional Development Meetings to look at SEND procedures, roles and responsibilities and barriers to learning.

Our Trust Executive SENDCO has completed the National SENCO Award and the SENDCOs as Leaders Award. The SENDCO is currently doing the National SENCO award. Staff training is provided as needed and includes Adverse Childhood Experience training (ACES), ELKLAN training (speech and language), AET and Attention Autism training (ASD), Drawing and Talking training (mental health), Functional Behaviour Assessment (reasons for behaviours). We also have more specific and bespoke training as individual children need – this includes supporting children with visual impairments, physical impairments, social communication difficulties and with health needs such as diabetes and epilepsy. The school also employs a fully trained play therapist to work directly with identified children.

Plans are being made for all staff to have training in supporting children with sensory issues, there are also plans to have further training in supporting speech and language needs particularly through language pre-tutoring and the development of vocabulary.

Where a child has specific Special Educational Needs that require staff to have further training, this is provided, often by an outside agency. Support from outside the school is increasingly accessed through the completion of an EHA and either forming a Team Around the Family (TAF), referring directly to a single agency or, in the case of Nursery and Reception pupils, making a referral to early support.

5. **How are equipment and facilities to support children with special educational needs secured?**

The resources which are needed to support children who have special educational needs are looked at for each individual child. Some equipment items, such as pencil grips, writing slopes, talking tins and move'n'sit cushions are already available in school and can be used for the child. Some resources which are more specialised, such as weighted jackets or pressure vests, need to be purchased on a child by child basis so that they fit correctly.

Where a child has an EHCP there may be particular equipment which they require. This is currently funded through a request to the County resourcing panel, with supporting evidence, and if agreed it is provided by the county.

There are also opportunities to borrow items such as specialist wheelchairs from the Occupational Therapy Service for short term loan to be used in school or on day trips.

6. **How will the school involve parents of children with special educational needs in the education of their child?**

Parents are involved in all stages of the Assess, Plan, Do Review Cycle and sharing their views in focussed conversations about their child are crucial in the development of them. Often this is evidenced through a formal Assess Plan Do Review Cycle.

Children who have a formal Assess, Plan, Do, Review Cycle will have it reviewed with parental involvement, every term and the plan for the next term made.

The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

Informal communication between parents and staff is also encouraged.

7. **How will the school involve children with special educational needs in their education?**

Children who have formal Assess, Plan, Do, Review Cycles are welcomed at the focussed conversations between their parents and teachers. However, we understand that for some children it may not be appropriate for them to be at the meeting, and some parents may find that the child's presence is a distraction.

Teachers ensure that all children know what they are working towards and what their targets are. They also ensure that children receive feedback about how they are doing on a regular basis by communicating with them how well they have met objectives for work completed.

Peer and self-evaluation help pupils to recognise what they do well and what they need to do to improve. This takes various forms depending on the age, ability and maturity of the pupils.

Children who have EHCPs are always involved in their reviews. Again, this involvement is dependent on the pupil's ability to understand the nature of the meeting and their ability to engage with the people in the meeting but we often hold person centred reviews specifically to enable the child to participate more fully.

**8. How will the governing body deal with complaints from parents of pupils with special educational needs concerning the provision made at the school?**

If you are not happy with the SEND provision at the school, please contact the class teacher, Executive SENDCO or the Headteacher, to share your concerns.

Any complaint made by the parents of a pupil with special educational needs will be dealt with in the manner described in the Academy complaints procedure.

**9. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

The school has access to external agencies that can provide additional support. Where a need has been identified by the parents and/or by the school, the SENDCO will seek advice and support from the appropriate agency in order to meet the needs of the child. This may involve the completion of an EHA.

**10. Who can I contact to provide additional advice and support for my family?**

Class teacher

In the first instance speak to the class teacher who is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.

- Writing Assess Plan Do Review Cycles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### Executive SENDCO and SENDCO – Mrs Jennifer Keber and Mrs Claire Myers

The Executive SENDCO is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's needs, support provided and progress.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

#### Head Teacher – Mrs Nicola Harradine and Executive Headteacher – Mrs Susannah Connell

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENDCO and class teachers but are still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

#### The SEND Governor

The SEND Governor has a responsibility to make sure that the necessary support is made for any child who attends the school who has SEND.

#### Parent Partnership Service (SEND Information, Advice and Support Service – SENDIASS)

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs.

They can be contacted on 01223 699214 (term time only) or [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)

There are also leaflets available in school for this service.

## **11. What will happen when my child moves class or changes school?**

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

- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and the previous and new teachers will meet to discuss the children. In cases of high SEND need, a transition meeting will take place between the SENDCO, the new teacher and parents. All Assess Plan Do Review Cycles will be shared with the new teacher.
  - We make plans to support pupils moving class on an individual basis depending on their needs. This could include extra familiarisation visits or making a book to help them remember the names of staff.
- If your child is moving to another school:
  - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- In Year 6:
  - The Class teacher and SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school;
  - Representatives from the Secondary school will be invited to attend Annual reviews and transition meetings to support smooth transition and help parents to feel comfortable with the transition.
  - Where Secondary Schools offer extra transition visits for pupils with SEND we will support children to attend these.
  - Where there are transition projects in the summer holidays, we will encourage parents to allow children who would benefit from these to attend.

## **12. How can I find out more about the Local Offer (SEND Information Hub)?**

The Local Authority publishes its information about the Local Offer (SEND Information Hub) at

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>