



SEND Provision at Windmill L.E.A.D. Academy

We aim to provide personalised and targeted support for all our pupils with SEND. We work with the Local Offer to provide links into the wider community and support groups. We also use a range of interventions and resources to support our pupils with SEND.

Below outlines the school offer for the four categories of SEND. These may change during the year or new strategies tried which are not listed. Not all interventions and resources are appropriate for all children.

Communication and Interaction Needs

- Quality First Teaching
- Speech and Language Interventions
- Partnership with Speech and Language Therapists
- Partnership with the Autism team for referrals
- Visual timetables across all classrooms
- Personalised visual timetables for individual children, if needed
- Use of 'now and next boards'
- Streamed phonics and spelling groups
- Signs and Symbols used around school
- Reasonable adjustment to the environment
- Dyslexia friendly classroom practice
- Awareness of simple adaption of communication
- Writing access materials provided- e.g. coloured reading filters, larger pencils
- Autism Trust materials accessed
- Dyslexia screening materials
- Communication in Print software to create symbols
- IEPs to set and track targets

Cognition and Learning Needs

- Quality First Teaching
- IDL interventions
- 5 Minute Box and Number box interventions
- Partnership with the Inclusion team for referrals
- Writing Access materials provided- e.g. writing slopes, pencil grips
- Besquared documents used to track progress more accurately
- Working memory needs assessment
- IEPs to set and track targets

Sensory and Physical Needs

- Partnership with Fountaindale Specialist School to loan sensory equipment on a half termly basis
- Partnership with the Occupational Therapy team based at Fountaindale Specialist School to provide any specialist equipment and furniture
- Sensory Area

- 2 disabled toilets located off the main hall and in the foundation unit
- Specific programmes provided e.g. physio, occupational therapy
- IEPs to set and track targets
- Accessibility Action Plan
- Ramps into the main building
- Support with changing (intimate care policy)
- Individual Medical Plans
- Personal Evacuation Plans

Social, Emotional and Mental Health Needs

- Nurture groups (Key Stage 1 and Key Stage 2)
- Lego Therapy group
- Art Therapy group
- Daily Meet and Greets
- Managing Emotions and Self Esteem groups
- PE mentoring sessions
- Referral down the BEMH pathway
- 'Time to Talk' sessions on a Thursday lunchtime run by Sandie, our school counselor.
- 1:1 play based counselling sessions run by Sandie, our school counselor
- Incredible 5 point scale
- Use of behavior reward system and class marble jar for rewards
- Referrals to the Behaviour Support team
- Individual reward charts
- Referrals to the Family Educational Psychologist
- Use of personalised social stories
- Referral to CAMHS
- Key staff trained in RPI
- Boxall assessment of SEMH needs
- Behaviour plans created using the Breakwell cycle
- Individual child handling plans and risk assessments created to allow fair access to external visits
- Pupil Progress Profiles to set and track targets

Alongside all these categories interventions the school does the following:

- Whole school tracking data
- Differentiation: adapting of teaching as per the teaching standards
- Ensuring awareness: i.e. basic knowledge and understanding of SEND for all staff
- Termly SEND specific training for teaching staff through CPD and phase group meetings
- SENDCO attends regular CPD and L.E.A.D. SENDCO network meetings
- CPD for individual staff as required to enhanced skills levels around specific needs
- Outside agency staff training around a specific pupil as required
- Specific TA support in class with agreed outcomes
- Awareness of LA strategies for graduated response

The SEND register

SEND Support

Children with SEND who receive support in school through classroom interventions or personalised provision.

Additional SEND Support

Children with SEND who receive support from external agencies or a more targeted, intense intervention programme. This list includes children who receive additional AFN or HLN funding or have an EHC plan.

In line with the 2014 SEND Code of Practice, Windmill's SEND registers can and does change on a regular basis. The SENDCO regularly monitors the support and progress of all children on the SEND register and children can move between categories according to the current level of support.