

Windsor Community Primary School
Special Educational Needs Information Report 2025-2026

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational needs and disabilities in Windsor Community Primary School are:

- To enable full access for pupils with SEND to all aspects of the school curriculum and wider school life.
- To create an ethos and educational environment that is person-centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.
- To encourage a strong focus on high aspirations and outcomes for children and young people with SEN, which will enable them to succeed in their education, and make a successful transition into adulthood.
- To reflect the SEND Code of Practice in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants and/or specialist staff. Every teacher is a teacher of every child or young person, including those pupils with SEND, in line with Department for Education guidance and national expectations emphasising teacher accountability for inclusive practice.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To review provision for pupils with SEN on a termly basis for the purposes of planning, budgeting and resourcing.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEN.
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children/young people and parents/carers in the decision making, planning and review of outcomes with regard to their provision.

2) What are special educational needs (SEN) or a disability?

We recognise the definition of SEN as stated in the SEND Code of Practice: 0–25 years (2015):

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is:

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at Windsor Community Primary School

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference, and name the school or college in the EHC plan unless:

It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child’s EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

4) How does Windsor Primary School know if children need extra help?

At Windsor Community Primary School we use a number of indicators to identify pupils' special educational needs. Such as:

- Following up parental concerns.
- Close analysis of national and in-school assessment data
- Any teacher/support staff concerns.
- Tracking individual pupil progress over time.
- Information from previous schools/settings.
- Information from other services.
- Very close liaison at the outset on a child starting school with staff, the SENCO and parents.

We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties, as it very much depends on the individual case.

5) What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This may result in a referral to the school SENCO whose name is Mrs. Griffiths and who can be contacted on 0151 709 6769.

Parents may also contact the SENCO or the Headteacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school

6) How will Windsor Community Primary support a child with SEND?

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place through the use of a variety of strategies including IEPs/Pupil Profiles.

Where a pupil continues to make less than expected progress despite evidence-based support, matched with interventions, it may be necessary to involve outside specialists. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).

Where assessment indicates that support from specialist services is required Windsor Primary strives to ensure that the pupil receives this as quickly as possible. Support Services used in Windsor Community Primary School include Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, SENISS, Place2Be, OSSME, and Mental Health Support Teams (MHSTs).

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT(Early Help Assessment Tool – Liverpool Local Authority framework) is appropriate.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

7) How will the curriculum be matched to each child's needs?

High Quality Teaching is the first response to meeting pupils' needs. Where required, support is increased through Liverpool's graduated approach and reviewed regularly in partnership with parents and pupils.

The school is proactive in removing barriers to learning. Strategies for this include:

- School Nurture Base
- Place2Be
- Forest School
- Visual timetables, Now and Next Boards etc.
- Dyslexia friendly strategies
- Use of ICT to facilitate learning (laptops, iPads)
- Support from school staff (1:1 or in small groups)
- Staff training

The School retained its National IQM Centre of Excellence status in Summer 2025, and is considered a centre of excellence for inclusion.

The school increases and promotes access for disabled pupils to the school curriculum through the use of specialised equipment where necessary, and support from qualified staff. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. The school strives to improve the delivery of information to pupils with SEND and their families. This takes account of pupils' disabilities and preferred formats.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning, and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents know how their child is doing?

Attainments towards identified outcomes will be shared with parents at least every term through the school reporting system and Parents' Days.

Windsor Primary operates an 'open door' policy and parents/carers are encouraged to discuss their child's progress with the class teacher, the SENCO, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share.

The School SENCO runs termly drop-in sessions for parents who wish to discuss their children's needs.

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the Graduated Approach (Assess, Plan, Do and Review).

- **ASSESS:**-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Support Services used in Windsor Community Primary School include Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, MAST, SENISS, MHSTs and Place2Be. Any concerns by parents are actively listened to and recorded. Assessments are reviewed at least termly, with additional reviews if significant changes are identified.
- **PLAN:** - We recognise that we must notify parents if their child is being provided with SEN support. The teacher and SENCO agree in collaboration with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. At Windsor this may take the form of an IEP (individual Education Plan), EHAT (Early Help Assessment Tool) or EHCP (Education, Health and Care Plan), alongside specific targets set by outside agencies that we have agreed to work on.

- **DO:** - The School's SENCO supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. Where interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and will work closely with teaching assistants/specialist staff to plan and assess the impact of support (and consider how they can be linked to classroom teaching).
- **REVIEW:** - Reviews are carried out on an agreed date. Some children have an EHCP which must be reviewed by the local authority in partnership with the school at least annually. Some children will have EHATs and IEPs which will need reviewing more regularly. These reviews are arranged at school. When we review we evaluate the impact and quality of the support and consider the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings. The SENCO may also attend meetings offsite to support the transition process. All children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain in receipt of SEN Support are made in partnership with the parent/carer at the end of each monitoring cycle.

We evaluate the effectiveness of SEND provision through termly Assess–Plan–Do–Review cycles; analysis of progress and attainment data; intervention impact measures; pupil and parent feedback; SENCO monitoring of plans and classroom provision; and regular reporting to senior leaders and the Governing Body/Inclusion Governor. Findings inform staff training, resourcing decisions, and improvements to provision.

9) How will parents be helped to support their child's learning?

The class teacher or SENCO is available throughout the year to answer questions and suggest strategies to help support your child's learning, and runs termly drop-in sessions for parents to seek advice. Support can also be sought at review meetings, in which the SENCO will support the class teacher in devising a series of outcomes for both the family and child and may suggest other agencies that can offer advice around learning strategies.

The school organises a number of parent workshops during the year. These are advertised on our website and in our letters. They aim to provide useful opportunities for parents and carers to learn more about how to support children's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

10) What support will there be for children's overall wellbeing?

The school offers a wide variety of pastoral support for pupils. This includes:

- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- The school runs its own onsite Nurture Base for pupils in KS1, which focuses on developing children's emotional wellbeing and resilience.
- Alternative curriculum opportunities are also available including Forest School.
- The school has an onsite counselling service two days per week (Place2Be), and a play therapist once a week.

We take proactive steps to prevent bullying and discrimination, including for pupils with SEND. Staff monitor pupils who may be more vulnerable, teach respectful relationships through the curriculum, and follow the school Behaviour and Anti-Bullying policies. Pupil voice is actively sought and acted upon.

11) Pupils with Medical Needs

Supporting pupils at school with medical conditions (DfE, 2015 – with ongoing updates) places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions and Windsor Community Primary is committed to making reasonable adjustments.

Where a child has a medical condition, it is the responsibility of the child's parents/carers to inform school. Parents must complete a Healthcare Plan with a designated member of staff (Mr. G. Haughton) trained in writing plans. The plan will then be shared with all relevant staff who will receive training if necessary.

The School Nurse is available to see parents by appointment and works closely with the school Inclusion Team to ensure children with medical conditions are appropriately supported.

Where it is necessary to administer medication the school's First Aid and Medicines Policy will be adhered to. This can be found on the school website:

<https://windsorprimaryschool.co.uk/school-nurse/>

12) What specialist services are available at the school?

Support Services used in Windsor Community Primary School include but are not limited to Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, SENISS, OSSME, and Place2Be. Mental Health Support Teams (MHSTs) are also accessed where available.

13) What training do the staff supporting children and young people with SEND undertake?

Training has been provided to staff on:

- Attachment Theory
- PIVATS 5 (SENISS)
- Sensory Processing and ASD (OSSME)
- Lego Therapy (EP Service)
- Use of visuals
- Thrive

Training has been provided to identified staff on:

- How to support pupils on the autistic spectrum
- How to support children with SLD
- How to support pupils with speech, language and communication difficulties (SALT)
- Use of social stories (Abbots Lea)

Additional Training for the SENCO has included:

- Attachment Theory (Jenny Nock)
- The SEN Coordination award
- SEND updates (attendance at termly briefings)
- How to support pupils with dyslexia and literacy difficulties.
- Neurodevelopmental Conditions (Advanced Solutions)

14) How will my child be included in activities outside the classroom including school trips?

Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the Headteacher monitors the attendance of those with special educational needs and disabilities to ensure that there is good representative participation from these groups.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15) How accessible is the school environment?

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Windsor Primary improves access to the physical environment of the school by ensuring all necessary areas are accessible to pupils (use of ramps), and that there is a wheelchair accessible toilet.

The school's accessibility plan can be found on the school website:

<https://windsorprimaryschool.co.uk/school-policies-and-key-documents/>

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- Two toilets have been adapted to ensure accessibility for those with a disability.
- A Nurture Base has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- A Therapy Room has been created for children to receive 1:1 counselling sessions.
- A Forest School environment has been created.

16) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- An EYFS introduction day is delivered in the Summer term to support transfer for new pupils starting school in September.
- All parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised, and solutions to any perceived challenges planned prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living

Primary to Secondary:

- The transition programme in place for pupils provides opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred when the parents notify us that their child has been enrolled at another school.

Preparation for Adulthood:

- Windsor Community Primary School prides itself on ensuring that independence and self-help skills are fostered throughout school. Part of the school's vision includes the wording 'working to be tomorrow's adults' and all children, including those with SEND are supported to develop their understanding of what that means.
- We build resilience and independence in learning through our use of staggered starts.

17) How are the school's resources allocated and matched to children's special educational needs?

The notional SEN budget, is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in the SEND policy.

Windsor Community Primary School allocates SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment
- In class and withdrawal support from the SENCO and support staff
- Access facilities to the main buildings of the school
- Purchasing and maintenance of ICT and electronic equipment
- Resources and staffing for the Nurture Base
- Specialist Therapies such as Rebound Therapy

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- In class, adult support aimed at increasing skills in specific area of weakness
- Intervention Groups
- Small group tuition
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- 1:1 Support from a designated LSA

18) How is the decision made about how much support each child will receive?

For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment. For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

19) How will I be involved in discussions about and planning for my child's education?

Parents will be involved through:

- Discussions with the class teacher or SENCO informally or more formally during review meetings
- Parents' Days
- Meetings with external agencies
- Termly drop-in sessions with the school SENCO

At Windsor Community Primary School, we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child/young person which they can provide.

In continuing to review the School's Local offer parental consultation is crucial, and considered to be an ongoing process in which the school operates an 'open door' policy to encourage parents to communicate freely about their children's needs. This is further enhanced through termly parent/SENCO drop-in sessions which encourage regular dialogue. There are also other systems to encourage communication such as questionnaires, parent workshops, and Parents' Day.

At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

20) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- The SENCO (Mrs. Griffiths)
- The Headteacher (Mrs. Wright)
- The School Governor with responsibility for Inclusion. Her name is Mrs. Sarah Murphy.

If you are unhappy with the school's response to your child's needs, please raise concerns initially with the class teacher, then the SENCO, then the Headteacher. If concerns remain unresolved, you may escalate to the Chair of Governors in line with the school's Complaints Policy (available on the school website)

21) Support services for parents of pupils with SEN include:

The Liverpool Early Help Directory offers advice and support to parents and carers of all children and young people with SEND:

<https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services (currently provided via SENDIASS Liverpool). Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your child.

22) Information on where the Local Authority's Local Offer can be found.

<https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

Glossary of SEND Terminology

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CI	Communication and Interaction
CL	Cognition and Learning
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
HI	Hearing Impaired
IEP	Individual Education Plan
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
OT	Occupational Therapy
PDA	Pathological Demand Avoidance
PECS	Picture Exchange Communication System
PMLD	Profound and Multiple Learning Disability
SALT/SLT	Speech and Language Therapy
SEMH	Social, Emotional, Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SENISS	Special Educational Needs Inclusion Support Service
SLD	Severe Learning Difficulties
SPD	Sensory Processing Disorder
SpLD	Specific Learning Difficulties
VI	Visual Impairment

