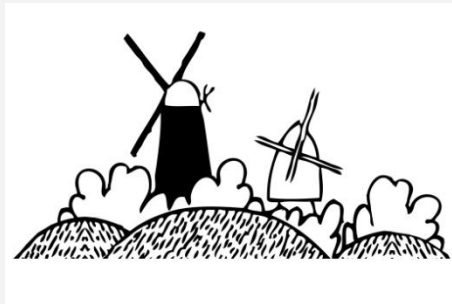


THE WINDMILLS JUNIOR SCHOOL



Policy for Special Educational Needs and Disability

Last Reviewed: July 2025

Review date: July 2026

SEND POLICY - Contents Page

VISION STATEMENT	3
DEFINITION of SEND and CONTEXT	3
AIM AND OBJECTIVES OF OUR SEND POLICY.....	4
OBJECTIVES.....	5
RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION	5
ARRANGEMENTS FOR COORDINATING SEND PROVISION.....	5
ADMISSION ARRANGEMENTS	6
SPECIALIST SEND PROVISION.....	6
FACILITIES FOR PUPILS WITH SEND	6
ALLOCATION OF RESOURCES FOR PUPILS WITH SEND	6
IDENTIFICATION OF PUPIL NEEDS - A GRADUATED APPROACH.....	6
QUALITY FIRST TEACHING	6
SEND SUPPORT.....	7
ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES.....	9
FIDDLE TO FOCUS TOOLS.....	9
INCLUSION OF PUPILS WITH SEND	10
EVALUATING THE SUCCESS OF PROVISION.....	10
IN-SERVICE TRAINING FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD)	10
LINKS TO SUPPORT SERVICES.....	10
WORKING IN PARTNERSHIP WITH PARENTS	10
LINKS WITH OTHER SCHOOLS.....	11
LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS.....	11
COMPLAINTS PROCEDURE	11
Appendix 1	12
TWJS Graduated Approach	12

Our Assistant Headteacher is our Inclusion Manager - **Miss Helen Wright (Ellie Farmer – maternity cover)**

Our Learning Mentor is **Mrs Karen Drew**

VISION STATEMENT

Our Vision

At The Windmills Junior School, we will inspire all children to achieve academic success, emotional wellbeing and gain skills for lifelong learning. We will broaden all our children's horizons to become global citizens, embodying tolerance, personal responsibility, democracy and equality.

Values

As a community, we will live our school values of **kindness, respect, courage, curiosity, independence and perseverance.**

DEFINITION of SEND and CONTEXT

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs or disability if they fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

CHILDREN AND FAMILIES ACT 2014

The Children and Families Act 2014 (Part 3) ensures that high quality support is received by children with special educational needs or disability (SEND) and their families. The Act improved upon the Children Act 1989 by providing families with more control over the welfare of their own children.

The Children and Families Act 2014:

- Services for children with SEND are now run jointly between education, health care, social care services and the local authority
- Education Health and Care Plans (EHCPs) are the key documents used to outline need and support for children with significant need (0-25 years old) and their families
- Rights of children with special educational needs have been strengthened
- Parents can request a personal budget from the local authority to support their child's education, health and social care needs
- Parents and children are involved in decisions relating to their own lives. The local authority must provide them with the information they need to participate in decisions, as well as access to impartial advice and mediation services
- This local authority is required to publish a 'local offer' The local offer ensures that families of children with SEND are clearly informed about all the services and provisions that are available to them locally
- Adoption processes have been updated and made faster.
- Children in care get more rights.

- The family justice system has been reformed to be faster and fairer on children.

AIM AND OBJECTIVES OF OUR SEND POLICY

AIM -We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum, in line with the most recent Special Educational Needs Code of Practice.

WSSC - The West Sussex Ordinarily Available Inclusive Practice (OAIP) Guide

The needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments through the funding and resources that are already or 'ordinarily' available in their mainstream school or setting. The [SEND Code of Practice](#) calls this 'ordinarily available' provision.

We use WSSC '[Ordinarily Available Inclusive Practice](#)' (OAIP) guide as reference and to support where children need additional this. This WSSC guide highlights expectations and effective strategies that can be provided for a child or young person without the need of an Education Health and Care Plan (EHCP). The OAIP has been co-written with West Sussex schools, academies, early years settings, post 16 providers, governors and trustees, parents and carers, local authority officers and other specialists and used to inform mainstream practice.

DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational needs and disabilities (SEND) fall into four broad areas, but individual students may well have needs which span two or more areas outlined below:

Communication and Interaction:

- Speech, Language and Communication needs
- Autism (ASD)
- Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD)

Cognition and Learning:

- Learning Difficulties
- Specific Learning Difficulties e.g. dyslexia (see appendices for [Dyslexia Policy](#) and [Pathway](#)), Developmental co-ordination disorder (DCD), dyscalculia
- Global Developmental Delay

Social, Emotional and Mental Health:

- Behaviour reflecting underlying health difficulties
- Mental health difficulties (e.g. anxiety, depression)
- Attachment disorder

Sensory and/or Physical:

- Hearing Impairment
- Visual impairment
- Physical disability
- Multi-sensory impairment

The purpose of identification is to work out what action we, as a school, need to take in order to support students in mainstream education. It is not to fit students into specific categories.

OBJECTIVES

Staff members seek to identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and previous settings prior to the child's entry into the school.

Pupil voice is collated regularly to ensure the needs are met from the child's perspectives. We discuss their strengths and how to improve their experience at school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Involving the pupil and parent carers in this monitoring is imperative in the process.

Make appropriate provision and reasonable adjustments to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

This will be coordinated by the Inclusion Manager and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress. Parents of SEND children are invited into school to meet with their child's class teacher every half term to celebrate successes and to discuss support at home and at school. Pupil voice is captured as part of these meetings either in person or prior to the meeting.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Early Help, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Locality network of SENCOs/Inclusion Managers and The Meeds SEND Alliance.

Create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as residential visits, school plays, sports teams and play-leaders in the playground.

RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

- The person responsible for overseeing the provision for children with SEND is the Head teacher.
- The person responsible for coordinating the day-to-day provision of education for pupils with SEND is the Assistant Headteacher & Inclusion Manager - Helen Wright.
- The governors responsible for the monitoring of SEND provision – Claire Hughes and Charlie Kristoffersen.

ARRANGEMENTS FOR COORDINATING SEND PROVISION

The Inclusion Manager will hold details of all SEND records for individual pupils. These will be electronic and paper copies. Official reports will be uploaded onto the child's record on Provision Map/Edukey for staff members to access. Staff will record any concerns that they have on SEND children on CPOMs (in line with school policy). The collation and implementation of Pupil Progress Plans is the responsibility of the class teacher in line with the teacher standards.

All staff can access:

- The SEND Policy
- The SEND Information Report
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice

- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their Pupil Progress Plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through West Sussex's SEND Local Offer <https://www.westsussex.gov.uk/local-offer> **Tools For Schools**.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents, through our website and on request, in order to aid the effective coordination of the school's SEND provision.

ADMISSION ARRANGEMENTS

Please refer to the information on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, both those with Education, Health and Care Plans (EHCP) and those without.

SPECIALIST SEND PROVISION

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

FACILITIES FOR PUPILS WITH SEND

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for more details.

ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Each child is considered on an individual basis, and the Senior Leadership Team then allocates support from our available resources. 'Resources' includes deployment of staff.

IDENTIFICATION OF PUPIL NEEDS - A GRADUATED APPROACH

*See Appendix 1 for the school's Graduated Approach process.

All staff will complete [this form](#) at the beginning of the year and keep it visible on their class clipboard. This shows the level of provision needed for each child following the Graduated Approach.

QUALITY FIRST TEACHING WSCC '[Ordinarily Available Inclusive Practice](#)' (OAIP) guide

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored;
- Any pupils whose emotional wellbeing is impacting their ability to learn will be closely monitored;
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties;
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. They will use the [Initial concern form](#), which links to the OAIP prior to discussions with the Inclusion Manager. This includes an opportunity to gather pupil voice;
- The Inclusion Manager will be consulted as necessary for support and advice and may wish to observe the pupil in class;

- The Inclusion Manager supports all staff to develop their inclusive practice, for example, by supporting class teachers to assess, identify and meet needs as part of the assess, plan, do, review cycle (graduated approach). There will need to be two cycles of this prior to a child being placed on the SEND register. The learning plan entitled 'Monitoring' on Provision Map will allow teachers to document these targets.
- Through these actions, it can be determined which level of provision the child will need going forward;
- If a pupil has recently been removed from the SEND register, continued monitoring will be necessary;
- Parents will be involved fully with every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school;
- The child may be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents;
- Parent consultation evenings are used to monitor and assess the progress being made by children. Parents of SEND pupils are invited into school five times a year (compared to 3 times for other pupils) to discuss their child's successes and next steps.
- Parents will have a digital log in to their own child's SEND progress and targets to involve the parents at every opportunity and for them to continue the provision at home.

SEND SUPPORT

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the child to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: Assess, Plan, Do, Review. We use Pupil Progress Plans to support target setting and sharing information with parents.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess: This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved, their work will help inform the assessment of need. Where external agencies are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan: Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviours that are expected, and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought. To ensure provision is met, a [TA overview](#) is developed with the teacher and TA in the class. This allows each adult to track the progress of the children who need extra provision.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Where appropriate, the child will have their own child friendly version of their targets visible to them in the form of 'Catch me' cards. These are accessible on the Widgeit shared folder. This enables the child to have autonomy and for adults to visibly celebrate the achievements.

Review: Reviews of a child's progress will be made on an ongoing basis; as targets are achieved new targets are set and an updated PPP is sent to parents automatically via Provision Map. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents. The class teacher, with the Inclusion Manager, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil. The Inclusion Manager will meet with every class teacher at least once a term and more frequently to support those children with the highest need.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a request for a Statutory Assessment for an EHCP will be taken at a progress review and will combine information from a variety of sources including:

- Parents
- Pupil
- Teachers
- Inclusion Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a Statutory Assessment or agree an EHCP.

Further information about EHC Plans can found via the SEND Local Offer: <https://www.westsussex.gov.uk/local-offer> or by contacting the Parent Partnership Service on: 01903 726188

Education, Health and Care Plans (EHCP)

- Following Statutory Assessment, an EHC Plan will be provided by West Sussex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Areas of need identified on and EHCP:
- Communication and interaction, including speech, language and communication needs and needs related to Autism
- Cognition and learning, including children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health, including difficulties relating to Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder as well as mental health difficulties, which may manifest themselves in difficult or dangerous behaviours or avoidance of learning and/or school.
- Sensory and physical, including children with Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD).

These categories describe four broad areas of need. Children may present with needs in one or more of these areas, and at TWJS we strive to meet the individual needs of the whole child.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEND will have access to the curriculum through the specialist SEND provision provided by the school, as necessary, as far as possible taking into account the wishes of parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Manager / Headteacher will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the Locality of schools. Staff members are kept up to date with teaching methods that will aid the progress of all pupils including those with SEND.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated and scaffolded, where necessary for children to be able to access the learning. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

FIDDLE TO FOCUS TOOLS

To support inclusion of our pupils with SEND, we may provide them with a fiddle to focus tool.

The [classroom poster](#) explains it perfectly for pupils:

- Fidgets are tools, not toys. They're small objects (like spinners, bands, or even pens) that help pupils move just enough to stay calm and focused.
- They support "ready to learn" behaviour—calm body, alert mind.
- If a pupil struggles to sit still, stay focused, or manage big feelings, a fidget might help.
- An adult decides if a fidget is appropriate. Pupils must not bring their own from home unless they have teacher permission.

Expectations for Staff:

These are tools for learning, not play.

Usage guidelines:

- One tool at a time, reviewed regularly
- Kept in hands or on desks—never waved or misused
- Not shared between children
- Put away immediately if distracting
- Used only during structured learning—not breaktimes

Every child must:

- Review and sign the [visual "contract"](#) before using a tool
- Complete a [review card](#) with an adult afterward to reflect on its impact

Trialling tools:

The Fiddle to Focus box is in the SEND office.

INCLUSION OF PUPILS WITH SEND

The Headteacher and Inclusion Manager oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

EVALUATING THE SUCCESS OF PROVISION

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a half termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual's record on Provision Map and monitored by the Inclusion Manager. This reflects information passed on by the Inclusion Manager at the beginning of an academic year and is adapted following assessments. Interventions are monitored and evaluated termly by the Inclusion Manager and information is fed back to the staff, parents and governors. This helps to identify whether the provision is effective.

IN-SERVICE TRAINING FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice relating to the needs of pupils with SEND. The Inclusion Manager attends relevant SEND courses, Locality SEND meetings and facilitates/signposts relevant external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The Inclusion Manager, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Appropriate SEND training is also reiterated to the teaching assistants when applicable to their role to ensure they are up to date with how best to support our most vulnerable children.

LINKS TO SUPPORT SERVICES

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Information about the child's development or any concerns raised will be shared with the parents.

WORKING IN PARTNERSHIP WITH PARENTS

The Windmills Junior School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively
- Communication via Seesaw App to develop confidence and self-esteem as well as to support the link between school and home

Half termly 'Chance to Chat' meetings give parents a welcoming space to discuss particular SEND concerns and to meet other parents who are potentially dealing with similar challenges.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be obtained.

If an assessment or referral indicates that a pupil has additional learning needs parents and pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governors may be contacted, via the clerk to the Governing Board, at any time in relation to SEND matters.

To support parents further, we have developed a visual to support the [pathway for autism and ADHD](#) concerns. There are many steps along this path that can support parents and the child before a referral is made to either the Child Development Centre or CAMHs.

LINKS WITH OTHER SCHOOLS

Our school works in partnership with the other schools in the Hassocks and Burgess Hill localities as well as the Meeds SEND Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS

The Windmills Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Inclusion Manager is the designated person responsible for liaising with the most appropriate agencies, including;

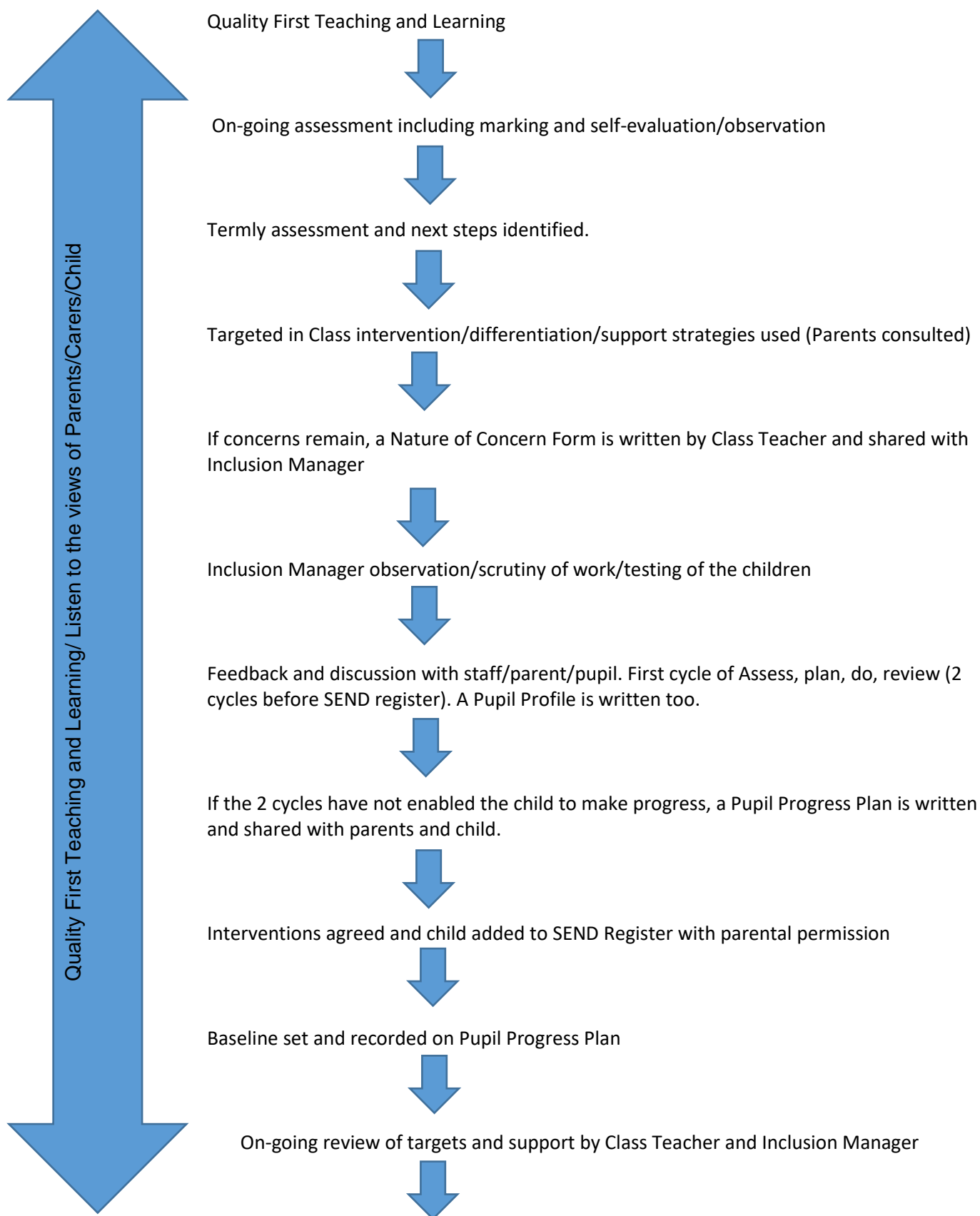
- Education Psychology Service
- Learning Behaviour Advisory Team (LBAT)
- The Meeds SEND Alliance
- Social Services
- Speech and Language Service
- Specialist Outreach Services
- Autism Social Communication Team (ASCT)

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment should be made with the class teacher, then the Inclusion Manager before speaking to the headteacher, who will meet with them to go through their concerns and set actions to address these. If this does not resolve the issue then they will be directed to follow the complaints procedure that is available on the school website. The school fully encourages close communication with parents in order to provide the best opportunity possible for our children and would strongly encourage parents to contact the school if they have any concerns.

Appendix 1

TWJS Graduated Approach



Continue/ Repeat Process if necessary or remove child from School Support Register.
Further outside advice may be accessed if needed.