'Every day is a new day'

'Be there for each other'

'Aim high'

'Do your best'

'Don't give up'

'Believe in yourself'

Generous

Resilient

Optimistic

Wise

SEND Information Report 2026-2027

Name	SEND Information Report
Date	November 2026
Review Date	November 2027

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Aims of this report

Our Special Educational Need and Disability (SEND) Information Report is designed to provide information to parents and carers about how we will support and make provision for pupils with special educational needs and disabilities (SEND) as required and detailed in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014. This report will be updated annually to reflect the school's provision.

If you would like to know more about our arrangements for SEND, read our SEND policy, which can be found on our website.

This can also be read in conjunction with Telford and Wrekin's Local Offer, which can be accessed here:
Telford and Wrekin Local SEND Offer

Areas of Special Educational Needs and Disabilities

Children's Special Educational Needs and Disability are identified within one of these four broad areas of needs:

• Communication and Interaction

Children and young people with speech, language and communication needs require more support communicating. This may be because they may have difficulty in saying what they want to; understand what is being said to them or do not use social rules of communication. Children and young people with Autism can have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which impact on how they relate to others.

• Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate support. Learning difficulties cover a wide range of needs. Specific Learning Difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

• Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI), physical disability (PD) or a multisensory impairment will require specialist support and/or equipment to access their learning.

• Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, and disturbing behaviours. Pupils may have mental health difficulties such as anxiety, depression or an eating disorder or have suffered adverse childhood experiences. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Which staff will support my child and what sort of training have they had?

Our **Special Educational Needs and Disability Co-Coordinator** (SENDCO) is Mrs Cambidge. Mrs Cambidge is supported by Mrs Howells who is the Assistant SENDCO.

Mrs Cambidge is also the Assistant Headteacher overseeing inclusion at Windmill Primary School and therefore works closely with **inclusion staff** made up of Miss Jenks, Mrs Marchant, Mr Probert, Miss Hatton, Miss Sankey, Miss Harper, Mrs Barnard and Mrs Allen, all of whom have a specialist area within SEND provision and provide additional support and timely interventions to support pupils across all four areas of SEND.

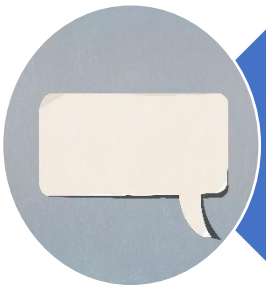
Class teachers and Cover Supervisors. All our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils who have a Special Educational Need or Disability. Telford and Wrekin Council as well as the Community Academies Trust support staff development and provide training on a wide range of SEND needs.

External Agencies. Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Educational Psychologists
- Learning Support Advisory Team
- Behaviour Support Advisory Team
- Speech and language Therapists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS STW) including the Mental Health School Team (MHST)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

What should I do if I think my child has a Special Educational Need or Disability?

If you are concerned about your child's attainment or progress, please contact your child's class teacher in the first instance. They will be able to meet with you to advise the best way to move forward, this could include a meeting with the schools SENDCo to identify key professionals who could support.



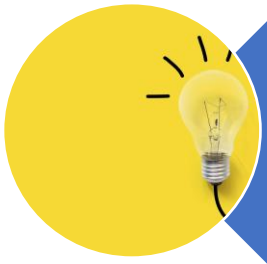
Tell us about your concerns

- If you think your child might have SEND, the first person you should tell is your child's teacher. They will pass the message on to our SENDCO, who will be in touch to discuss your concerns. You can also contact the SENDCO directly by calling the main school office.



We will invite you to a meeting to discuss further

- We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You can ask for a copy of this.



SEND Support Decision

- We will work together to decide on next steps. We may have to involve external agencies. If together we agree that your child needs additional to and different from the support available to all pupils we will add your child to the SEND register and you will be informed and part of this journey with us.

How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are continuously assessing and looking out for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil isn't making as much progress as their peers, they will try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil intervention to try to fill it. Where a pupil's difficulties are linked primarily to gaps in learning, targeted support often helps them to catch up with their peers.

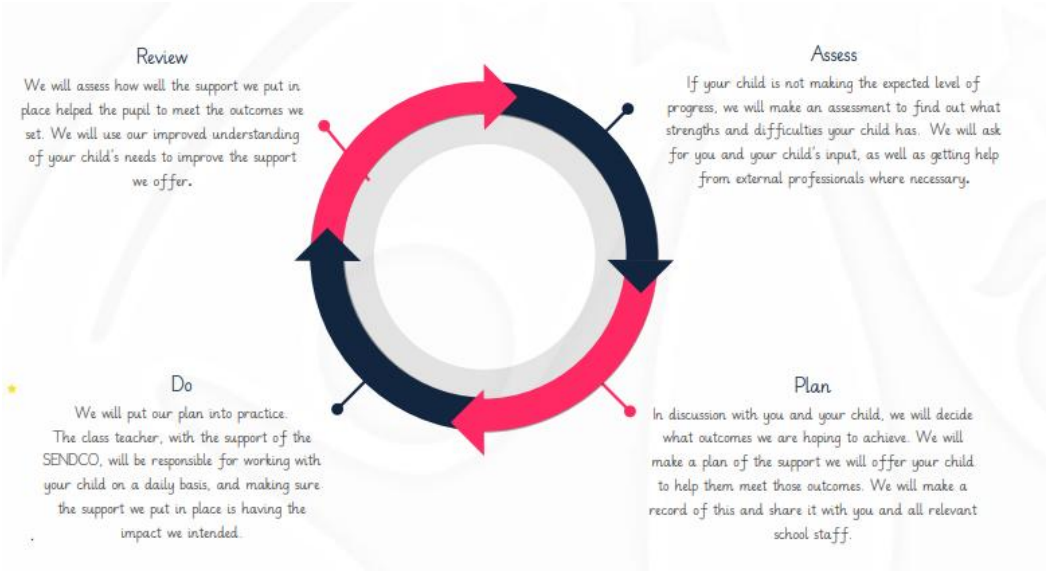
If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has a special educational need or disability.

The SENDCO, class teachers, covers supervisors and inclusion staff will observe the pupil in the classroom and in the playground to see what their strengths and areas of need are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all this information, The SENDCO will consider all available information and discuss next steps with you before deciding whether SEN Support is appropriate. If your child does need additional support, their name will be added to the school's SEND register, and together this information will be collated to create a SEND support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child’s education?

We will provide annual reports on your child's progress. Your child’s class/form teacher will meet you 3 times a year, to:

- Set clear outcomes for your child’s progress.
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENDCO may also attend these meetings to provide extra support. If your child has an EHCP you will meet with either Mrs Cambidge or Mrs Howells at least annually.

We know that you’re the expert when it comes to your child’s needs and aspirations. So, we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you can request a copy. If you have concerns that arise between these meetings, please contact your child’s class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.

At all times we will work in a strength-based approach6, identifying what your child does well, celebrating achievements and sensitively acknowledging what they need support with to develop further.

How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt or differentiate how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:
• Adapting and differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
• Adapting and differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
• Adapting our resources and staffing
• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
• Staff will support pupils on a 1-to-1 basis
• Staff will support pupils in small groups

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term in Pupil Progress Meetings
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using learning plans to measure progress
- Holding an annual review (if they have an education, health, and care (EHC) plan)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:
• Extra equipment or facilities
• More staffing hours
• Further training for our staff
• External specialist expertise
If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.
Schools are expected to meet the first £6,000 of additional SEND provision from their delegated budget. Where a pupil requires provision beyond this level, the school may apply for additional funding from the Local Authority.

How does the school support pupils with disabilities?

We welcome children from all backgrounds and abilities and treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. Everyone at Windmill Primary School is aware of the needs of disabled staff, parents and visitors and we are committed to ensuring children with disabilities are not treated less favourably than their peers.

We will:
• Reduce and eliminate barriers to access to the curriculum and to ensure full participation and high aspirations in the school community for children and prospective children with a disability.
• Provide a positive and supportive environment.
• Provide resources to cater for the needs of the individual children
• Promote an understanding of disabilities throughout the school and an awareness of the needs of children with a disability.

We will ensure that all children are offered a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual children and their preferred learning styles and endorse the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum. We will set suitable learning challenges, respond to children's diverse learning needs,

and overcome potential barriers to learning and assessment for individuals and groups of students.

How will the school support my child's mental health and emotional and social development?

At Windmill Primary School, we promote positive mental health and wellbeing for our whole school community as we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. All staff have in-depth knowledge of attachment and trauma and use this knowledge base alongside emotionallymak literate approaches to develop understanding and acceptance.

The World Health Organisation's definition of mental health and wellbeing is: "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

The Department for Education (DfE) recognises that: "to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Therefore, our role in school is to ensure that children can manage times of change and stress, and to support children to reach their potential and access help when they need it. We also aim to ensure that children understand what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health and where they can go if they need help and support.

Our aim is to build resilience to mental health needs in a school environment where all children are valued, feel safe and have a sense of belonging. They feel they can talk openly and express a range of emotions appropriately, maintain positive relationships with others, develop strategies to cope and manage stresses of everyday life and positively promote and value mental health.

To support the above approaches, we have a dedicated Emotional Literacy Support Coordinator and four school-based ELSAs (Emotional Literacy Support Assistants) to provide timely intervention and support for children who may be experiencing ongoing social, emotional, and mental health needs or transient experiences such as transitions and bereavement. We are also supported closely by our local Mental Health Support Team to deliver in-school support. Emotional literacy is continuously developed through our PSHE curriculum approach.

What support will be available for my child as they transition between classes or setting?

When moving to a new school year
To help pupils with SEND be prepared for a new school year we:

- Carefully place pupils through whole staff conversations regarding peers and staffing expertise.
- Ask both the current teacher and the next year's teacher to attend a meeting in the Summer term where the pupil's special educational needs or disability is discussed.
- If required, a transition plan will be created, this will include a transition book to be taken home, additional visits to new classroom to meet the teacher, visits to new areas of the school.

When moving between schools
When your child is moving on from our school, we will share information of support with the new setting. The SENDCO of the secondary school will come into our school for a meeting with our SENDCO and Year 6 teachers. They will discuss the needs of all the children who are receiving SEND support. Pupils will be prepared for the transition by:

- Learning how to get organised independently.
- Plugging any gaps in knowledge
- Attending additional transitions (Most secondary schools offer transitions when the school is closed to other students to allow access when it is quieter on the first visit.)
- Heightened emotional support throughout the Summer term.

What support is in place for looked-after and previously looked after children with SEND?

Mrs Cambidge (Designated Teacher for Looked After Pupils) will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance to see if they can work with you before it is escalated to the SENDCO or other Senior Leaders.
They will then be referred to the school's complaints policy. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice. If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal.

To find out how to make such a claim, you should visit:
https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:
- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family. We strongly want you to know that ***you are always welcome.***

To see what support is available to you locally, have a look at the Telford and Wrekin Local SEND Offer which is updated regularly. Telford and Wrekin Local SEND Offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation can be contacted on 01952 457176 (24-hour answer machine service), you can visit their webpage on www.telfordsendiass.org.uk and email them at info@iass.org.uk. You can also follow them on social media platforms for advice and support.

National charities that offer information and support to families of children with SEND are:
- IPSEA
- SEND family support
- NSPCC
- Family Action

• Special Needs Jungle

Glossary

- Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams.
- Annual review – an annual meeting to review the provision in a pupil's EHC plan.
- Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional, and mental health needs.
- CAMHS – child and adolescent mental health services
- Differentiation – when teachers adapt how they teach in response to a pupil's needs.
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- EHC plan – an education, health and care plan are a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.
- Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- SENDCO – the special educational needs co-ordinator
- SEND – special educational needs SEND – special educational needs and disabilities.
- SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND.
- SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND.
- SEND support – special educational provision which meets the needs of pupils with SEND Transition – when a pupil moves between years, phases, schools or institutions or life stages.