Special Educational Needs and Disability (SEND) Information Report 2026-2027

Document Control	
Document Title	Special Educational Needs & Disability (SEND) Information Report
Summary of changes	No changes.
Date of original issue	Sept 2025
Name of Originator	Katie Whiteley
Name of responsible Group	Senior Leadership Team
Next Review Date	September 2027

At Windale Primary School we recognise that all children have the right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all children can develop to their full potential. We recognise that children are individuals and that each one has needs special to him or her.

Aim high – be the best you can be!

This report sets out information about the ways in which Windale Primary School meets the needs for children, and their families, when they have been identified as having Special Educational Needs or a Disability (SEND).

Who should I contact to discuss my child?

Windale Primary School is committed to working in partnership with parents/ carers and is happy to discuss any issues at a convenient time.

- **Class Teacher** – Your child's class teacher is the first point of contact. They monitor the progress of each child in their class and liaise with the relevant staff about any additional support that may be needed.

- **Phase Leader – Mrs Ruth Austin (Nursery 2s and 3s, Reception and Year 1) and Ms Katie Geran-Haq (Year 2, Year 3, Year 4 and Years 5 and 6)** – Your child's Phase Leader deals with concerns that cannot be dealt with by the class teacher.

- **Deputy Head Teacher/ SENCo – Miss Katie Whiteley (NASENCo) (katie.whiteley@windale.org.uk)**

- **Head Teacher – Ms Katie Geran–Haq (NASENCo)**

- **SEND governor – Nicky Laird**

About our school:

Windale Primary School is a mainstream primary school that provides for children with a wide range of special educational needs including those with:

- ***Communication and Interaction needs*;** this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- ***Cognition and Learning needs***; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- ***Social, Emotional and Mental Health needs***; this includes children who have significant difficulties in regulating their emotions and managing their behaviour.
- ***Sensory and/or Physical needs***; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

The Special Educational Needs and Disability Policy and other key policies can be found on our website: www.windaleprimary.com

How does Windale Primary School know how well my child is doing and how does it identify and assess children with SEND?

All teachers at Windale are continually assessing, planning, implementing and reviewing their approach to teaching all children. There are Pupil Progress meetings held each term where the class teacher, Phase Leader, SENCO and Head Teacher meet to plan and review the progress of children. Where there is concern around the progress and attainment of individual children and where a potential special educational need has been identified, this process becomes increasingly focused on an individual child:

- Individualised assessments support class teachers' understanding of why a child might be finding it hard to learn and where the gaps in their learning are.
- Continual consideration of the best approaches and strategies to meeting children's support needs and enabling them to make good progress.
- Outside professional agencies may support school staff with assessing whether a child has special educational needs.
- The school identifies the needs of children with SEN on a provision map. This identifies all support given within school and is reviewed regularly. This ensures the needs of the children are being met, and resources deployed as effectively as possible.

In addition to this, Windale Primary School uses the Oxfordshire County Council SEN Guidance for schools when identifying and assessing children with additional needs.

How does Windale Primary School work with parents, carers and children in their learning?

Windale values the views, wishes, feelings and aspirations of pupils and parents and ensures they participate as fully as possible in decisions that affect them, and receive appropriate support. Windale will always contact parents and carers if there is a concern about their child.

- Parents/ Carers can speak with class teachers before or after school at a mutually convenient time.
- Parents/ Carers can have telephone conversations at a mutually convenient time.
- All Parents/ Carers of children on the SEND register will be invited to three SEND review meetings throughout the year.
- All Parents/ Carers will receive a written school report at the end of each academic year, with details of the achievements, strengths and areas of development in different areas of the curriculum.
- All Parents/ Carers will be invited to two parents' evenings in the year to discuss their child's attainment and progress.
- Children with EHCPs have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review.

How will children with SEND be supported at Windale?

Our class teachers are responsible for the learning of every child in their class. Most of our children's needs are met through Quality First Teaching. Our teachers are skilled at adapting and differentiating the curriculum to take account of individual children's needs and learning styles, within their inclusive classroom practice.

Despite Quality First Teaching in each classroom, some children require additional adult support. These groups vary in size and can be run by a teaching assistant, teacher or by an outside agency. A range of intervention programmes in the areas of Reading, Writing, Maths, Language, social, emotional and motor skills are available to support individuals and groups. The use of intervention programmes complements the Quality First Teaching that all children receive and focuses on developing the independence of the child. The effectiveness of the intervention programmes are monitored through tracking systems and evaluated at the end of each intervention cycle, using a provision map. Examples of the interventions we may use at Windale are: Write Away Together, FTT Wave 3, Quest for Learning, Rapid Maths, New Reading and Thinking, Lego Therapy, Volcano in my Tummy and Zones of Regulation.

Other children may have a need for one-to-one support because they need help to access parts of the curriculum, manage day-to-day routines in school or receive specialist support e.g. Physiotherapy, Occupational Therapy or Play Therapy.

In addition to the expertise of Windale staff, we also work with a range of specialist support services to meet the needs of our children. Parents and carers are always approached first and included in the decision to involve a specialist. Similarly, if parents and carers feel involvement from outside agencies could be helpful to them and their child, they should discuss this with their child's class teacher, the school's SENCO if appropriate.

These specialists include: Educational Psychologists, Speech and Language Therapists, Special Educational Needs Support Service (SENSS) who support children with communication and language, sensory and physical needs, the School Nurse, Child and Adolescent Mental Health Service (CAMHS), Oxfordshire School Inclusion Team (OXSIT), Community Paediatrics, Play Therapists, Occupational Therapy, Physical Disability Service, Children's Social Care, SEN and Disability Information Advice and Support Service (SENDIASS) formerly Parent Partnership, The Early Intervention Hub.

There is further information about these Oxfordshire County Council Services available here:
https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer

For a very small number of children who have severe, and complex needs an Education and Health Care Plan may be appropriate. Both parents/ carers and schools can request that The Local Authority make a statutory assessment of a child's needs to decide if an EHCP is appropriate. Further information about this can be found on Oxfordshire's Local Offer page
https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/education-health-and-care-plans-and-assessments

Any activities taking place outside the school environment such as educational visits and residentials are planned in order to ensure all children are included. Where necessary, risk assessments are completed and some adaptations may be necessary to some activities so that all children can take part as fully as possible. If appropriate, discussions will take place with parents and carers prior to any of these events to help plan what is best for each child.

How will my child with a disability be supported?

Windale uses, and is mindful of, The Accessibility Policy in order to ensure that we adapt both the curriculum and environment to ensure there is provision made for all children with SEND. www.windaleprimary.com

The whole of the school site is accessible to children with a physical disability as it is on one level and reasonable adaptations can be made accordingly. The school has access for wheelchairs and suitable toilet facilities are available. Where a child has a disability, the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this

advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

We ensure that all equipment and resources are accessible to all children, regardless of their needs.
All children and young people are included in activities and trips, including residentials, following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what needs to be in place to support specific needs.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory: http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

What in school will help my child learn?

- Children are involved in their own learning and are able to suggest ideas for their next topic.
- Children are aware of their targets and next steps. They receive immediate feedback on their progress through daily discussions with their teachers and through the implementation of our school feedback guidance.
- Children in Nursery – Year 2 receive daily Phonics teaching, using the Read, Write, Inc scheme. Some children may receive additional phonics teaching if required.
- Lessons are differentiated to meet the needs of all learners.
- Learning walls in classrooms support the learning of English and Maths.
- All classes and some children may have been allocated staff to support them with their learning.
- External agencies can provide advice and may offer individual or group work.
- All classes have a visual timetable on display. Some children have individual timetables.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help children learn e.g. pencil grips, sound amplification systems, sloped writing desks, sensory resources.
- Play Therapy, ELSA sessions and Mental Health Support Groups are in place for children identified with specific needs.
- Silver Stars Nurture Groups are in place to support children with social and emotional support. We can offer 1:1 and small group work with fully trained members of staff:
    - Concentration Challenge
    - Calm Club
    - Anxiety/ Self – Esteem/ Anger Management workshops
    - Spirals
    - Zones of Regulation
    - Volcano in my Tummy
- As a cluster of schools in Blackbird Leys, we have developed an enhanced pathway based at Orchard Meadow Primary School – Rashford. This enables us as a

school to support children where appropriate to access bespoke daily provision in a small group, when they are struggling to access a mainstream classroom and curriculum.

What arrangements are available to help my child access tests and assessments?

- Year 6 children may be assessed to determine whether they qualify for additional time or support. Parents/ carers will be informed if their child qualifies for additional time or support.
- For some children, statutory tests can be accessed in a smaller environment and support for some tests may be requested, as appropriate to comply with test guidelines.
- Windale Primary School adheres to current access arrangements for Key Stage 2 statutory tests.
- 1:1 and small group tuition is offered to identified Year 6 children.

What do we do to support the wellbeing of children with SEND?

Windale uses the Jigsaw PSHE curriculum to support the development of our children's emotional health and wellbeing. Windale has also embedded Zones of Regulation across the school, alongside beginning to develop principles of Conscious Discipline within the school ethos.
Windale offers a wide range of support and experiences for children individually, in small groups, in classes and for families to support emotional wellbeing and develop resilience providing an aspirational and rich school experience. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum. Class Teachers, along with the Phase Leader and SENCo then identify individual children who would benefit from our Silver Stars Nurturing Intervention programme. Lunchtime and after school clubs are available throughout the year and all children are encouraged to attend at least one club.

All children, including those with SEND, have the opportunity to share their views through their school council representatives. We listen to the views of children/young people with SEND by encouraging them to contribute about their hopes, views and aspirations during their SEND review and pupil voice sessions.

We take bullying very seriously at Windale and we have developed an anti-bullying policy in line with Oxfordshire County Council guidance. It outlines the strategies to prevent bullying and deal with any incidents as well as naming a member of staff in our school who takes the lead on anti-bullying. Our Anti Bullying and Relationships Policies can be found on the Windale Primary School website www.windaleprimary.com

How will Windale support children with SEND when joining or transferring to a new school?

All new children and their families are encouraged to visit Windale before starting. It is preferable that parents and carers make the school aware of their child's needs before

starting so that the facilities on offer to meet the needs of the child can be discussed with the SENCO.

All children starting in our Nursery and Reception classes will have a home visit.

When children move from one class to another class, the teachers liaise closely, and meetings are arranged to transfer key information. Children have the opportunity to have a transfer morning to meet their new class teacher at the end of each summer term. If children require additional time in their new classrooms this will be arranged. Some identified children will also receive a transition booklet to support their transition over the holidays.

If children move from one school to another before moving to Secondary School, the SENCo will transfer all information to the new school and ensure key information is transferred. Social stories and transition activities will be arranged and talked through with parents/ carers.

All our children are prepared for transition to secondary school. Key staff from the secondary schools will meet with the children and transition visits will be arranged. Year 6 teachers meet with the secondary school staff to share information. Parents of children with SEND are encouraged to visit local schools and we are happy to support parents and carers with this.
The SENCo will liaise with the secondary school's SENCO to ensure a smooth transition takes place. This might include additional visits or meetings as necessary.

What should I do if I have a concern or want to raise a complaint?

If you have a concern, please speak to a member of the Senior Leadership Team in the first instance who will endeavor to resolve your concern. If however, this is not possible then please refer to the Complaints Policy.

Who can I contact for more information or if I have any questions?

Miss Katie Whiteley: katie.whiteley@windale.org.uk or 01865 777796.

If you would like impartial advice from Oxfordshire's Special Educational Needs and Disability Support Service (SENDIASS- formally Parent Partnership) contact:
sendiass-oxfordshire

Tel: 01865 810516 (weekdays during term time 9.30am - 2.30pm and answerphone outside these hours)
Text 07786524294

SENDIASS Oxfordshire
Freepost SCE11489
Oxford
OX1 1ZS

Oxfordshire County Council's Local Offer brings together information about education, health and care services for children and young people from 0 to 25 with SEND.
https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer

To find out more information about the opportunities for children with SEND and their families including support groups or information about SEND they are listed on the Family Information page:
http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page