



Windmill Hill Academy

Special Educational Needs and Disabilities Local Offer

Offer approved by Local Governing Advisory Body: **September 2024**
Offer Next Review: **September 2025**



An Daras Multi Academy Trust

Windmill Hill Academy

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Our local offer details the provision that we provide within the Academy and the services that we access in order to make the best endeavours to meet the needs of all children within the school, including those with additional needs and disabilities. This offer links with the Windmill Hill Academy Improvement Plan and the Pupil Premium Improvement plan. It details the provision offered by the Academy, links to the performance management of all staff and ensures that the Academy Budget shows value for money. This plan details the provision we have in place to ensure that your child is included in the school's long-term aim, to be in the top 10% of schools nationally. All staff and the Governors are involved in monitoring and evaluating the provision provided annually and are responsible collectively for the successful implementation of the offer to ensure success and achievement for all pupils including those with additional needs and disability. The plan links directly to our Special Educational Needs, Equality and Diversity and Pupil Premium Policies and encompasses the vision provided within these policies. The offer is monitored closely through evaluation on a regular basis by all involved. All staff are provided with relevant and appropriate training in order to ensure that they are taking their best endeavours to ensure that the offer detailed is being met at all times.

Windmill Hill Academy acknowledges that children with SEND may have faced multiple barriers to learning over the period of school closure due to the impact of Covid-V19. Applying the principle of equity, our team will consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning. We will ensure we maintain a humane approach concerned with the fundamental wellbeing and positive development of our pupils.

[Link to Special Educational Needs Policy: Windmill Hill Academy website in policies section](#)

[Link to SEN Information Report: Windmill Hill Academy website in policies section](#)

[Link to Equality Opportunities Policy: Windmill Hill Academy website in policies section](#)

[Link to Pupil Premium Policy: Windmill Hill Academy website in PPG section](#)

[Link to Accessibility Plan: Windmill Hill Academy website in policies section](#)

[Link to Access to Education for Pupils with Medical Needs Policy: Windmill Hill Academy website in policies section](#)

[Link to Inclusion Policy: Windmill Hill Academy website in policies section](#)

[Link to Spiritual, Moral, Social & Cultural Policy: Windmill Hill Academy website in policies section](#)

Name and contact details of the Special Educational Needs and Disabilities and Inclusion Coordinator:

Ms Kathy Walsh – Windmill Hill Academy: 01566 772143.

The levels of support and provision offered by Windmill Hill Academy

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views and opinions of all our pupils is actively sought and highly valued. • Student voice is represented across all year groups and influences all our decision making regarding their learning, indoor and outdoor environments, rewards, events and activities. • Student voice is actively sought through: school and class councils, pupil parliament, focus groups, UNICEF council, pupil conferencing and questionnaires. • Positive behaviour principles underpin our approach to working successfully and building positive relationships with all children in our school. • Pupils have the opportunity to share their opinions through evaluation of events and end of term reviews as part of class work. 	<ul style="list-style-type: none"> • SEND is represented at SLT level. • Pupils with SEND are included in all consultation groups. • Where appropriate, additional provision will be arranged in response to: <ul style="list-style-type: none"> ○ Termly tracking / school data ○ Pupil premium ○ Questioning ○ Rate of learning progress ○ Target group reviews ○ Adult observations. ○ Teacher concerns • Where necessary, the views of some of our pupils will be considered when completing Positive Support Plans and/or through a pastoral / healthcare plan. • Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through 'Trauma Informed Schools' screening / activities on a small group basis and support from Education Mental 	<ul style="list-style-type: none"> • Individual support will be dependent on age and need. We make best endeavours to take into account the views of individual children and parents. • All individual support will be carefully planned for with the aim of developing independent learning skills and/or self-help skills. • Our pupil's views are an integral part of Early Support /Child in Need / CP meetings and EHCP SEN Reviews • Our pupils are supported through individual needs centred planning, target and outcome setting. • Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through 'Trauma Informed Schools' screening / activities on a 1:1 basis. • Individual support planned to develop independent learning / self-help skills. • Alternative curriculum planning for pupils



2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school makes best endeavours to work in partnership with all parents and carers. • The parents/carers are invited to attend parent/carer evenings. • A yearly questionnaire takes account of parental views about the school. • Parent/carers know exactly who to contact if they have any concerns. • The virtual learning environment, and/or website enables parents/carers to understand what their child is learning. • Parents and carers are informed about the progress of their children through: <ul style="list-style-type: none"> ○ Parent’s evening - termly ○ End of Year reports • Parents/carers are invited to open sessions within the school: sharing assemblies for their child; work sharing events; sports days; class trips etc. • Positive behaviour principles underpin our approach to working successfully and being in relationship with all parents / carers. 	<ul style="list-style-type: none"> • Where appropriate, parents/carers may be invited to attend extra-curricular clubs and activities. • Parents/Carers are encouraged to attend information sessions to support their young person at home regarding: <ul style="list-style-type: none"> ○ Parenting skills ○ Literacy / Numeracy skills ○ Independent homework ○ Skills to support with learning at home ○ Family services • SEND & TIS support worker identified to support parents. • Parents are able to contact school at any time about concerns. • Referrals to a range of available family services are made through the SENDCo. • Parents are invited to contribute to their child’s Individual Provision Maps in order to set new targets / reviews for their child. 	<ul style="list-style-type: none"> • The views and opinions of Parents/Carers are actively sought through Early Support, Child in Need, CP meetings and EHCP SEN Reviews. • Advocacy is available to ensure the Parents/Carers are fully able to communicate their views and opinions. • All documentation is presented in a format that is accessible to individual parents. • Interpreters / translated versions of letters etc are available upon request. • Where appropriate, Parents/Carers are encouraged to join in with school trips or activities. • Parents are encouraged to engage in 1:1 reading and support with home school activities. • Home-school books are used to share information and successes as required. • Parents are supported in liaising with outside agencies e.g. Family Support, Educational Psychologists, ASD Team,

3. The curriculum

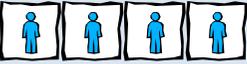


Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all our pupils and teacher planning reflects this. • All our pupils, regardless of their ability and/or additional needs have full access to the curriculum. • Assessments (including dyslexia testing / cognitive ability tests etc.) are used to identify students who need specific interventions. • English, Maths, Pastoral Support, Speech and Language intervention programmes are available and our pupils' access to them is based on our current and robust tracking system. • Regular enrichments events for all year groups throughout the academic year to support class topics / themes. • Residential experiences offered for Key Stage 2 pupils in Yrs 5 & 6. • Initial screening in place for focus groups 	<ul style="list-style-type: none"> • Intervention packages are bespoke, and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> ○ Response to marking. ○ Times Tables challenge groups. ○ Developing writing Skills ○ Developing Comprehension Skills ○ Handwriting (fine motor skills) ○ Motor Skills – Fun-Fit ○ Numeracy Catch-Up ○ Speech and Language ○ Reading support ○ SEND Precision Teach support ○ TIS/Boxall ○ Tutor support 	<ul style="list-style-type: none"> • Pupils are supported in following their interests and activities regardless of their SEN and/or disabilities. • Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances pupils can be disapplied from some subjects. This must be agreed by all involved. • Our pupils are supported through individual needs centred planning, target and outcome setting. • 1:1 speech & Language sessions following a Care Plan devised by the Speech Therapist • Inclusion of interventions recommended by outside agencies which may include: Educational Psychologist, Dyslexia service, School Nurse, Occupational Therapist, ASD Team, TIS • Boxall Profiling

using WellComm, BPVS

- Dyslexia Screening

4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school. • Staff are aware that every interaction they have with a child is an opportunity to support and develop a child’s emotional wellbeing. • Staff are aware of the importance of noticing children and being aware of their emotional state. • The whole school uses a ‘dyslexia friendly’ and fully inclusive approach to all teaching and learning, where adaptive teaching, tasks and resources support our pupils in achieving desired outcomes to ensure progress. • SENDCo / SEN LSA’s are available to support pupils as needed. • The lessons are carefully planned to include clear outcomes and regular progress checks throughout the lesson to ensure all our children are on task and are being challenged to meet their potential. • Different level groupings are identified for 	<ul style="list-style-type: none"> • All staff are trained to and are encouraged to support the emotional wellbeing and health of pupils. • Class teachers and LSA, share information and lesson plans to ensure that students with SEND have targeted support, provision and access to quality resources to support independent learning. • Class Teacher’s / LSA’s work with small groups to: <ul style="list-style-type: none"> ○ Ensure understanding ○ Facilitate learning ○ Foster independence ○ Keep students on task ○ Assess progress ○ Inform future planning • Pupils are supported in the classroom by their teacher or LSA and also to have opportunities to work independently. • Individual targeted questioning is used to scaffold learning. • Special test access arrangements for Year 6 SATs e.g. readers, scribes, additional time 	<ul style="list-style-type: none"> ○ Support from the SENDCo, SEN LSA’s, TIS practitioners to meet the emotional needs of individual children. ○ Personalised, highly adapted and well-resourced work tasks enable all our pupils to access or work towards independent learning. ○ 1:1 support in place for students who need more intensive support and include specialised support for those who have: <ul style="list-style-type: none"> ○ A physical disability ○ Sensory need ○ Speech and language difficulty ○ Autism (ASD) ○ Severe literacy difficulties ○ Severe Numeracy difficulties ○ Global learning delay ○ Severe Social, Emotional & Behavioural needs ○ Medical needs • We actively engage with our ADMAT schools, other educational sites and a

each class and our pupils are made aware that at least some of the time they will be seated in ability groups.

- Learning objectives are displayed and discussed.
- Differentiated success criteria are displayed and included on planning.
- Our pupil's work is regularly marked to show next steps and identify misconceptions.
- Our pupils receive regular feedback, both verbally and in writing about their achievements and next steps in their work.
- We strive to ensure that all our pupils know their 'next step' skill target in English and Maths and understand how to evidence it in their work.
- Targets are reviewed regularly, and children are taught how to monitor and evaluate their work and the work of others.
- Pupils have access to work that shows how their 'next step' skill looks in writing /maths
- Working walls are used in every classroom and are easily accessed by our pupils.
- 'Stuck Pits' are used to support pupils to become more independent with their learning, when they meet a problem.
- A variety of technology is available to support teaching and learning.
- All classes are supported by teaching assistants for both academic and emotional needs.

• Independent pupil learning is supported by the use of technology for example:

- Computers
- Dictaphones (microphones)
- Talking tins
- iPads

range of professional services to ensure we can provide the most appropriate support for our pupils and their families.

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • In the classroom, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult help. These include: <ul style="list-style-type: none"> ○ Peer to peer support ○ Sourcing classroom resources ○ Selecting and using a range of appropriate tools ○ Developing thinking and problem-solving skills • Resources are available in all classrooms and equipment can be easily accessed by all to aid independence. These include: <ul style="list-style-type: none"> ○ Word/sound mats ○ Hundred squares/number lines ○ Maths resources ○ Talk tins ○ Coloured overlays where appropriate ○ Pencil grips where appropriate ○ Word Banks ○ Toolkits ○ Target books • Visual timetables are on display in class- 	<ul style="list-style-type: none"> • Where Learning Support Assistants are in the classroom, they facilitate independence. • Our pupils have personalised equipment to help them to learn, such as talking tins, overlays and timers. • Our pupils have access to the following if appropriate: <ul style="list-style-type: none"> ○ Adapted resources ○ Visual timetables ○ Personalised task cards ○ Prompt cards ○ Time out systems ○ Visuals ○ Now / Next boards ○ Ear defenders ○ Individual workstations ○ Fiddle toys as required ○ Wobble/sensory cushions 	<ul style="list-style-type: none"> • Where appropriate, LSA's who work 1:1 with our pupils encouraging them to be very specific about what they need help with and what they have already done to find help themselves. We encourage the use of: <ul style="list-style-type: none"> ○ Peer to peer support ○ Learning areas ○ Specialised resources ○ Self-checking ○ Use of highly differentiated toolkits etc. • We will ensure that our pupils who require a high amount of 1:1 support will have that support delivered by a number of different adults throughout the day/week. This will ensure our pupils build resilience and self-coping strategies to enable them to cope when and if a key LSA or their teacher is absent. • A range of personalised resources will be available to support our pupils, such as: <ul style="list-style-type: none"> ○ Personalised visual timetables ○ Now and next planning boards

<p>rooms to aid independence.</p> <ul style="list-style-type: none"> • All children have access to our Whole School Positive Behaviour System and staff are trained in and implement de-escalation strategies throughout the school. • Technology is available to aid independence. • Residential trips in Year 5 and 6 challenge and encourage the development of age-appropriate self-help skills. • Adults are aware that children who are emotionally healthy are more able to develop self-help skills and independence. 		<ul style="list-style-type: none"> ○ Task cards ○ Communication Prompts / visuals ○ Individual workstations (in and out of class, if appropriate) ○ TEACCH activities ○ Social Stories ○ Individual behaviour support plans ○ Health care plans ○ Intimate Care Plans ○ Risk assessments ○ Individual Provision Maps ○ Sensory Diet ○ Personalised integration plans ○ Tools, furniture adapted to need ○ One-Page Profiles
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6. Health, wellbeing and emotional support



<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school. • Staff are aware of the importance of noticing children and being aware of their emotional state. 	<ul style="list-style-type: none"> • All staff are trained to and are encouraged to support the emotional wellbeing and health of our children. • SENDCo / SEN LSA's/ TIS Practitioners are available throughout the school day to support pupils who need additional 	<ul style="list-style-type: none"> • Individual screening will be used to assess the emotional needs of individual pupils. • Early support / Child in Need / CP meetings and SEND reviews are supported by a range of agencies and professionals.

- Staff are aware that every interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing.
- We are a Unicef Rights Respecting school (Silver Award) and the values of the RRSA are embedded within the school culture to promote improved self esteem and feelings of being valued and listened to.
- The SENDCo co-ordinates provision for students with wellbeing, emotional, physical and mental health needs
- SENDCo / SEN LSA's are available to support pupils who need additional support in / out of the classroom.
- Support is available to support pupils to self-regulate and manage their needs.
- Peer mentors/buddies/playground pals are trained to support fellow students.
- Bereavement counselling is available if appropriate.
- Risk assessments are updated regularly.
- Residential trips in Year 5 & 6 challenge & encourage the development of health, lifestyles, wellbeing & emotional resilience.
- A wide variety of extra-curricular clubs are offered.
- Weekly "Awards" assemblies and displays around the school celebrate children's achievement.
- Recognition of the impact of Covid-19 on the emotional stability of pupils.
- Time with 'Bertie' the school therapy dog

support in / out of the classroom as needed.

- TIS sessions on timetable for individual pupils following screening / reviews.
- Our pupils can access a range of targeted, time-limited and monitored groups to address:
 - Self esteem
 - Social skills
 - Circle of Friends
 - TIS Sessions
- Pupils are encouraged to attend after school clubs; inter and intra-school competitions and activities to develop resilience and emotional well-being.
- Workshops/programmes are sometimes commissioned surrounding sport, extra-curricular and creative activity.
- Risk assessments are carried out for all activities.
- Where appropriate, our pupils are supported through Positive Support Plans and access to the EMHP.
- Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through 'Trauma Informed Schools' screening / activities on a small group basis.
- Support for pupils struggling with anxiety following covid-19.

- Additional support for our pupils can be requested by or through:
 - CAMHS
 - Social Care
 - Speech and Language Therapist
 - Educational Psychologist
 - Autism Spectrum Team
 - Occupational Health Services
 - Physiotherapy Services
 - School Nursing / specialist nurses
 - Visual Support Services
 - Hearing Support Services
 - Cognition & Learning Team
 - Physical and Medical Needs Advisory Service
 - MHST
- Individualised support is provided for pupils who begin to display signs of disaffection.
- Pupils with specific medical conditions have individual health care plans which are shared with all staff.
- Support for pupils who are experiencing needs associated with their social, emotional and mental health needs met through 'Trauma Informed Schools' screening / activities on a 1:1 basis.
- Access to counselling services
- Access to Penhaligon's Friends for bereavement support
- 1:1 support for those whose anxiety levels are such that they are impacting on their wellbeing and resilience following

as required

covid-19.



7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Staff are aware that every social interaction they have with a child is an opportunity to support and develop a child’s emotional wellbeing. • All students have opportunities for social interaction, regardless of need. • All students belong to an age-related class. • All students are invited on trips and visits regardless of ability or disability. • Residential trips in Year 5 and 6 challenge and encourage the development of age-appropriate social skills. • Regular enrichment experiences throughout the year for class groups • All children have opportunities to participate in whole school events such as House Sports Competitions • Pupils have speaking and listening opportunities such as show and tell, storytelling, circle time, pupil’s assemblies and assemblies with visitors. 	<ul style="list-style-type: none"> • All staff are trained to and are encouraged to support the social interaction of students. • Paired reading with a link class is used to encourage sharing a book with a peer in a mutually supportive session. • Peer mentors / buddies for targeted children • Older students take the role of playground leaders to act as “buddies”, encouraging younger children to become involved in a range of games. • A “Friendship Bench” is provided in the playground as a place for pupils to seek companions; other children then invite them to play their games. 	<ul style="list-style-type: none"> • Individual screening will be used to assess the social and emotional needs of individual children and shared with all adults in the classroom. • Learning mentors or LSAs use social stories with individual students to manage difficult situations or changes e.g. enrichment visits. • Older students are used to support and “buddy” younger students with SEND where appropriate. • Additional support from outside agencies such as the ASD Team.

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Staff are aware of how the school environment can be used/adapted to suit the emotional and learning needs of children in their class. They recognise that each cohort is different and organise their class environment to reflect this. • All areas of the school are accessible to everyone including those students with SEND, with wheelchair accessible classes. • Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named child protection officer, designated safeguarding officer (and deputies) and a named 'Child in Care teacher' in school. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. The rewards and sanctions system is robust and displayed around the school. • Step edges are painted yellow with non-slip 	<ul style="list-style-type: none"> • Disabled toilet is available in school. • Lift from EYFS to main school as required • Chairs and tables of different heights are available. • There are named adults who are Team Teach trained around the school with a rolling programme of training by the ADMAT trainers to ensure that all adults are able to use the de-escalation techniques to promote positive handling. • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during unstructured times. • Coloured enhanced IT screens to ensure work presented is dyslexia friendly. • Pictorial cues, use of symbols. • Visual timetables to support routine and predictability of the school day. 	<ul style="list-style-type: none"> • Staff trained to ensure that the emotional wellbeing of individual children is always being considered. • Specialist equipment in practical lessons enable disabled students to be as independent as possible. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Specialised equipment is used for children where advised by outside agencies. • Individualised social stories to help regulate emotions. • Specialised targeted support from the Speech & Language Therapist, Physiotherapist, Occupational Therapist, Visual, Physical & Medical and Hearing Advisory Teacher's. • Disabled toilet is available in school which adheres to the Intimate Care Policy when changing pupils

- paint for visually impaired pupils / parents.
- Neutral backed boards to support sensory processing disorders.



9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • There are robust procedures in place to support all our pupils through their key transition phases. • Primary children visit Launceston College regularly for specific events, especially Yr6. • Secondary staff visit Year 6 prior to transition. • Taster days for pupils in Year 6 and two induction days for Year 6 students are arranged at their designated secondary placement. • Secondary placements invite specific students to attend summer school. • Transition sessions are arranged for children in each year group to experience their new class and meet their new class teacher. • Pre-school pupils are invited into our Foundation class for a range of transition days with and without parents before starting at school. • Meetings are held between the present and the next class teacher. 	<ul style="list-style-type: none"> • Buddy or Peer systems are in place for students who are particularly vulnerable at transition. • Pupils who are identified as possibly struggling with transition have additional visits in small groups as required. • A key worker is in place for SEND pupils. • A transition passport is put together. • Communication with the transition school is robust. • Adults are aware of the emotional trauma some children experience when moving on to a new class / setting / teacher/ LSA etc. Positive support principals are used to prepare and support children for change. • One Page Profiles for pupils with SEND / specific additional needs identified. 	<ul style="list-style-type: none"> • The Secondary Pupil Support Partner attends Year 5 and 6 annual reviews where appropriate • At times a pupil will have a key worker who spends time with them in Secondary school before supporting their transition to secondary school • Our pupils have a structured and gradual transition package from setting to setting and from year to year. This ensures that they are familiar with routines; key members of staff; running of the school day, environment; geography of the school and transport arrangements. • Our pupils with SEND have extra visits to college in Year 6. • Where necessary, our pupils will be supported by an Early support plan to ensure transition planning is robust and meets the needs of the individual.

- Transition sessions (“Move-up Days”) take place within the pupils’ new class.

- SENDCo / SEN LSA’s will support individual pupils through transition phases
- Transition / social stories provided

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	Early Help aims to ensure that services to support children and their parents are there when they need them.	earlyhelphub@cornwall.gov.uk 01872 322277
Speech and Language Therapy	The speech and language therapist work alongside our school to support children with any speech and language needs.	Referral via school or GP Children’s care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Child and Adolescent Mental Health Service (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Referral via school or GP Further information: http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp
Education Mental Health Practitioners (EMHP)	Support for a range of needs / mental health concerns	Referral via school
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	Referral via school or GP Children’s care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Social Care	Support for families struggling with care aspects regarding their children	Children’s care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Family support	Support for families regarding issues within the home which don’t relate to care concerns	Children’s care management centre. Childrens.services@cornwall.nhs.uk 01872221400
Educational Psychologist	The Educational Psychologist supports our school	Referrals can only be made through school

	in understanding areas of SEN and works alongside the school in helping to support children in need.	
Autism Spectrum Team	Support for children with a diagnosis on the autism spectrum	Katy Neve - Manager and Senior Educational Psychologist Department of Children, Schools & Families Sedgemoor Centre, Priory Road, St Austell. PL25 5AB Tel: 0300 1234 101/ 01872 323022
Spectrum Autism support Centre	Autism resource and information centre	01872 278378
Multi-agency professionals: Physiotherapist, Occupational Therapist, Speech & Language Therapist (SaLT), Dietician, Learning disability nurses, Continence nurse	Work in conjunction with the school to provide health care plans; these will include moving and handling therapy plans (leading to informed moving and handling passports), feeding plans, toileting plans, sensory integration plans, communication plans including the production of communication passports	Through the school
Parent Carer Council Cornwall	The PCC are parents of children and young people under the age of 25; their aim is to meet regularly to provide a united voice by creating a forum for parent/carer views. The PCC works alongside Health therapy, Education and Social Care services.	www.parentcarercouncilcornwall.org.uk 07973763332 07591019548
Friends of Windmill Hill Academy	Friends of Windmill Hill Academy is a registered charity and run by trustees. They are parents, teachers and friend's association which allow them to involve the wider community in what we do. They meet on a regular basis planning fund-raising events to help strengthen the school's community. Through such events they are able to purchase additional resources for the school. Please see the school website for further details and their 'Welcome Booklet':	Friends of Windmill Hill chair and secretary can be contacted via the school telephone or school email https://www.windmillhillacademy.org/web/friends_of_windmill_hill_academy/205206
SENDIASS - Special Educational Needs & Disability Information, Advice &	Independent, confidential and impartial advice for parent / carer of a child or young person (aged 0-25)	info@cornwallsendiass.org.uk www.cornwallsendiass.org.uk

Answers to Frequently Asked Questions

1. How does your school know if children/young people need extra help?

Close tracking and monitoring against National Curriculum age related expectations daily

2. What should I do if I think my child may have special educational needs?

Make an appointment to talk to your child's class teacher to express your concerns, they will signpost you accordingly

3. Who/what is responsible for the progress and success of my child in school and matching the curriculum to my child's needs?

A close partnership must exist between yourself and the class teacher.

4. How will school staff support my child?

Close tracking, monitoring and tailoring of opportunities based on your child's needs accordingly

5. How will I know how my child is doing and how will you help me to support my child's learning?

By meeting your child's class teacher regularly and attending open school opportunities

6. What specialist services / SEND training and expertise are available at or accessed by your school?

Please refer to the family information service website (<http://cornwall.childrenguidance.org.uk>) or talk to the SENDCo regarding additional services. All staff receive regular and appropriate SEND training as required.

7. How will my child be included in activities outside the classroom including school trips?

All children are involved in all activities where appropriate and suitable support put in place accordingly. All environments are made accessible and risk assessments are carried out accordingly.

8. How will school prepare and support my child through the transition from class to class, key stage to key stage and beyond?

Regular and thorough transition activities are provided for all children throughout the summer term and beyond.

9. How is the decision made about what type and how much support my child will receive?

This is dependent on your child's need, funding provided and what is appropriate and right at the current time for your child in close consultation with all involved with your child (outside agencies, family partnerships, teachers and all school staff)

10. Who can I contact for further information?

There is a great deal of advice on the Family Information Service website regarding additional needs

<http://cornwall.childrenservicedirectory.org.uk> Alternatively please speak to your child's class teacher for signposting to additional services.