

**Windmill Hill School  
Admissions Policy**



**ABOUT THIS DOCUMENT:**

Purpose

This document outlines how Windmill Hill School supports students with special education needs and disability

The aim is to ensure that all students, irrespective of their needs have access to high quality learning and support services

Compiled by Kevin Latham January 2021

Agreed by Directors-

SIGNED

DATE

Review Date – January 2022

# Windmill Hill School

## SEND Policy and SEN Information

### Contents

1. Aims.....	3
2. Legislation and guidance .....	4
3. Definitions.....	4
4. Roles and responsibilities .....	5
5. SEN information report.....	7
6. Monitoring arrangements .....	12
7. Links with other policies and documents .....	12

---

### Wellbeing in our Trust

Supporting young people with special educational needs and disabilities, and their families, can be challenging and so this document aims to set out procedures to be followed to minimize what can be difficult process.

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
  - CIC (confidential counselling support available through Perkbox account).
  - The Teacher Support Line telephone number 08000 562561 or website [www.teachersupport.info](http://www.teachersupport.info)

# Windmill Hill School

## Admissions Policy

### 1. Aims

At Windmill Hill our vision is:

- To create a learning journey from 0 to 25, for all children and young people.
- For every child to become confident, capable, resilient, aspirational members of their communities.
- All learners will be challenged to be
  - Responsible Citizens
  - Successful Learners
  - Confident Individuals.
- To develop an effective learning community that provides an excellent education for our students through highly effective collaboration based upon mutual support and challenge, across special and mainstream schools.

We will do this by:

- Using individualised approaches in a safe environment;
- Liaising with parents, carers and other agencies to give students support;
- Making sure students feel safe and confident to express their personality and develop their potential;
- Working as a team;
- Learning from each other and trying new ideas to improve what we do; and
- Being passionate advocates for inclusion at all times.

We will ensure our students:

- Feel safe;
- Are listened to;
- feel good about themselves;
- Try their best;
- Respect others; and
- Are extended mentally, physically and spiritually.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

# Windmill Hill School

## Admissions Policy

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

Windmill Hill School identifies students as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (DfE, July 2014).

This defines SEND as:

- A student or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A student of compulsory college age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Windmill Hill School provides special educational provision for students who require *“Special educational provision, that is provision different from or additional to that normally available to students of the same age”* (Code of Practice, July 2014).

The school provides for students whose special educational needs broadly fall into the 4 areas of educational need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

#### **Guiding principles**

At Windmill Hill we believe that all of our students, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

# Windmill Hill School

## Admissions Policy

All students are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into supported or independent living, further education or training or employment

We endeavour to achieve maximum inclusion of all students (including the most vulnerable learners) whilst meeting their individual needs and focusing on individual progress as one of the main indicators of success. Teachers provide differentiated and personalised learning opportunities for all the students within the school and provide materials appropriate to their interests and abilities. This ensures that all students have a full access to the school curriculum.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners.

SEND might be an explanation for delayed or slower progress but is not used as an excuse for individuals not to maximise their ability and skills and take full advantage of the opportunities available to them. We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

- Some students in our school may be underachieving. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students reach their potential.
- It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty are essential ingredients of success for these students.

## 4. Roles and responsibilities

### 4.1 The SENDCO / Headteacher

As a special school, all teachers have responsibilities associated with the role of a SENDCO, however for the purpose of overseeing the provision for SEND there are specific roles that the headteacher will take responsibility for:

They will:

- Work with the governors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have an Education Health and Care plan (EHCP)

## Windmill Hill School

### Admissions Policy

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

#### 4.2 The SEND governor

As a special school, all governors have responsibilities with the role of SEND Governor and as such responsibilities of those in a mainstream school are different

All governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school
- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school

#### 4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Have responsibility for each student's EHCP, in particular:
  - Section F - Provision within the class
  - Section E – Progress towards the objectives as set out for end of the next key stage
  - Compiling reports for the annual review of the EHCP

# Windmill Hill School

## Admissions Policy

- Suggesting annual targets and subsequently having responsibility for each student's Individual Education Plan (IEP) and progress towards these targets
- Ensuring they follow this SEND policy

### 5. SEND information report

#### 5.1 The kinds of SEND that are provided for

All students at Windmill Hill have cognition and learning difficulties, which may present as moderate, severe or profound and multiple learning difficulties

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy

#### 5.2 Identifying students with additional needs and assessing their needs

All students at Windmill Hill will be working significantly below age related expectations, however it is important that we identify any student who may not be making expected progress from their starting point. We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This progress will include in areas other than attainment, for example, independence skills, social needs.

#### 5.3 Consulting and involving students and parents

We will have an early discussion with the student (as appropriate) and their parents when identifying whether they need additional provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty

## Windmill Hill School

### Admissions Policy

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive additional support.

#### **5.4 Assessing and reviewing students' progress towards outcomes**

Outcomes for our students are based on the agreed objectives in their EHCPs, which are then broken into annual targets and incorporated into their IEP.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the leadership team to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

#### **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Managing change is an important skill to develop and so lots of thought and support is put in place for our students to:

- Start Windmill Hill
- move through the phases, and then
- onto destinations either at 16 or 18

A member of the teaching staff has specific responsibility for transitions of new starters, and they liaise closely with the family and the present school.

# Windmill Hill School

## Admissions Policy

The curriculum is carefully managed and class groupings managed year on year, to give opportunities for students to move around the school, whilst also striking a balance with consistency and stability so that learning can take place.

Our Family Support Worker works with families and the students (as appropriate) to identify positive destinations for further education or community packages, liaising with the local authority to secure placements and funding.

### **5.6 Our approach to teaching students with SEND** (please see our Learning and Teaching Policy)

As a school for young people with moderate, severe, complex and profound learning difficulties our curriculum is carefully designed to offer a broad and rich experience of sequenced learning opportunities so that skills are developed and built upon over time.

The class teacher is the SENDCO for their own students and they are responsible for delivering personalised activities and accountable for the progress and development of all the students in their class.

### **5.7 Adaptations to the curriculum and learning environment** (please see our Accessibility Policy)

Windmill Hill is a school that has been designed and adapted for young people with a range of learning and physical difficulties, and as such the environment is fully accessible.

As stated in 5.6 above, we make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, communication devices, visual timetables, larger font, etc.
- Personalisation of our teaching, for example, using individual motivators, planning activities based on preferences or individuals' skills etc.

### **5.8 Additional support for learning**

Due to the nature of the students' needs at Windmill Hill class sizes are kept small with a high student : staff ratio. Classes have, on average, 12 students with 1 teacher and 2 or 3 teaching assistants.

Teaching assistants will support students on a 1:1 basis when identified through individual assessments or the school identifies a change in need that warrants the additional support.

There are instances when a student may require 2 or 3 members of staff to support emotional regulation and provide a secure and consistent learning environment. In these circumstances the school will work closely with the local authority to ensure appropriate funding.

We work with the following agencies to provide support for students with SEND:

## Windmill Hill School

### Admissions Policy

- School Nursing Team
- Children's, and Disabilities, Social Care
- Community Team for People with Learning Difficulties
- Child and Adolescents Mental Health Service
- NHS – Physiotherapy, Occupational Therapy

#### 5.9 Expertise and training of staff

Describe our approach to training and the expertise of relevant staff. e.g.

Induction and training

Experience of staff -

Number of teaching assistants

Ese specialist staff for [names of interventions].

#### 5.10 Securing equipment and facilities

Explain our process for identifying equipment and facilities to support students with SEND.

#### 5.11 Evaluating the effectiveness of SEN provision

Describe how we evaluates the effectiveness of the provision for students with SEND, equipment and facilities to support students. E.g.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions half termly and in line with our pupil progress meetings.
- Using student questionnaires
- Monitoring by the leadership team
- Using provision maps to measure progress
- Holding annual reviews for students with EHCPs

#### 5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

How do we ensure there are no barriers to students with SEND enjoying the same activities those in mainstream schools e.g.

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

# Windmill Hill School

## Admissions Policy

All students are encouraged to go on our residential trip(s) to .....

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Add information here about how you support students with disabilities. Include information about:

- Arrangements for the admission of disabled students
- The steps you have taken to prevent disabled students from being treated less favourably than other students
- The facilities you provide to help disabled students access your school
- How to find your school's accessibility plan

### 5.13 Support for improving emotional and social development

Explain our support for students - pastoral support, learning mentors / ELSA, Protective Behaviours, Zones of Regulation, Relationship Policy, Curriculum predicated on ...

We have a zero tolerance approach to bullying.

### 5.14 Working with other agencies

Describe how we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEND and supporting their families.

### 5.15 Complaints about SEN provision

Please see our Complaints Procedures (these can be found on our website, or by contacting the school office)

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

We would hope that parents would allow us to try rectify the situation in the first instance, however if this is not successful, or if a parent feels more appropriate, parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. Parents can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of students with SEND

Full details of all the contact details for services available for parents of children with SEND can be found via [Luton's Local Offer](#)

# Windmill Hill School

## Admissions Policy

### 5.17 Contact details for raising concerns

Insert name of contacts within the school for when students or parents have concerns.

### 6. Monitoring arrangements

This policy and information report will be reviewed by the headteacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Relationships (Behaviour)
- Equality information and objectives
- Supporting students with medical conditions