Windhill21 SEND Information Report 2026

Introduction

All Hertfordshire maintained schools share a common approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND). Supported by the Local Authority, our aim is to ensure that all pupils—regardless of their specific needs—make the best possible progress in an inclusive mainstream environment whenever families wish.

This document outlines the SEND provision available at Windhill21. While not exhaustive, it provides a clear overview of our offer. We invite parents with specific questions or concerns to contact our SENCo directly so we can work in partnership to support your child.

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

If you have concerns about your child's progress, your first point of contact is always your child's class teacher. In addition to formal termly parent consultations, you can arrange an informal meeting at any time. If concerns remain after speaking with the teacher, our Special Educational Needs Co-ordinator (SENCo), **Mrs Hellie Mann**, is available to discuss next steps.

2. How will Windhill21 support my child with Special Educational Needs?

In close partnership with parents, provision is matched to each child's individual profile of need:

- **High-Quality Targeted Teaching:** Excellent, adaptive classroom teaching where teachers set high expectations and tailor learning to address specific gaps in understanding.
- **Targeted Small Group Interventions:** Guided group sessions delivered inside or outside the classroom by trained teachers or teaching assistants to address specific learning goals.
- **Individual Support:** Focused 1:1 or small-group assistance for pupils with specific learning barriers that cannot be overcome through whole-class teaching alone.

- **Individual Support Plans (ISPs):** Detailed plans outlining targeted strategies and measurable goals tailored to your child. For children with complex or long-term needs beyond standard mainstream resources, the school or parents can request a Statutory Assessment from the Local Authority to consider an Education, Health and Care Plan (EHCP).

3. How will I know how my child is doing?

Parents receive formal feedback termly through Parent Consultations and Annual Reports. For children with an Individual Support Plan (ISP), targets and progress are formally reviewed and updated termly with parents. The SENCo is also available for additional appointments during parent consultation evenings.

4. How are the school's resources allocated and matched to children's special educational needs?

The school's overall SEND budget is allocated by the Headteacher and Governors, with support matched according to each child's level of need. Where a child requires targeted support beyond what can be sustained through the school's core notional SEND budget, the school may apply for Focused Intervention Funding (FIF) via Hertfordshire's local DSPL panel. FIF provides targeted, short-to-medium term funding for emerging needs. For children with severe, complex, or long-term needs, top-up funding is accessed through an EHCP. Parents are always fully consulted before any external funding application is made.

5. How is the decision made about how much support my child will receive?

Decisions are made collaboratively between parents, class teachers, the SENCo, and the Headteacher based on assessment data, observations, and advice from external specialists. While providing tailored classroom support, we actively foster independence, self-confidence, and resilience in every pupil.

6. How will the curriculum be matched to my child's needs?

Teachers follow a continuous assessment cycle to ensure learning activities offer an appropriate level of challenge. Where additional interventions are in place, staff continuously monitor progress. Teachers draw upon a wide range of adaptive teaching strategies, specialised resources, and external advisory services to ensure full access to the curriculum.

7. How will I be involved in discussions about planning for my child's education?

We view parents as essential partners in their child's education. You are involved through:

- Regular discussions with class teachers and parent consultation evenings.
- Termly ISP review meetings with the SENCo and/or class teacher.
- Consultations with visiting external specialists.
- Annual EHCP review meetings for pupils holding an Education, Health and Care Plan.

8. How will you help me to support my child's learning?

- Class teachers suggest practical home-learning strategies aligned with classroom targets.
- The SENCo offers advice and resources to support positive behaviour, emotional regulation, and routines at home.
- Recommendations and home activity plans provided by Educational Psychologists or specialist services are shared directly with families.

9. What support will there be for my child's overall well-being?

At Windhill21, pupil wellbeing is central to our ethos. We foster emotional health and social development through:

- **Curriculum & Culture:** The Jigsaw PSHE programme, whole-school assemblies, and inclusive extra-curricular activities.
- **Pastoral Support Lead:** Our dedicated Pastoral Lead, **Mrs Louise Merrell**, delivers nurture provision and 1:1 emotional coaching to build self-esteem and resilience.
- **Mental Health Support Team (MHST):** Access to NHS Mental Health Practitioners for consultation, advice, and targeted therapeutic support.
- **Medical Needs:** Individual Healthcare Plans are co-produced with parents and health professionals in accordance with the *Children and Families Act 2014* and DfE guidance on *Supporting Pupils at School with Medical Conditions*.

10. What specialist services and expertise are available at or accessed by the school?

When specialist advice is required, the school works closely with Local Authority and NHS services:

- **SEND Specialist Advice and Support (SEND SAS):** Access to Hertfordshire specialist teams including Early Years SEND, Physical and Neurological Impairment (PNI), Cognition and Learning (formerly SpLD), Speech, Language, Communication & Autism (SLCA), and Sensory Impairment (VI/DHSS/MSI). Staff also consult the **Ask SALI** (SEND Advice Line for Inclusion) service.

- **Education & Community Services:** Educational Psychology Team, Educational Support Team for Medical Absence (ESTMA), and Amwell View Outreach Support.

- **Health Services:** Speech and Language Therapy (SALT), Occupational Therapy (OT), Physiotherapy, and Child and Adolescent Mental Health Services (CAMHS via GP referral).

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

Windhill21 is an inclusive school. All off-site trips and extra-curricular activities are planned to include every child wherever possible. Comprehensive risk assessments are completed in advance to identify any reasonable adjustments, specialised equipment, or additional staffing required.

12. What training have the staff supporting children with SEND had?

- SENCo **Mrs Hellie Mann** holds the National Award for SEN Co-ordination (NASENCO).

- The school maintains an ongoing continuous professional development (CPD) plan for all teaching and support staff focused on SEND inclusive practice.

- Staff undertake specialist training delivered by external agencies to meet specific pupil medical, communication, or sensory needs.

13. How will the school prepare and support my child when joining Windhill21 or transitioning between classes or schools?

We recognise that transitions require careful planning and sensitivity:

- **Joining or Moving Schools:** We liaise directly with receiving or feeder school SENCos to share pupil profiles, successful strategies, and statutory records well in advance.

- **Moving Classes Within School:** All pupils participate in transition sessions in their new classrooms. Comprehensive handover meetings take place between current and receiving teachers to transfer Individual Support Plans (ISPs) and strategies. Where extra reassurance is needed, tailored transition packages are provided—including additional quiet-time visits and personalised visual photo books or social stories.

- **Year 6 Secondary Transition:** Pupils participate in targeted transition workshops, extra secondary school visits, and structured pastoral transition groups where appropriate.

14. How accessible is the school environment?

In compliance with the Equality Act 2010, Windhill21 is set on a single ground-level site, providing full physical and wheelchair accessibility throughout. Learning spaces and equipment are continuously adapted to ensure full accessibility for all pupils. Our complete Accessibility Plan is available on the school website.

15. Who can I contact for further information?

If you wish to discuss your child's educational needs or have any concerns, please contact the school office to arrange a meeting with:

- **Class Teacher** (first point of contact)

- **SENCo:** Mrs Hellie Mann – senco@windhill.herts.sch.uk

- **Pastoral Lead:** Mrs Louise Merrell – louise.merrell@windhill.herts.sch.uk

- **Headteacher:** Mrs Wood

External Advice & Support Services for Parents:

- **Hertfordshire SENDIASS:** Free, confidential, and impartial advice for parents and carers. Website: hertssendiass.org.uk

- **Hertfordshire Local Offer:** Comprehensive guide to local SEND services. Website: hertfordshire.gov.uk/localoffer