

## Parents as Partners

**We want to create and nurture strong links with the parents and carers of pupils in The Windmill, because when school and parents work together this increases the overall progress made by children with Autism.**

Parents and carers will be provided with news of what their child has done via Evidence Me.

There are review meetings in The Windmill every term, when parents and carers can discuss the new support plan targets for their child, and contribute to these.

Parents will also be invited to parents meetings with their child's teachers each term.



**Miss Gibson & Mrs Small**

### **SENCO & Assistant SENCO**

Miss Gibson & Mrs Small will be teachers within the Windmill. If you have any queries, you can contact us directly via email:  
[send@millhillprimaryschool.co.uk](mailto:send@millhillprimaryschool.co.uk)

We aim to respond within 48 hours, during working days.



**THE WINDMILL  
ADDITIONAL RESOURCE PROVISION  
FOR AUTISM  
MILL HILL PRIMARY SCHOOL  
TORPHIN HILL DRIVE  
SUNDERLAND  
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**THE WINDMILL  
ADDITIONAL RESOURCE PROVISION  
INFORMATION FOR PARENTS/VISITORS**



**The Windmill  
at  
Mill Hill Primary  
School**



# The Windmill

## What is an ARP?

An ARP is a provision, within a mainstream school, designed to provide specialist and targeted support for children with long term special educational needs (SEND).

**The Windmill is an Additional Resource Provision (ARP) for Autism attached to Mill Hill Primary School. The provision is commissioned for 16 places (Reception to Year 6) with the placing authority being Together for Children on behalf of Sunderland City Council.**

## Who is The Windmill for?

Access to a provision place is based on Together for Children's entry criteria for Additional Resource Provisions alongside admissions protocols.

## The child will:

- have a verified diagnosis of autism made by appropriately qualified specialists as detailed under NICE guidelines
- have an Education, Health and Care Plan with autism as their primary need.

## Core Purpose:

The purpose of The Windmill is to meet the needs of pupils with difficulties relating to communication, interaction and social understanding resultant of Autism who require:

- Specialist teacher support
- A specialist understanding of the nature and implications of Autism
- Small group or individual work
- Access to the national curriculum as well as additional pathways (eg, for self-help, independent skills, etc)
- Inclusion into mainstream classes, when appropriate for each individual child.
- A flexible approach adapted to the individual needs of the pupils.

**Our aim for all of our pupils in The Windmill is for them to be regulated, confident and independent young people.**

We will support this the use of carefully planned support. In The Windmill we will use:

- Visual supports
- Social Stories
- Total communication approach throughout the school
- Team Teach de-escalation strategies
- Individual SEND support plans
- We will also access the local community and take the children on trips to support developing social and independence skills

## About The Windmill:

- Staffing will consist of our Windmill Lead; Miss Gibson, a Teacher,; Mrs Small, Higher Level Teaching Assistant,; Miss Lingwood and Teaching Assistant staff; Mrs Grassam, Miss Noble and Mrs Richardson with oversight from the Head Teacher; Mrs Errington.
- Pupils will be admitted onto the roll of the School.
- The Windmill ARP consists of 3 classrooms. Pupils will follow a bespoke curriculum based on our assessments of their individual needs, this is alongside access to the National Curriculum in the child's mainstream classroom when appropriate.
- Children will also have access to a provision calm space, a dedicated outdoor area and a fully fitted therapeutic sensory room.
- The day-to-day running of the provision is the responsibility of the Windmill lead; Miss Gibson through the line management of the Head Teacher, Mrs Errington.
- Mill Hill Primary School's Additional Resource Provision will provide a socially and emotionally supportive environment which fully involves parents.
- Pupils will be appropriately supported according to their needs throughout the whole school day including breaks and lunchtimes.
- There will be termly progress reviews, which parents will be informed of.