

## Weston Point Primary Academy NEW SEND Information Report 2024-2025

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the [Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.](#)

<b>General School Details:</b>	
School Name:	Weston Point Primary Academy
School website address:	www.westonpointprimary.co.uk
Type of school:	Primary Academy
Description of school:	Provision for Years Reception to Year 6 with Resourced Base Provision SEMH
Does our school have resource base? Yes or No	Yes
If Yes please provide a brief description.	8 Place SEMH
Number on roll:	84
% of children at the school with SEND:	33.3%
Date of last Ofsted:	July 2023
Awards that the school holds:	
Accessibility information about the school:	The school has a ramp to access the front entrance. There is a disabled toilet.
Please provide a web link to your school's Accessibility Strategy	
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	ELSA LSA x2 WELLCOMM x4 TALK BOOST X 2 ELKLAN x2 QFT approaches to SEND Thrive licensed practitioner from Nov 2024

<b>School Policies/Procedures:</b> Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	School website
Safeguarding Policy	School website
Behaviour Policy	School website
Equality and Diversity	School website
Pupil Premium Information	School website
School Complaints Policy/Procedure <b>NEW REQUIREMENT</b> Policy must specify ' <i>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</i> '	

<b>Range of Provision and inclusion information:</b>	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of	<ul style="list-style-type: none"> <li>Class teachers can raise concerns with SENCO if they feel there are pupils</li> </ul>

<b>Range of Provision and inclusion information:</b>	
<p>pupils and their parents in planning to meet them.</p>	<p>within their classes who have additional barriers to learning.</p> <ul style="list-style-type: none"> <li>• Parents can also raise concerns directly with the SENCO if they feel their child is failing to make progress or is experiencing issues which impact upon their learning.</li> <li>• SENCO will usually arrange a meeting with class teacher and parent and will explain the graduated approach. At this meeting a SEN support plan will be produced with input from school and parents. This plan will then be reviewed in 12 weeks.</li> <li>• Children and parents complete regular surveys so school can use the information gleaned to inform training needs for parents and areas where communication can be improved.</li> </ul>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> <li>• We work closely with MHST. We undertake half termly consultation meetings with them where school can bring forward individual referrals for direct work and discuss whole school approaches.</li> <li>• We also work closely with the EP service. SENCO meets regularly with EP, referring individual cases and looking at the training needs of the staff. SENCO also attends group consultations on a regular basis.</li> <li>• We work in collaboration with PBSS, implementing advice and recommendations with a view to improving outcomes for individual students.</li> <li>• We also liaise with Communicate, implementing the plans they provide for individual pupils with speech and language needs.</li> <li>• We work alongside colleagues from health such as the school nurse, attending MAPS and working together to improve the outcomes for children and their families with SEND</li> </ul>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> <li>• We have resources that cater for the sensory needs of SEN learners in each classroom. There are sensory toys, sensory tents, weighted blankets and a designated sensory room.</li> <li>• We have computer programmes such as phonics play that can reinforce and</li> </ul>

Range of Provision and inclusion information:	
	<p>compliment the work children are doing in English and phonics.</p> <ul style="list-style-type: none"> <li>• All children have access to forest schools in our outdoor environment and staffing ratios reflect the support that is needed for each individual cohort of learners.</li> <li>• We have a sensory room for children to access with sensory needs</li> </ul>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<ul style="list-style-type: none"> <li>• Pupils with autism received a highly bespoke and differentiated offer at Weston Point.</li> <li>• Pupils are taught specific social skills and for some this is delivered on a 1 1 basis via intervention. Others receive support within a small group.</li> <li>• Pupils can use workstations within classes and are encouraged to uses strategies around self-regulation at times of crisis, should they become overwhelmed.</li> </ul>
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> <li>• All students are screened using the WELLCOMM screening tool.</li> <li>• From this, interventions are planned and implemented for the pupils who have been highlighted as requiring support.</li> <li>• Pupils with Communicate speech and language plans are also given additional support and all class teachers are aware of the targets highlighted on the plans.</li> </ul>
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> <li>• RWI phonics programme is in place across school, with children being grouped in ability groups for small phonics based teaching.</li> <li>• RWI Fresh start is also available for older pupils who require phonic input.</li> <li>• Children with dyslexia have resources in agreement with parents and external recommendations such as overlays, coloured exercise books and interventions.</li> </ul>
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> <li>• The whole school are following a bespoke Maths programme from NCTEM, designed to address historical gaps in knowledge.</li> <li>• Additional small group boosters are run in the afternoons for pupils who require additional support to consolidate some mathematical concepts.</li> <li>• Children have access to concrete resources to support conceptual understanding.</li> </ul>

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> <li>Working walls identify links between concrete and abstract concepts and give steps for success.</li> </ul>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> <li>All staff have received QFT training around adaptations that should be in place and part of everyday practice for SEN learners.</li> <li>SEN support plans are in place for individuals on the register, outlining targets and areas of focus.</li> <li>SEND is an area of focus for monitoring within school and learning walks, book and staff feedback sessions are embedded into practice.</li> <li>Adaptive teaching is place to support children with SEND</li> </ul>
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<ul style="list-style-type: none"> <li>Sen Support plans are regularly reviewed with parents. Target are set reviewed and new ones are set. Baseline data is collected at the start of interventions such as WELLCOMM&lt; Talk Boost and ELSA and then on point of exit from interventions, more data is collected to ensure progress can be measured and reviewed.</li> <li>B Squared has been implemented for pupils with the base and is used to track and evidence progress.</li> </ul>
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> <li>Targets on Sen plans are bespoke and individualised to encompass targets around self-help and independence in preparation for adulthood.</li> </ul>
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> <li>Arrangements are in place for supervision of vulnerable pupils during unstructured times. Pupils in the base enjoy a staff supervised lunch on a daily basis.</li> <li>There is also adequate staffing in place to allow the administration of medications</li> </ul>
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> <li>There is a programme of activities available before and after school and also at lunchtime, including, archery, curling, keyboard club, football, etc. that are available for all pupils to attend.</li> </ul>
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> <li>Staffing ratios will be available to support our most vulnerable SEND learners on school trips and residential activities to ensure they can be included in line with their peers.</li> </ul>

Range of Provision and inclusion information:	
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> <li>• ELSA support is available on a needs lead basis to allow staff to support pupils if and when they need it. This involves work around general anxiety, school refusal, friendship issues, etc.</li> <li>• THRIVE is currently being implemented within school so there is a clear approach to support children with their mental health.</li> <li>• The Mental Health Team work with school with children on an individual basis and also support classes of children with things such as exam stress, and workshops on anxieties and worries</li> <li>• There is a calm corner and worry box in every classroom for children to access.</li> <li>• We have assemblies around bullying and children have external providers to discuss online safety etc</li> </ul>
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> <li>• School has a very clear behaviour policy which is referred to daily and is embedded into every aspect of school life.</li> <li>• Additional support is available for those who may require explicit social skills teaching or daily check ins.</li> <li>• A whole school rewards system is in place and is effective in all classes.</li> <li>• Individual reward charts are available for pupils who require additional motivation and monitoring.</li> </ul>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> <li>• Transition workshops run by the MHST are in place for the summer terms.</li> <li>• Enhanced transitions are available for pupils who are identified as requiring a higher level of input.</li> </ul>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>• SENCO is able to refer pupils to any outside agencies that may be able to support them, including OT, school nurse, EP, MHST, Communicate PBSS.</li> <li>• Any recommendations given by outside professionals are then included within SEN support plans and acted upon accordingly.</li> </ul>
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> <li>• MAPs are regularly offered and run by school to parents who require support and input from multiple agencies.</li> </ul>

<b>Range of Provision and inclusion information:</b>	
	<ul style="list-style-type: none"> <li>Coffee mornings are held in school and outside agencies are invited into school to explain what support is available for parents.</li> </ul>
How additional funding for SEND is used within the school with individual pupils.	Additional funding is used to provide a high staff ratio to children either as a group or individual support.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	Pupil Premium is used in school to support interventions by classroom assistants.
<b>SENCO name/contact: Rachel Benford</b>	
<b>Headteacher name/contact: Helen Thompson</b>	
<b>ANNUAL REVIEW 2024-2025</b>	
Completed by: <u>    Rachel Benford    </u> Date: <u>    Oct    </u> <b>2024</b>	