

Weston Point Primary Academy SEND Information Report 2026 – 2027

The Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1

General School Details	
School Name:	Weston Point Primary Academy
School Website Address:	www.westonpointprimary.co.uk
School Complaints Policy/Procedure	Complaints Policy on the website – For further information or concerns contact Jake Everson
Type of School:	Primary Academy
Description of School:	Reception – Year 6
Resource Base Yes/No	Yes SEMH 8 places
Number on Roll	84
% children with SEND	37%
Date of last Ofsted	July 2023
Accessibility Information about the school	Ramp to access front entrance. Disabled toilet facilities Car park with disabled access close to door
Training and CPD in relation to SEND	Staff have a universal offer of training, then specific training to support children in their class/support groups. This includes: Latest knowledge and research on different ND needs (PINS) Team Teach training Level 2 Interoception Training Adverse Childhood Experiences: Trauma Informed Approach Introduction to ACEs and Early Trauma Embedding a Total Communication Approach Blank Level Questioning Training – Specialist Teaching Advisory Service Recognising and Supporting Pupils with ADHD Understanding pupils with pathological demand avoidance Building Effective Relationships with Primary School Parents and Carers - THRIVE and THRIVE licensed practitioner Sensory Play and Brain Breaks for Children with SEND Anxiety and Depression in Children Drawing and Art Therapy accreditation ELKAN Supporting Children with unclear speech accreditation Gestalt Language

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Range of Provision and Inclusion Information	
How we Identify Special Educational needs and how we seek the views of parents in consulting with them about their child's special educational needs	- Through information passed on through nurseries, previous schools, previous teachers - Through assessment data and progress data that is tracked for each child - Class teachers trained to know indicators of SEND and raise concerns - Interventions showing little impact, - Referrals from parents - Pupil referrals - Meetings with parents employing the Assess, Plan, Do, Review cycle - Annual Reviews and Parent Voice - An open door policy
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.	We work with: Specialist Teaching Advisory Service MHST Mental Health Team SALT CAMHS Trust Primary Improvement Lead for SEND Occupational Therapist Educational Psychologists School Health Health Engagement Team Halton Family Hubs Continence Team Early Help Team Education Support Officer for our School
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	Sensory room Coloured overlays Pencil grips Therabands Fidget toys Calm corner in every class

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	Visual timetables in every class Forest school for outdoor provision Ear defenders Access to laptops
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	Social skills sessions Regulation areas Self-regulation strategies ELSA THRIVE Workstations within classrooms Support from pastoral lead around peer groups Lego Therapy Blank Level questioning Autism friendly environment with muted colours around the school
What strategies/programmes/resources are available to speech and language difficulties?	WELLCOMM screening and interventions Speech and Language Therapists Bucket Therapy Gestalt Language Therapy Widget Software used to support visuals
Strategies to support the development of literacy (reading /writing).	RWI phonics is in place with robust tracking and interventions of 1:1 tutoring Videos of teachers teaching to support consistency of approach Coloured books/overlays to support dyslexic children Reading intervention individual through Reading Plus Support via additional adults Year 6 Boosters WELLCOM interventions Adaptive teaching strategies Bespoke planning sessions with external literacy consultants Specific handwriting interventions based on continuum of need
Strategies to support the development of numeracy.	Oak National curriculum

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	Support from NCETM via Maths Hub to create planning EYFS and KS1 Mastering Number Progression Map of Foundational Maths tracking gaps and interventions Ongoing teacher assessment and adaptation of teaching Year 6 booster sessions Maths toolboxes in each classroom Maths working walls
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	Clear explanations Pre-teaching and retrieval Additional adult support Targeted intervention based on group or individual needs Physical resources Access arrangements for statutory tests Working walls with support for children to work independently Environments stripped on extraneous load Adapted tasks to meet needs
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.	SEND support plans are regularly reviewed with parents, with appropriate targets set. Observations by staff or external agencies Through target setting at MAP meetings, or PEP meetings for looked after children. Group or individual consultation meetings with Educational psychologist. Through pupil progress data Through pastoral or mental health support.
Strategies/support to develop independent learning.	Chunking delivery Working walls with visual prompts and support Visual timetables or now and next boards Bespoke plans with children eg role play and modelling activities

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	Station approach to learning with short tasks
Support /supervision at unstructured times of the day including personal care arrangements.	1;1 support for vulnerable pupils Adults sitting with children during eating Continence team support for personal care and 2:1 staff to support Rota activities Nurture playground for small groups at lunchtime
Extended school provision available; before and after school, holidays etc.	External breakfast club in on-site external nursery External after school club pick up A comprehensive programme of extra - curricular clubs Specific competitions for SEND children with other schools External holiday clubs in the summer
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?	Parental support Staffing to support the most vulnerable children and smaller groups Children to engage in SEND specific activities, eg - non competitive sporting events Transition support Social stories Timing of activities to ensure children who are outside of borough and use taxis, can access – eg lunchtime clubs, or activities with schooltime access, eg forest school, Royal Ballet
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	MyHappyMind programme Thrive and ELSA support delivered via pastoral lead Mental Health Team work with groups of children on programmes for anxiety and worry through a referral process

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	Mental Health Team deliver workshops to children on exam stress, transition to high school etc, Calm corner and worry box in every classroom Anti bullying ambassadors trained via the Princess Diana Award Scheme Police support with workshops on anti-bullying, online safety, and anti-social behaviour Anti bullying assemblies and no outsider assemblies PHSE curriculum Consistency in classrooms and environment Support for children coming into school via soft landing Celebration assemblies, star of the week, dojo awards, code of conduct recognition, headteacher awards
What strategies can be put in place to support behaviour management?	Behaviour policy Specific protocols for walking around the school, lunchtime and classroom Modified reward systems and individual reward systems
How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.	Transition to Year 7 supported through SENDCO meetings of each school Meetings with nurseries for incoming reception children Transition workshops by Mental Health Team Early EHCP reviews for children in Year 6
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	SENCO is able to refer pupils to any outside agencies that may be able to support them, including OT, school nurse, EP, MHST, SALT Any recommendations given by outside professionals are then included within

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	SEN support plans and acted upon accordingly. Administration of medicine training.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	MAPs are offered and run by school to parents who require support and input from multiple agencies. Range of Provision and inclusion information: Coffee mornings are held in school and outside agencies are invited into school to explain what support is available for parents.
How additional funding for SEND is used within the school with individual pupils.	Funding is used to accommodate additional adult support either in a group or individually and for training staff.
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.	Pupils who are Looked After have Personal Education Plans that are reviewed in a meeting regularly. Pupil Premium funding is used to support interventions by classroom assistants.
SENDCO	Jake Everson
Principal	Jake Everson
Completed by Jake Everson on September 2026	