WESTCLIFF PRIMARY ACADEMY

SEN INFORMATION REPORT

This report is reviewed annually

Date this policy has been reviewed - Sept 2026

Review date - Sept 2027

Introduction

Westcliff Primary Academy is dedicated to providing an inclusive and welcoming education for all learners, enabling pupils with Special Educational Needs and Disabilities (SEND) to be 'the best they can be,' now and in the future. We highly value our partnerships with our parents/carers and external agencies. Our approach is firmly based on the guidance provided within the SEN Code of Practice 2014.

This SEND Information Report aims to offer parents/carers and pupils an insight into our academy's provision for pupils with SEND. We hope it provides you with a clear understanding of the support and opportunities available.

If you have any questions about the information contained in this report, please do not hesitate to contact our school SENCo, Miss Rachael Hazlewood.

What kind of SEND needs can be met at Westcliff Primary Academy?

Westcliff Primary Academy is an inclusive academy where we endeavour to support the needs of all learners across the full range of Special Educational Needs, including:

- Communication and interaction needs.
- Social, emotional and mental health needs.
- Physical and sensory needs.
- Cognition and learning difficulties.

How does the school identify and assess children and young people with Special Educational Needs and who is responsible for overseeing this process?

At Westcliff, we use a wide range of strategies to help us identify if a child has SEN as early as possible. These may include:

- Looking at how well your child is doing and how quickly they are making progress from baseline/previous assessment information we have.
- Discussions with previous settings such as Nurseries/previous schools.
- Working closely with other professionals such as Health Visitors.
- Meeting with Parents to ascertain if concerns are shared.
- A variety of different screening tools and programs which may help identify any difficulties or provide a good opportunity to monitor changes in children's presentation.

- Observing your child in the classroom and supporting teaching staff with ways in which they might be able to help your child.

If you think your child may have SEN, you are encouraged to come in as soon as possible and chat with your child's class teacher or make an appointment to see Miss Hazlewood, the SENCo. Usually, we check for other contributing reasons (such as poor attendance or family circumstances like bereavement) before deciding if a child has SEN. The SENCo will usually monitor a child for a half term to see if any alterations/interventions have improved the situation. If concerns persist, the possibility of the child being identified as having SEN will be discussed, with parents being an integral part of this process. We call this process the graduated approach which ensures that all children are given the right support at the right time.

Miss Rachael Hazlewood is the Special Educational Needs Coordinator and is responsible for ensuring that the needs of all children with SEN and disabilities are met. The class teacher has the responsibility for ensuring that the provision is appropriate for your child within lessons. Miss Hazlewood will oversee that the provision your child has is effective and is responsible for making sure your child makes good progress throughout the year.

What opportunities are provided for parents and carers to be consulted regarding the identification and support of their child's Special Educational Needs?

Parents are an integral part of the entire process of identifying and supporting a child with SEN. Opportunities for consultation include:

- **Discussion about SEN Support Plans**: All details of support and adaptations for your child are recorded on their SEN Support plan, which is shared with you once a term. These plans are formally reviewed three times a year to ensure your child meets their targets.
- **Parents' Evening**: The SEN Support Plans will be discussed with you at Parents' Evening.
- **Informal Chats**: Parents are always welcome to come in and chat with their child's class teacher or the SENCo at any time.
- **Review Meetings with Professionals**: If your child's needs are very complex, it may be appropriate to have review meetings with a number of professionals, allowing access to expertise and information from everyone simultaneously for a streamlined approach to support.
- **Consultation for External Agency Support**: If the SENCo feels that the school needs further expertise, they will seek your permission to consult with an external agency.
- **Application Process for EHCP**: If the school applies for an Education, Health and Care Plan (EHCP) from the Local Authority, parents' permission and input in the application process would be sought (with the exception of child protection cases).
- **Transition Meetings**: If your child has an Education, Health and Care Plan, one of the review sessions will be used as a transition meeting, and a representative from the new school will be invited.

How does the school involve pupils with Special Educational Needs in decisions relating to their education?

Westcliff Primary Academy involves pupils with Special Educational Needs (SEN) in decisions relating to their education in several ways, aiming to consult with them and involve them in their learning process.

This involvement includes:

- **Regular discussions with key staff** All pupils have regular opportunities to communicate their feelings, learning, and needs to familiar staff.
- **Choice, Decision-Making Opportunities and Representation in School Decision-Making** Pupils with SEN are supported and encouraged to apply for leadership positions in school or to be representatives on the school council. Many pupils on our Resilience committee are on the SEN register. Pupils are given opportunities to make choices relating to their learning during lessons, extracurricular clubs, and future choices.
- **Accessibility of Information** Pupils are provided with accessible information to help them demonstrate their learning, for example, by using knowledge organisers and mind maps to support written materials. Staff also take an individual approach to enable pupils with SEN to access information readily available to their peers, which may include using a hearing loop, modified or enlarged work (with support from the Visual Impairment Team), recording devices for instructions, use of the Clicker programme for recording work or scaffolding learning, use of reader pens, work 'chunked' into manageable portions, or provision of coloured paper or overlays.
- **Feedback and Evaluation** Through the graduated approach to meeting needs, pupils' views are sought regarding their learning, such as the effectiveness of the support they receive or the need for additional support to aid understanding.
- **Person-Centred Reviews, Annual Reviews and SEN Support Plans** All pupils on the SEN register are supported to contribute towards the development and review of their SEN support Plans and EHCP Support plans. These plans detail specific targets, which for children with SEN often include aspects outside traditional subjects, such as life skills (e.g., learning to swim, tying shoelaces, paying for items in a shop) or targets to build confidence and self-esteem.

How does the school assess and review the progress of children with Special Educational Needs?

The school continually assesses and records every child's progress four times a year. This allows the effectiveness of any intervention or help your child is receiving to be monitored and altered quickly if necessary. This is important because every child is unique, and what constitutes good progress for one may not be the case for another.

- **SEN Support Plans** : Information on your child's targets will be recorded on an SEN Support Plans. They are formally reviewed three times a year to ensure targets are met.
- **Review Meetings**: Progress is discussed at Parents' Evening, and parents are welcome to speak with the class teacher or SENCo at any time. For complex needs, review meetings with multiple professionals may be held to provide a streamlined approach to support.
- **External Agency Consultation**: If the SENCo feels that the school needs further expertise to support your child, they will seek your permission to consult with an external agency, such as an Educational Psychologist, Speech Therapist, or Paediatrician.
- **Education, Health and Care Plan (EHCP)**: Occasionally, the school may apply for more support, both financial and provision-wise, from the Local Authority through an EHCP. This legal document outlines provision for children with the most complex needs and allows access to additional funding and resources. An EHCP is typically the result of significant coordinated expertise and when existing provision is still inadequate.

How does the school support the transition of pupils with special educational needs between each phase of education? As part of this work how are pupils prepared for adulthood?

Transition arrangements are extremely flexible and apply to all children in school, especially those who are transitioning through different phases of education (e.g. Nursery- Reception, Key Stage 1 to Key Stage 2 and Year 6 to High school) Some of the things Westcliff Primary Academy does to support transition include:

- **Extra visits** to their new class/school, including at lunchtimes.
- Setting up a **key adult** for your child to 'check in' with.
- A **booklet to take home** over the summer with photographs of new adults and places.
- **Dedicated transition lessons** with the their feeder high school or additional sessions for Reception class starters
- Staff undertake an extensive program of transition, including passing over **SEN Support plans and information** regarding every child's learning. This is closely monitored by the SENCo
- **Close liaison** with your child's previous/new setting is undertaken, including transferring all paperwork.
- If your child has an Education, Health and Care Plan, one of the **review sessions will be used as a transition meeting**, and a representative from the new school will be invited.

<u>What is the school's approach to teaching children and young people with Special Educational Needs to ensure progress?</u>

At Westcliff Primary Academy, the belief is that the majority of children learn successfully within the mainstream classroom environment when the correct support, adaptive teaching strategies, and scaffolding are put in place. Wherever appropriate, children with SEN are taught with their peers and work towards the same objectives from their year group curriculum within each lesson.

Quality First Teaching (QFT): All children receive Quality First Teaching, which includes adaptive teaching strategies taken from the EEF - 5 a Day, to improve outcomes for children with SEND and ensure inclusive classroom practice. This includes:

- Explicit Instruction.
- Cognitive and metacognitive strategies.
- Scaffolding.
- Use of technology.
- Physical aids to support access to the curriculum.

Explicit Instruction	**Cognitive and meta cognitive strategies**	**Scaffolding**	**Use of technology**	**Physical Aids to support access to the curriculum**
-Clear, simple language for explanations -Checking understanding frequently -Instructions supported with images, diagrams. We use clicker to display work on the IWB and widgit symbols to support learning. -Modelling how to complete a task	-Recalling previously learnt content -Small step approach to knowledge -Asking questions to help children think about how to approach a task	-Using visually, verbal and written support (utilising widgit symbols) -Reducing levels of scaffolding over time -Flexible grouping -To meet need in different areas -Pupils learning from one another	-Adaptive technology for accessing the curriculum such as reader pens, ipad apps, visualisers. -Adaptive technology for recording work such as clicker, notes, talking tins. -Programmes to support learning 	Bluetooth listening devices, hearing aids, pencil grips, writing slants,

In order to ensure that as many children as possible 'keep up' and can access their year group curriculum, it may be necessary to teach children in small groups throughout the day to help close any gaps in learning or to give children the opportunity to revise topics before they move on in class (called a pre-learning session).

In some cases, it may not be appropriate that your child accesses aspects of their year group curriculum and may need a totally individualised approach to each lesson. Where this occurs, staff will endeavour to cater for the child within the classroom and work on similar but more appropriate objectives to their peers.

It is your child's class teacher who has the responsibility for ensuring that the provision is appropriate for your child within lessons. Miss Hazlewood will oversee that the provision your child has is effective, and she is responsible for making sure that your child makes good progress throughout the year.

How are adaptations made to the curriculum and the learning environment to accommodate the diverse needs of children and young people with Special Educational Needs?

Adaptations are decided on an individual basis depending on the child's difficulties and targets. All details are recorded on their SEN Support Plan. Examples of support and adaptations include:

- Group Work: Led by an adult to support work in class or to fill gaps in learning.
- Pastoral Support: Sessions with a Family Support Worker to support social and emotional skills, such as building self-esteem, emotional regulation and friendships.
- Targeted Group Sessions: To work towards targets set by other professionals (e.g., speaking and listening, physical coordination, memory).
- Specialist Resources: Such as pencil grips and writing slopes, visual timetables. These are typically funded through the school notional SEN budget unless more specialist/costly equipment is needed.
- Adaptations to the Learning Environment:
    - Changing the layout or displays.
    - Seating position in class.
    - Use of assistive technologies (e.g., reader pens, iPad apps, visualisers, clicker, notes, talking tins).
    - Creation of 'calm corner' spaces within or outside the classroom, such as 'The Cove' (sensory room) and the 'Rainbow Den' (breakout space in the playground).
    - Bluetooth listening devices and hearing aids.
- Additional Adult Support: At lunchtime/playtimes, and a lunchtime club for children needing support during unstructured times.
- Support via EHCP: A legal document for children with the most complex needs, outlining provision and allowing access to additional funding/resources from the Local Authority.
- Accessibility of Information: Staff take an individual approach to enable pupils with SEN and disabilities to access information readily accessible to their peers. This may include:
    - Use of a hearing loop.
    - Modified/enlarged work (with support of the Visual Impairment Team at the Local Authority).
    - Use of recording devices for instructions.
    - Use of clicker programme to record work/scaffold learning.
    - Use of reader pens.
    - Work 'chunked' into manageable portions.

- Provision of coloured paper or overlays.

What expertise and training do staff receive to support pupils with Special Educational Needs? How does the school secure specialist expertise when needed?

The range of expertise amongst staff at Westcliff is vast, and the headteacher and SENCo ensure that staff are trained in the relevant areas. As a Communication Friendly school, all staff have a high level of training and support regarding needs regarding communication and interaction. This support is offered to all staff and as part of our induction process. As a trust, we are a trauma informed school where all staff have a deep understanding of how trauma can affect a child's development and needs. Staff receive training based on specific needs in their class or based on the interventions they deliver across school such as precision teach, sensory circuits, emotion coaching etc. We actively use the training and resources offered within Blackpool's local offer. We have specialist staff across school where teachers/teaching assistants are experts within specific areas (such as dyslexia screeners, Maths expert, sensory needs expert, SEMH expert). The CPD offer within school very much depends on the needs of the children and is tailored towards staff confidence and the pupils' needs.

If the SENCo feels that the school needs further expertise in order to support your child, they will seek your permission to consult with an external agency, such as an Educational Psychologist, Speech Therapist, or Paediatrician.

How does the school evaluate the effectiveness of the support provided for pupils with Special Educational Needs and what measures are in place for continuous improvement?

Every child's progress is **continually assessed and recorded four times a year** so that the effectiveness of any intervention or help your child is receiving can be monitored and altered quickly if necessary. This is particularly important as every child is unique, and what constitutes good progress for one may not be the case for another.The effectiveness of interventions for learners with SEND are measured using the graduated approach to SEND using the assess-plan-do-review model. See SEND policy for further details.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.

At Westcliff Primary Academy, children with special educational needs and disabilities of all types are taught within the mainstream classroom environment wherever possible. The majority of children learn successfully within the classroom when the correct support, adaptive teaching strategies, and scaffolding are put in place for them.

Westcliff is an **inclusive school**, and every after-school club, residential trip, and activity is open to every pupil. The school works hard to ensure that pupils with SEN and disability are not treated less favourably. More detailed information can be found in the school's Accessibility Plan, available on their website.

All school buildings are **accessible to people with a full range of disabilities**, including those in wheelchairs, via ramps, appropriate door and corridor widths, disabled toilet and washing facilities, and a range of furniture heights. The Accessibility Plan details how facilities have been altered to allow pupils with disabilities to fully access all aspects of their education, in line with paragraph 3 of schedule 10 to the Equality Act 2010.

Staff take an individual approach to enable pupils with SEN and disabilities to **access information readily accessible to their peers**. This may include: use of a hearing loop, modified/enlarged work (with support of the Visual Impairment Team at the Local Authority), use of recording devices for instructions, use of clicker programme to record work/scaffold learning, use of reader pens, work 'chunked' into manageable portions, or provision of coloured paper or overlays.

What support is available for improving the emotional and social development of children and young people with special educational needs?

Our school provides a strong universal offer built upon a foundation of High-Quality Adaptive Teaching and a Trauma-Informed Approach for all pupils. This ensures that teachers adapt their practice to meet the diverse needs within the classroom, including those of pupils with Special Educational Needs (SEN).

As part of this universal provision, our PSHE curriculum plays a vital role. It explicitly teaches personal and social skills, contributing to the emotional and social development of all pupils, and supports the preparation of students with SEN for adulthood. All staff use the zones of regulation throughout the school day to support children's understanding of their own feelings and ways that they can regulate themselves.

Regarding school policies and student well-being, we have a robust behaviour policy and anti-bullying policy. These policies include proactive strategies to prevent bullying of all pupils, including those with SEN. Furthermore, they incorporate the explicit teaching of appropriate behaviour in and out of school. The school's pastoral lead is also responsible for running whole-school initiatives in the prevention of bullying.

As a trauma informed school, the ethos of the school is that an adult will always make time to speak to children, and there are a variety of ways children can make contact.

Miss Oakes is the Family Support worker and Miss Hazlewood is the pastoral lead at Westcliff. They are both involved with families and may attend meetings with lots of different professionals to ensure that families have the support they need at home.

We offer group sessions with a pastoral team member to support social and emotional skills, such as building self-esteem. There are also 'calm corner' spaces within or outside the classroom, including a sensory room called 'The Cove' and a breakout space in the playground called the 'The Outdoor Cove'. An additional adult can support at lunchtime/playtimes, and a lunchtime club is available for children needing additional support during unstructured times.

How does the school engage multi agency support in meeting the Special Educational Needs of children and young people and supporting their families?

If the school feels that more advice is needed from other agencies, they would always seek your permission and ask for your input in the application process (with the exception of child protection cases). Some of the other professionals Westcliff Primary Academy often works with are:

- Health Professionals (GP, Speech Therapist, Occupational Therapists, Physiotherapists, School Nurse, Paediatric Consultants).
- Child and Adolescent Mental Health Service (CAMHs).
- Social Care.
- Educational Psychologists.
- The Local Authority (LA) SEND Service (supporting difficulties in social communication (e.g., Autistic Spectrum Condition), behaviour, and Specific Learning Difficulties such as Dyslexia).

Occasionally, it may be appropriate for the school to apply for more support, both in terms of finance and provision, from the Local Authority through an Education, Health and Care Plan.

What procedures are in place for handling complaints from parents/carers of children with Special Educational Needs regarding the provision made at the school?

Westcliff Primary Academy encourages parents to come and talk to the school if they are not happy with the support their child is receiving, as most problems can be sorted out by working together. You can drop in and chat with your child's class teacher or speak to Miss Hazlewood, the SENCo.

If you are not happy with the response received, you can make an appointment to see Mrs Shaw, the headteacher. If still not satisfied, you can contact the office to obtain a copy of the official complaints procedure, which can also be found on the school website. You may also wish to contact SENDIASS, a free organisation that helps mediate problems between parents and schools.

Where can I find further information?

- Come in and chat to Miss Hazlewood, SENDCo.

- Look at our SEN policy on the school website.
- Look at the pages on the Local Authority Website, including details about their Local Offer for children with SEN: https://www.fyidirectory.co.uk/kb5/blackpool/directory/directory.page?directorychannel=2-1.
- Contact the Special Education Information and Advice Service through the link below: http://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/SENDIASS/Home.aspx.