

Westminster Primary Academy SEN Information Report 2024-2025

At Westminster Primary Academy we recognise that children learn at different rates and that there are many factors which can affect a child's achievement. The purpose of our SEN Information Report is to describe the variety of ways in which we are able to support and meet the needs of children who experience barriers to their learning at our school.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs)

1- SENCO

Our **SENCO (Special Educational Needs Co-ordinator)** is Mrs Susan Collins. Mrs Collins has completed the **National Award for Special Educational Needs and Disability Coordination**.

Contact: 01253 621703

Deputy SENCOs are Mrs Vicky Spence and Miss Rebecca Dugdale who have completed the **National Award for Special Educational Needs and Disability Coordination**

Contact: 01253 62170

Westminster Primary Academy SEN and Overcoming Barriers Support Team

Mrs Tracey Powell and Mrs Joyce Webster (Learning mentor and teaching support)

Mrs Dianne Arnold (School Counsellor)

Miss Lauren Jones (Speech and Language support)

Miss Halle Wood (Academic Tutor Our Children) *pupils in care and previously in care*

Learning Support Assistants(LSAs) support pupils with (Education Health and Care Plans) (EHCP)

2-Our SEN provision

At Westminster Primary Academy we have high expectations for all our children, recognising all educational achievements. We provide an inclusive learning environment that meets the needs of all children enabling them to reach their true potential. Lessons are differentiated, planning is adapted and teaching styles and resources are varied to meet the different learning styles of our children. The SENCO works closely with external agencies in order to support teachers and in turn children. Teachers and teaching assistants update their skills and knowledge through continuous professional development via a variety of training opportunities. Some of our teaching and support staff have additional training and qualifications, some examples are listed below (non-exhaustive list)

First Aid Training	Better Reading Partnership
Epi-Pen Training	Elklan Accreditation -Speech and Language
Paediatric Diabetes training workshop	Autism Champion
Team Teach Level 1 & 2	Supporting Children with Autism
Early Help Assessment	ESP multi-skills sport training
Working Together Level 1 (Child Protection)	Colourful Semantics
Working Together Level 2 (Child Protection)	Attachment in the classroom
Mental Health First Aid	Makaton training
Adverse Childhood Experiences (ACES)	Nurture UK Accreditation
Talk Boost	Asthma Awareness
Westminster Letters & Sounds	Precision Teaching
Boxall Profiling	Drawing and Talking
Trauma-Informed Schools	PECS (Picture Exchange Communication System)
Sand Tray Therapy	Restorative Justice

Our Provision Model

Pupils at Westminster Primary Academy identified as requiring SEN support will have their needs met at either the **Universal, Universal Plus, Targeted** or **Specialist** stage of the process.

Universal (no formal plan)

Universal

The first stage of provision for all pupils, including those with SEN, is an inclusive curriculum and high-quality adaptive teaching delivered in a nurturing environment.

If a teacher assesses a pupil is struggling to learn they will carry out the first cycles of Assess, Plan, Do, Review using additional adaptive teaching strategies i.e. **Universal +** strategies.

Universal +

These pupils will be placed on the school's monitoring database, and recorded as pupils receiving **Universal +** strategies. Successful Universal + strategies will be recorded and shared via the school's SEND database.

If pupils are learning effectively with **Universal +** strategies they will continue to receive this provision if pupils continue to struggle with learning they will receive targeted support.

Targeted

Targeted provision covers those pupils who require provision that is additional to and different from their peers. These pupils will be on the SEND register coded K. These pupils have an SEN Support Plan.

Specialist (Education, Health and Care Plan) EHCP

Some pupils will have wide-ranging and complex needs requiring an EHCP (Around 3% of children nationally)

Pupils who have complex, severe or life-long learning needs and require continued additional support in school may be assessed as needing an Education, Health and Care Plan (EHCP).

These pupils will be on the SEN register coded E. These learners will have a **Profile and EHCP SEN Support Plan** . Progress towards end of Key Stage outcomes identified in these pupils' EHCP plans will take place at least 3 times a year and will include an Annual Review.

Provision at Westminster

Special Educational Needs provision at Westminster includes many different interventions, strategies and support including:

Thrive

This is a timed intervention programme designed to support children at Westminster Primary Academy for whom full participation, with their peers, in their base classroom, has resulted in considerable personal challenge. Thrive is **Special Educational Need Coordinator (SENCO)** led with the support of an experienced **Higher Level Teaching Assistant (HLTA)** to provide a high adult-child ratio. The children will be taught a full and varied academic curriculum alongside daily physical activity, and designated time to develop social skills, empathy and self-regulation skills. During the intervention, children will be working towards a successful supported, phased re-integration back to their base classrooms.

The Hub KS1

This is a provision designated to meet the needs of an agreed small cohort of children (in Year 1 and Reception) who have significant cognition, learning, communication, interaction and social and emotional needs. Each of whom has an **EHCP (Education Health and Care Plan)** Through a high adult-child ratio, the aim is to provide individualised learning which embraces the outcomes on each child's EHCP plan alongside the wider Reception and Year 1 curriculum. Every opportunity is taken to maximise opportunities for integrated activities with children in the adjacent Reception and Year 1 classes to ensure the children benefit from as full and inclusive a curriculum as possible through learning and socialising with their peers.

Nurture Room

Westminster is **Nurture Friendly** and can provide activities to promote wellbeing, resilience, social skills and positive mental health. As a staff team, we understand and recognise the indicators that may signify that a child needs additional support with their **Social, Emotional and Mental Health Needs (SEMH)** Teaching SEMH skills has the potential to improve academic outcomes, keep children safe and improve the mental well-being of pupils and future generations. Meeting the SEMH health needs of our pupils is of utmost importance to us at Westminster Primary Academy and we respond accordingly and are able to offer a range of provisions including;

- **Lego Therapy** which is a collaborative, play-based social skills programme designed to improve social competence in children with social difficulties. The intervention was originally created for use with children with autism, although at Westminster Primary

- Academy, we find that children without any identified difficulties benefit from this intervention.
- **Sunshine Circles** Sunshine Circles are adult-directed, structured play therapy-based groups that incorporate playful, cooperative, and nurturing activities that enhance the emotional well-being of children. Participation in Sunshine Circles supports building and enhancing attachment, self-esteem, trust in others, self-regulation, resilience and joyful engagement through fun, shared activities.
- **Sensory Circuits** A sensory circuit involves a sequence of physical activities that are designed to *alert, organise* and *calm* a child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the *'just right'* or optimum level of alertness required for effective learning. Sensory Circuits are active, physical and fun activities that children enjoy doing.
- **Social Skills Groups** This intervention supports children to interact appropriately with their peers working in a small group led by an adult. The children are taught conversational, friendship, and problem-solving skills.
- **Mentoring** At Westminster we want our pupils to grow as individuals and become the *'best version of themselves'* Mentoring can introduce new ways of thinking, support children to overcome barriers to success through helping identify the talents and skills they already have.
- **Drawing and Talking** This is a gentle, non-intrusive therapeutic way of working with children who need a little help to support their wellbeing.
- **Sand Tray Therapy** Sandplay therapy is a technique that enables children to express their emotions, reveal traumas, and develop safe relationships and self-actualisation.

Speech, Language and Communication (Language Lab)

At Westminster Primary Academy we recognise the importance of and strive to improve Speech, Language and Communication skills in every child's development.

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We are an **Elklan ‘Communication Friendly Setting’** accredited school and all our staff are committed to ensuring a universal language-friendly approach. We have a designated Level 3 Teaching Assistant who specialises in Speech and Language intervention. As a school we offer the following 1:1 or small group interventions to support children with speech, language and communication acquisition.

- **1:1 NHS SALT work:** Miss Jones works with all children in school who are currently under the NHS for speech and language. She liaises with the speech therapist and parents/carers whilst working on the child’s current targets from their care plan.
- **Wellcomm** - This is a whole school screening tool which identifies children who need support with their speech and language and offers a ‘toolkit’ of play based activities that the children complete in small groups.
- **Talk Boost** - This is a small group intervention that the Level 3 Teaching Assistants in Reception deliver to children who need support with their speech, language and communication.
- **Makaton** - We have a number of staff who can use Makaton. This is a unique language programme that uses symbols, signs and speech that some of our children use to communicate their needs.
- **PECS** - A Teaching Assistant is trained to use **PECS (Picture Exchange Communication System)** This is different to Makaton but is a system that allows children with little or no communication to be able to communicate using pictures.

School Counsellor

At Westminster Primary Academy we have a school counsellor who can be accessed through a referral system. Counselling is a talking therapy and can incorporate both creative and therapeutic play. The focus is often on *'what has taken place?'*, giving space and time to explore the impact to be able to move forward with a better understanding of emotions and strategies that can support.

3.How will we know if your child has SEN?

We recognise that many children, at some point in their school career, may experience difficulties with their learning and we understand that these may be short or long-term. Early

identification at Westminster Primary Academy enables us to adapt teaching and learning to best meet the child's needs.

At Westminster Primary Academy, teachers regularly assess children's progress in Reading, Writing and Mathematics as part of the whole school assessment cycle. A termly progress review is held between the class teacher and Phase Leader (KS1 or KS2) where individual children's progress is discussed to inform future actions as appropriate.

Based on the school's assessment data, observations and following a discussion between the class teacher, SENCO and the parent/carer, the child may then be identified as needing either;

- ❖ **Universal (no formal plan)**
- ❖ **Universal Plus (micro provisions)**
- ❖ **Targeted (SEND Edukey Support Plan)**
- ❖ **Specialist (Education, Health and Care Plan) EHCP**

For some children who may not be making as much progress as expected intervention or 'catch up' programmes will be discussed and implemented. For other children it may be appropriate to seek advice from outside agencies, in these cases, the consent of the parent/carer will always be sought.

There may be other times throughout the year when teachers may have concerns regarding a pupil who may have or develop an additional need. In this case, they will initially discuss their concerns with the year group **Phase Leader** who may then refer the pupil to the **SENCO**, who will in turn invite the parent/carer into school to discuss an action plan. At Westminster Primary Academy a **Graduated Approach** is used when implementing action plans and outcomes are evaluated at regular **Assess, Plan, Do and Review** meetings to which parents, carers, teachers and children are invited.

Teacher consultation days are held in the Summer Term and a mid-year report is sent out to parents and carers in the Spring Term. Parents and carers can contact the class teacher, at other times of the year, via the class DOJO system. Pupils on the school's SEND register receive a termly Edukey report and pupils with an EHCP have an annual review cycle.

The SENCO and class teachers are also available at other times throughout the year to meet with parents/carers to discuss any concerns. The meeting will be arranged at a mutually convenient time and, if appropriate, other professionals may be invited to attend.

4-How the school develops training and adapts its curriculum to meet the needs of children with SEN.

At Westminster Primary Academy we aim to provide an engaging, evolving, relevant and innovative curriculum which inspires our pupils with an enriched learning experience. Teachers plan a range of learning opportunities to meet the needs of all groups of children in their classes.

We aim to create a learning environment where children are empowered to develop independence, seek to challenge themselves and know how to improve their work. Marking and feedback identify clear learning objectives and success criteria for all children, creating

Personalised Learning Approach. Our feedback policy celebrates children's successes whilst clearly identifying their next steps.

A child with SEN may experience one or more types of support as outlined below:

- ❖ **High Quality Adaptive First Teaching** - Your child will experience a range of different teaching styles and resources that allow them to be fully involved in their learning. This may involve making the learning more practical or visual. The SENCO may advise on specific strategies.
- ❖ **Group Work / 1:1 support** - This support is for children who may have specific gaps in their understanding of an area of their learning. This intervention may be delivered by the class teacher, teaching assistant or member of the school SEND team. Progress will be carefully monitored and any concerns will be discussed with the SENCO. If a child continues to make little or no progress, despite School Additional Provision (SAP), they may be classified as 'school concern'. This recognises that the support may need to remain in place but does not yet require a referral to outside agencies.
- ❖ **SEN Provision** - If a child, over a sustained period of time, continues to work at a level substantially below age-related expectations despite well-founded SEN support it may be agreed to seek outside agency advice. This might be, for example, to seek the advice of an Educational Psychologist. Children who are accessing outside agency support in this way will be placed on the school's SEN register.
- ❖ **Multi-Agency support** - Children who have complex, severe or life-long learning needs and require continued additional support in school may be assessed as needing an **Education, Health and Care Plan (EHCP)** which provides a statement of need.

Please refer to Appendix 1 for areas of SEND and how school supports these areas internally and through outside agency involvement.

5 - How will you know if your child is making progress towards their targets?

Pupil progress data is submitted three times a year. The senior leadership team, SENCO, Class Teachers and Phase Leaders analyse the data looking for any issues or concerns.

A professional discussion takes place and interventions are identified that will support individuals or groups of children who are underachieving or exceeding their targets. Any children that require additional support are identified at this point. All children are encouraged to have regular discussions with their class teacher about their progress.

6 - How we ensure that your child has a successful transition from one provision to another.

We have good links with our local high schools and academies who make arrangements to see all their new children before transition. This takes place during their final term at Westminster. Children with Special Educational Needs, disabilities or medical conditions are offered the opportunity to make additional visits to their chosen high school during this period. The child, parent/carer and SENCO (in liaison with the SENCO at the receiving school) jointly plan these additional visits.

We work closely with our Nursery providers to identify children who may require additional support or early intervention on entry to the Reception class and encourage all new children to attend Stay and Play sessions in the Summer Term.

Children new to Westminster Primary Academy or joining as Non-Routine Admissions during the academic year will be offered an induction meeting with a member of the Family Engagement Team and the SENCO.

By ensuring that any concerns around transition are addressed, we aim to ensure that your child is able to feel confident, positive and well-prepared for the next stage in their school career.

7- How school secures additional services and expertise.

As a parent/carer you will be consulted if a referral needs to be made to seek additional advice and support for your child. After this discussion, a referral into the appropriate service can be made.

Here is a list of some of the additional services and professional bodies used by Westminster Primary Academy that are available to provide support, following a referral to children and families. Names and contact numbers are available through the school.

- ❖ Blackpool SEN team (Advisory Teachers)
- ❖ Pupil Welfare Officer
- ❖ Child Adolescent Mental Health Service (**CAMHS**)
- ❖ Pupil Wellbeing Practitioners (**CAMHS**)
- ❖ Healthy Heads
- ❖ Resilience Coaches
- ❖ School Counsellor
- ❖ Young Carers
- ❖ Children's Advocacy
- ❖ Speech and Language Therapists
- ❖ Occupational Therapists
- ❖ Physiotherapists
- ❖ School Nurse
- ❖ Parenting Team
- ❖ Educational Psychologist
- ❖ Behavioural Advisory Teacher (**BAT**)
- ❖ Trinity Hospice
- ❖ Early Help support
- ❖ NSPCC
- ❖ Sensory Services Advisory Teachers-Teachers of the Deaf and Visually Impaired
- ❖ Physical and Motor Difficulties Advisory Teacher

Links to these and other services can be accessed by the Blackpool Local Offer.

www.blackpool.gov.uk/localoffer

8 - How do we know if our provision is effective?

Each term children's progress is assessed by their teacher. The progress individual children have made is measured. This data is then presented on the school's tracking system and referenced at the pupil progress meeting. Any areas of concern or less than expected progress are identified and discussed taking into account any changes to a child's personal circumstances, home or medical needs as well as performance in school.

At these meetings, areas of need can be identified and pupils can be supported individually or in a smaller group with further intervention if required.

Pupils may require additional support for learning, behaviour or emotional well-being. An individual action plan will be put into place which will be reviewed after a short period to measure impact. This is called an **'Assess, Plan, Do and Review (APDR) cycle'** - Pupils with Special Educational Needs are set targets which are reviewed termly as part of the cycle of **School Additional Provision**. Parents and carers are invited to the reviews and can contribute to target setting.

Westminster Primary Academy uses Milestone Tracking documents to assess progress and set next-step targets for pupils with high levels of need and those with an Education Health and Care Plans (EHCP)

9 - How we make our facilities available to all.

Westminster Primary Academy reviews the provision that has already been put into place to make the school site and premises accessible for all learners. The school has ongoing actions to develop the physical environment, improve the delivery of written information to parents and constantly seeks to improve access to the curriculum for all children.

- Westminster Primary Academy's admission arrangements, provisions and facilities aim to prevent pupils with disabilities from being treated less favourably than other pupils (Equality Act 2010). The Academy is committed to improving the physical environment of the school for the purpose of:
 1. Increasing the extent to which pupils with a disability are able to take full advantage of the education, benefits and services provided.
 2. Improving the delivery (to pupils with a disability) of information which is readily accessible to pupils who are not disabled. (The Special Educational Needs and Disability Regulations 2014)

10 - The expertise within the SEN and overcoming barriers teams.

All staff have access to relevant training to support the needs of children in school. They enhance and update their skills through continuous professional development. Staff training is linked to the needs highlighted on the School Development Plan. Staff feedback to their colleagues, usually via staff meetings and specific teaching assistant meetings.

Training is accessed through FCAT Academy group, Local Authority or outside agencies. Members of the SEN and Overcoming Barriers Team are able to provide support with Speech and Language programmes, attention, balance and coordination intervention, and Occupational and Physiotherapy support and can also provide counselling or mentoring support for children in school.

11 - Our extra curricular opportunities.

Westminster Primary Academy offers a variety of breakfast, lunch and after-school clubs which are available to all our children. These are wide-ranging and have included Science Club, Choir, Orchestra, Book Club, Football, Sports, Sewing, Dance and Drama Clubs.

All staff involved in the delivery of these sessions are fully aware of any pupils who may encounter difficulty in accessing activities and make adjustments accordingly. Additional staff provide 1:1 support at lunchtime, swimming and off-site trips where necessary. Risk assessments are written to assess any potential hazards. Registers are kept for all extracurricular activities. Parents/carers are regularly informed about various clubs and activities for children with SEN within the community.

12 - Arrangements made by the Governing Body for the treatment of complaints from parents of pupils with SEN concerning the provision made by school.

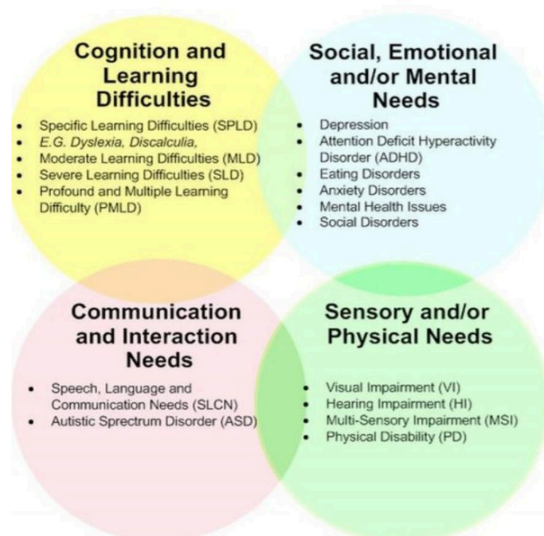
The treatment of complaints should follow the school process. Complaints in the first instance to the Principal, then followed up by the Chair of Governors where necessary.

13 - The Blackpool Local Offer

Further information about Blackpool’s Local offer can be accessed by using the link Blackpool Local Offer www.blackpool.gov.uk/localoffer

Appendix 1

Areas of SEND



Date: November 2024
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Areas of SEND	Providers
Communication and Interaction	<i>Referrals can be made to:</i> NHS Speech and Language Therapy Service, Local Authority Speech, Language and Communication Advisory Teacher, Behaviour Advisory Teacher, CLAS Team, SENCO Eklan
Cognition and Learning	Local Authority specialist advisory teacher SENCO, Educational Psychology Service or Independent service providers for Educational Psychology.
Social, Mental and Emotional Health	Family Engagement Team in school, SENCO, Resilience Coaches SEMH Local Authority Advisory Teacher, School Nursing Team, Lunchtime club provision, CLAS Team, DEN Therapy, CAMHS-Child and Adolescent Mental Health Service School Counsellor Children’s Advocacy
Sensory or Physical Needs	SENCO, Sensory Services, Physical Difficulties Local Authority Advisory Teacher, or CLAS Team, School Nursing Team, Occupational Therapy, Nurse/GP,

Sue Collins (SENCO) Reviewed November 2024

Supporting Documents: Westminster Academy SEN Policy can be found on the Academy website.

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