

Westminster Primary Academy

SEN Information Report 2025-2026

Westminster 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 SEND Code of Practice.

This Special Educational Needs (SEN) Information Report aims to offer parents/carers and pupils an insight into our academy's provision for pupils with SEN. 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 Special Educational Needs Coordinator (SENCO), Mr Ryan Bold, at **01253 621703**.

What kind of SEN needs can be met at Westminster Primary Academy?

Westminster Primary Academy is an inclusive academy where we endeavour to support the needs of all learners across the full range of Special Educational Needs. The school provides for the following types of Special Educational Needs:

- **Communication and Interaction.**
- **Cognition and Learning.**
- **Social, emotional and mental health.**
- **Sensory and/or physical needs.**

In addition, Westminster Primary Academy has an Enhanced Provision: **The Meadow**.

The Meadow is a two year provision for children in Reception and Year 1 (4-6 years old). All children will have an EHCP with the primary need as Communication and Interaction. Children will join the provision when they are of Reception age and will be able to remain in the setting for up to 2 years.

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

At Westminster Primary Academy, we use a variety of information to help us identify and assess pupils with Special Educational Needs. These include:

- **Regular assessment of children's progress** in Reading, Writing and Mathematics as part of the whole school assessment cycle.
- **Termly progress reviews** held between the class teacher and Phase Leader (KS1 or KS2) where individual children's progress is discussed to inform future actions.
- **Discussions** between the class teacher, SENCO and the parent/carer.
- **Concerns raised by teachers:** If a teacher has concerns, they will initially discuss them with the year group Phase Leader, who may then refer the pupil to the SENCO.
- Seeking **advice from outside agencies** with parent/carer consent.

The school uses a **Graduated Approach** (Assess, Plan, Do, Review - APDR) when implementing action plans, and outcomes are evaluated at regular meetings.

Our SENCO, Mr Ryan Bold, leads the identification and assessment processes. His contact details are **01253 621703**. Mr Ryan Bold has completed the National Award for Special Educational Needs and Disability Coordination. **Deputy SENCOs are Mrs Vicky Spence and Miss Rebecca Dugdale**, who have also completed the National Award for Special Educational Needs and Disability Coordination.

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

Westminster Primary Academy provides many ways to support parents/carers to be fully involved in the identification and support of pupils with Special Educational Needs. These include:

- **Regular discussions with the class teacher** about pupil progress.
- **Parent/Carer Evenings:** Teachers are available for discussions at mutually convenient times, and other professionals may be invited if appropriate.
- **Progress reports:** Parents/carers receive a mid-year report in the Spring Term. Pupils on the school's SEN register receive a **termly SEN support plan**.
- **Sharing Information:** Parents/carers can contact the class teacher via the class DOJO system. The SENCO and class teachers are also available at other times throughout the year to meet with parents/carers.
- **Developing and reviewing pupils SEN support plans:** Parents and carers are invited to and can contribute to target setting during the **Assess, Plan, Do, Review (APDR) meetings** for pupils with Special Educational Needs. Parent/carer input is crucial when it comes to planning pupil support.
- **Annual Reviews for pupils with an EHCP:** For pupils with an EHCP, a formal review of each pupil's EHC plan will take place with parents/carers at least annually.
- **Consent for referrals:** Parents/carers are consulted and their consent is sought if a referral needs to be made to outside agencies for additional advice and support for their child.

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

Westminster Primary Academy consults with pupils with SEN and involves them in decisions regarding their education in several ways:

- **Regular discussions with key staff:** All pupils are encouraged to have **regular discussions with their class teacher about their progress**.
- **Person-Centred Reviews:** Pupils on the school's SEN register are invited to the **Assess, Plan, Do and Review (APDR) meetings** and can contribute to target setting.
- **Annual reviews:** Pupils with an EHCP are supported to contribute towards the development and review of their plan as part of the annual review process.

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

The school assesses and reviews the progress of pupils with Special Educational Needs through a variety of methods to ensure that support is effective and tailored to individual needs:

- **Regular Monitoring:** Teachers continuously assess children's progress in Reading, Writing and Mathematics as part of the whole school assessment cycle.
- **Use of Data:** Pupil progress data is submitted three times a year and is analysed by the senior leadership team, SENCO, Class Teachers, and Phase Leaders. This data is presented on the school's tracking system and referenced at pupil progress meetings.
- **SEND Support Plans:** For pupils with Special Educational Needs, targets are set and reviewed **termly** as part of the **Assess, Plan, Do and Review (APDR) cycle**. Parents/carers are invited to these reviews and contribute to target setting. An individual action plan is put in place and reviewed after a short period to measure impact.
- **Annual Reviews:** For pupils with Education, Health and Care Plans (EHCPs), progress towards the end of Key Stage outcomes outlined in their plans is reviewed at least **3 times a year**, including a formal **Annual Review** with parents/carers.
- **Milestone Tracking:** 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 Plan (EHCP).
- **External Agency Involvement:** Where appropriate, the school seeks advice from outside agencies if a child continues to make little or no progress. The views of the pupils and their parents/carers are central to the assessment and review process.

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?

Westminster Primary Academy works hard to support times of transition:

- **Transition to High School:** The school has good links with local high schools and academies, who make arrangements to see all their new children before transition. Children with Special Educational Needs, disabilities or medical conditions are offered the opportunity to make **additional visits** to their chosen high school. The child, parent/carer and SENCO (in liaison with the SENCO at the receiving school) jointly plan these additional visits.
- **Transition to Reception Class:** The school works closely with Nursery providers to identify children who may require additional support or early intervention on entry to the Reception class. All new children are encouraged to attend Stay and Play sessions in the Summer Term.
- **New Admissions:** Children new to Westminster Primary Academy or joining as Non-Routine Admissions during the academic year are offered an induction meeting with a member of the Family Engagement Team and the SENCO.

By addressing concerns around transition, the school aims to ensure pupils feel confident, positive, and well-prepared for the next stage.

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

Westminster Primary Academy is committed to ensuring that all pupils, including those with Special Educational Needs (SEN), make at least good progress. They achieve this through a graduated approach to provision, supported by Assess, Plan, Do, Review (APDR) cycles. The school provides an inclusive learning environment that meets the needs of all children, enabling them to reach their true potential.

Our graduated approach involves the following stages:

1. **Universal (no formal plan):** The first stage for all pupils is an inclusive curriculum and high-quality adaptive teaching delivered in a nurturing environment. Teachers adapt their practice to meet the needs within the classroom, including pupils with SEN. If a pupil's needs are met through this approach, universal provision continues.
2. **Universal + Provision:** For pupils requiring additional support, the school implements Universal + Provision. This involves further adaptations and close monitoring. Teachers carry out the first cycles of Assess, Plan, Do, Review using additional adaptive teaching strategies. These pupils are placed on the school's monitoring database, and successful strategies are recorded. If pupils are learning effectively, this provision continues.
3. **Targeted SEN Support:** Pupils requiring support that is "different from or additional to that normally available to pupils of the same age" receive Targeted SEN Support. These pupils are placed on the SEN register coded K and have an SEN Support Plan. This plan details specific, time-limited interventions. Progress is reviewed at least termly with parents/carers, pupils, and staff, using the APDR cycle. If outcomes are met, pupils may return to universal provision. If not, targeted support continues, and the school may seek advice from external agencies.
4. **Specialist SEND Support (Education, Health and Care Plan - EHCP):** For pupils with complex needs, the school may initiate an Education, Health and Care Plan (EHCP) needs assessment. Pupils with an EHCP are also on the SEN register coded E and have an EHCP Support Plan outlining the provision specified in their EHCP. Progress is reviewed at least termly, including an Annual Review with parents/carers, pupils, and relevant external agencies.

The school believes that collaboration with parents/carers is essential at all stages of this process.

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 made to the curriculum and the learning environment by carefully considering each pupil's individual needs and making changes to how we teach and the learning environment. This includes:

- **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.
- **Differentiated lessons, adapted planning, and varied teaching styles and resources** to meet different learning styles.
- **Personalised learning approach:** Marking and feedback identify clear learning objectives and success criteria for all children, celebrating successes while identifying next steps.
- **Group Work / 1:1 support:** For children with specific gaps in understanding, delivered by the class teacher, teaching assistant, or member of the school SEN team.
- **Use of technology:** Including specific specialist software or communication devices to help pupils access learning and participate fully.
- **Interventions:** When necessary, learning is supported by interventions to ensure pupils make progress from their starting points. Examples of provisions include:
 - **The Hub KS1:** A provision for a small cohort of children (Year 1 and 2) with complex cognition and learning or communication and interaction needs, It offers individualised learning and maximises integrated activities with peers.
 - **The Hub KS2:** A provision for a small cohort of children (Year 3, 4, 5 and 6) with cognition and learning needs. It offers individualised learning and maximises integrated activities with peers.
 - **Nurture Room:** Provides activities to promote wellbeing, resilience, social skills, and positive mental health, including Lego Therapy, Sunshine Circles, Sensory Circuits, Social Skills Groups, Mentoring, Drawing and Talking, Barbie Therapy and Sand Tray Therapy.
 - **Speech, Language and Communication Lead** who offers 1:1 NHS SALT work, Wellcomm, Makaton, and PECS.
 - **Reasonable adaptations to the learning environment:** The school premises are reviewed to make them accessible for all learners, with ongoing actions to develop the physical environment and improve access to the curriculum. The school is committed to improving the physical environment to increase the extent to which pupils with a disability can take full advantage of education and services.
 - **For pupils with an EHCP**, individualised support is provided based on their specific needs, as detailed in their EHCP plan.

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

All staff have access to relevant training to support the needs of children in school and enhance their skills through continuous professional development. Staff training is linked to

the needs highlighted on the School Development Plan. Some examples of training and qualifications include:

- First Aid Training
- Epi-Pen Training
- Elklan Accreditation - Speech and Language
- Team Teach Level 1 & 2
- Mental Health First Aid
- Makaton Training
- Trauma-Informed Schools
- PECS (Picture Exchange Communication System)
- Drawing and Talking
- Sand Tray Therapy
- Barbie Therapy

Training is accessed through FCAT Academy group, Local Authority, or outside agencies. The SENCO works closely with external agencies to support teachers.

The school secures specialist expertise by making referrals to appropriate services after consulting with parents/carers. The SENCO coordinates this work with a range of external agencies.

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?

The effectiveness of the overall provision is measured against the progress, attainment, and personal development of pupils with SEN in all areas of their learning. The effectiveness of interventions for learners with SEN are measured using the graduated approach to SEN using the Assess, Plan, Do, Review (APDR) model.

Measures in place for continuous improvement include:

- **Termly progress assessments:** Children's progress is assessed by their teacher each term.
- **Data analysis:** Pupil progress data is submitted three times a year and is analysed by the senior leadership team, SENCO, Class Teachers, and Phase Leaders.
- **Pupil progress meetings:** During these meetings, any areas of concern or less than expected progress are identified and discussed, taking into account changes to a child's personal circumstances, home, or medical needs, as well as school performance.
- **SEN Support Plan:** When areas of need are identified, an individual action plan is put into place and reviewed as part of the Assess, Plan, Do, Review cycle at least termly.
- **EHCP Support Plan:** When a child has an EHCP, a support plan is put in place and reviewed as part of the Assess, Plan, Do, Review cycle at least termly and as part of their statutory annual review.

- **Early Years Assessment Tool (Reception):** In Reception the Early Years Assessment Tool is used to assess progress and set next step targets for pupils that are being monitored as part of the graduated approach or have an EHCP.
- **Milestone Tracking (Year 1- Year 6):** The school uses Milestone Tracking documents to assess progress and set next-step targets for pupils with high levels of need and those with an EHCP.

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.

Westminster Primary Academy is committed to an inclusive learning environment. Pupils with Special Educational Needs are enabled to engage in school activities alongside their peers through:

- **Inclusive practices:** The school provides an inclusive learning environment that meets the needs of all children.
- **Curriculum adaptability:** Lessons are differentiated, planning is adapted, and teaching styles and resources are varied to meet different learning styles.
- **Integration opportunities:** In the KS1 and KS2 Hub provision, every opportunity is taken to maximise opportunities for integrated activities with children in their base classes to ensure children benefit from a full and inclusive curriculum through learning and socialising with their peers.
- **Extracurricular activities:** The school offers a variety of breakfast, lunch, and after-school clubs which are available to all children. Staff involved in delivery are aware of pupils who may encounter difficulty and make adjustments accordingly. Additional staff provide 1:1 support at lunchtime, swimming, and off-site trips where necessary. Risk assessments are written for potential hazards.

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

Westminster Primary Academy understands that the emotional and social well-being of pupils with Special Educational Needs is crucial for their development and learning. Our provision includes:

- **Nurture Room:** The school is Nurture Friendly and provides activities to promote wellbeing, resilience, social skills, and positive mental health. Specific provisions include:
 - **Lego Therapy:** A collaborative, play-based social skills programme designed to improve social competence.
 - **Sunshine Circles:** Adult-directed, structured play therapy-based groups enhancing emotional well-being, attachment, self-esteem, trust, self-regulation, resilience, and joyful engagement.
 - **Sensory Circuits:** Physical activities designed to alert, organise, and calm a child to achieve an optimum level of alertness for effective learning.
 - **Social Skills Groups:** Supports children to interact appropriately with peers, teaching conversational, friendship, and problem-solving skills.

- **Mentoring:** Introduces new ways of thinking and supports children to overcome barriers to success.
- **Drawing and Talking:** A gentle, non-intrusive therapeutic way of working with children to support their wellbeing.
- **Sand Tray Therapy:** Enables children to express emotions, reveal traumas, and develop safe relationships.
- **Barbie Therapy:** used to explore and work through various scenarios and emotions. Through play, children can project their feelings, practice social skills, and develop coping mechanisms.
- **School counsellor:** The school has a school counsellor who can be accessed through a referral system. Counselling is a talking therapy that can incorporate creative and therapeutic play.
- **Multi-agency support:** Including the Family Engagement Team in school, School Nursing Team, CAMHS (Child and Adolescent Mental Health Service), Children's Advocacy, and other services.

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

As part of FCAT's graduated approach to meeting the needs of pupils with SEN, Westminster Primary Academy works with a range of external agencies. The SENCO coordinates this work. The agencies the school works with include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specialist Teachers (including Blackpool SEN team - Advisory Teachers and Sensory Services Advisory Teachers)
- Child and Adolescent Mental Health Services (CAMHS) and Pupil Wellbeing Practitioners
- Social Workers
- Children's Advocacy
- Early Help support
- NSPCC
- School Nurses
- Blackpool Local Authority
- Pupil Welfare Officer
- Healthy Heads
- Young Carers
- Trinity Hospice
- DEN Therapy

Parents/carers are consulted before referrals are made to these services. Further information about Blackpool's Local Offer can be accessed via www.blackpool.gov.uk/localoffer.

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

Westminster Primary Academy always aims to address any concerns parents/carers may have promptly and effectively. If parents/carers feel that their views have not been adequately considered, the school has a formal complaints procedure in place. The treatment of complaints should follow the school process: complaints should be made in the first instance to the Headteacher, Mrs Beth Latham, then followed up by the Chair of Governors where necessary.