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**SEND Information Report**

**2024-2025**



 **Courage Determination Inspiration Excellence Respect**

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| **Our School** | Westfield Primary Academy is an inclusive mainstream school with children with wide-ranging needs. Our core values of Courage, Determination, Inspiration, Excellence and Respect underpin all policies and practices. We value all children equally and provide access to a broad, balanced and relevant curriculum for al pupils. We aim to nurture the whole child, ensuring that all children, including those with SEND, are successful life-long learners. The well-being of children is paramount, which is why we want them to strive to reach their full potential and develop the resilience to face challenges both in and out of school and for life beyond Westfield.**September 2025 Information**

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| **Number on Roll** | 439 |
| **Number on SEND Register** | 116 |
| **Number with Educational Health Care Plan (EHCp’s)** | 16 |

**SEND by Year**

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| **Nursery** | 2 |
| **Reception** | 12 |
| **Year 1** | 13 |
| **Year 2** | 14 |
| **Year 3** | 14 |
| **Year 4** | 14 |
| **Year 5** | 17 |
| **Year 6** | 16 |

There are also other children that are on our ‘monitoring Register’ |
| **Meet our SENDCo** | Westfield Primary Academy SENDCo is Alison Jones.Ms Jones was awarded the SENDCo award in She has worked at Westfield since April 2023, has 25 years teaching experience, was previously a SENDCo at another Unity School and taught in a Special School Provision with children with Complex Needs.Mrs Jones is an Alternative Safeguarding Lead and is Designated Teacher for Children in Care.If you would like to contact Ms Jones, please call the school on 01440 761697Or message her on class Dojo or email A.Jones@Westfieldpraimaryacademy.co.uk  |
| **Special Educational Need**  | SEND is categorised into 4 broad areas in the SEN Code of Practice 2015:  At Westfield Primary Academy, we support children with a variety of special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. In 2024, we were awarded the Inclusion Quality Mark’. In their report the assessor commented that: ‘The school makes reasonable adjustments to ensure that children with special educational needs and disabilities can fully participate in all aspects of school life. Any adaptations to the curriculum are tailored to meet the individual needs of each child, with the aim of fostering their social and academic inclusion. The staff cater to a significant number of pupils with SEND needs and are developing a reputation within the local authority for the ability to effectively support these children and help them achieve success.’‘To support children with specific needs, staff adopt a person-centred, collaborative, and graduated approach. Through an "Assess, Plan, Do, Review" cycle, the school ensures they provide high-quality and appropriate support. The school aim is to foster a partnership between parents/carers, children and school staff to enable all children to experience success and flourish.’‘Staff take professional responsibility for individual needs for learners by scaffolding learning, implementing a tailored curriculum for identified pupils, monitoring the implementation and impact of interventions, as well as making referrals to Thrive or the SENDCO. The recent appointment of the Family Liaison Officer has added to this support.’Leaders at all levels demonstrate an unwavering commitment to ensuring that all pupils are offered a diverse and engaging curriculum. The school has excellent relationships with the other Trust schools and Trust leaders. The SENDCos work closely together attempting to improve matters relating to special needs and supporting each other. Policies relating to all areas of the curriculum have been drawn up across the Unity Trust and there is a great deal of help and support for any school that needs assistance. The school uses an ‘Assess, plan, do, review’ cycle for assessing and implementing strategies and supporting children and the SENDCo is proactive in ensuring children’s needs are addressedPupils with an additional need have targets set on the One Page Profile. EHCP pupils have yearly meetings to set targets with parents  |
|  | A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision. This provision means that which is additional to or different from that made generally available for children and young people of the same age. A child or young person has a learning difficulty or disability if they: • have significantly greater difficulty in learning than the majority of others the same age, or • have a disability which prevents of hinders him or her from making use of educational facilities of a kind generally provided for others of the same age at school (SEND Code of Practice, 2015)Every teacher knows the needs and abilities of children in their class and our assessment and monitoring procedures ensure that every child’s progress and attainment is continually monitored.When staff are concerned about a child, they complete a ‘SEND Cause for Concern Form’ and will discuss this with parents before passing this onto the SENDCo. Before this happens, informal conversations are likely to have already taken place. Depending on the level of concern or presenting needs, the SENDCo may then observe the child in class and gather the views of both children and parents. For some children, we may use standardised assessments including PHaB, YARC, WRAT-5, BPVS and Sandwell Maths to identify gaps in learning and/or inform future provision. In turn, these assessments are used to track progress.We adopt a ‘graduated response’ to identifying children with SEND and additional provision is planned and delivered through the four-part ‘Assess, Plan, Do, Review’ cycle. Usually after an initial period of monitoring (usually a term), we will decide if a child needs to be placed on the SEND Register and an Individual Pupil Plan (IPP) will be written with 3-4 targets and additional support they are receiving. Class Teachers share these with parents, and they are reviewed three times yearly (October, February and June).Some children may require more support than is ordinarily available in school. In this instance, we may seek the support of outside agencies in ensuring that we are offering the best support we can. |
|  | We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils’ needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. We use the EEF guidance ‘Five-a-day’ and embed the key principles into all our lessons.We use the SEND Handbook produced by the Unity Schools Partnership and the Suffolk Mainstream Inclusion Framework (SMIF) to complement our teaching. This handbook is reviewed at least annually and contains a wealth of information and support that helps teachers to further adapt and enhance their provision for those with additional needs. |
|  | We use a range of strategies across our lessons to ensure we offer an inclusiveapproach to learning and allow all children to access the classroomenvironment. Our trust-wide curriculum CUSP (Curriculum Unity SchoolsPartnership) is an evidence-informed approach that presents curriculum incumulative and coherent manner that is rightly challenging, but accessible forall.Our provision to support children with additional needs comprises of 3 aspects:**Adjustments** – the ‘Teacher Tweaks’ that staff make through everyday High-Quality Teaching (e.g., visual prompts, Now and Next structures etc.)**Resources/Support** – the physical or human resources (e.g., pencil grips, adult scribe, voice recorders etc.)**Intervention** – specific and additional teaching (e.g., individual or small groupactivities rehearsing a particular skill)(Adapted from SEND Intervention, Judith Carter, 2022)Common day-to-day adaptations may include: |
|  | At Westfields we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We communicate in a range of different ways, including:• An open-door policy with Class Teachers, SLT and pastoral staffavailable at the start and end of each day• Parents Evening twice yearly. The SENDCo is always available at theseevents.• Weekly Newsletter• Class Dojo and school website • Annual Reports (summer term)• Termly IPPs (Individual Pupil Plans)• Annual Reviews for those with EHCPs |
|  | Pupil’s views are very important to us; they have a right to be involved indecisions about their education and they are made aware of the support thatsurrounds them in school.Where appropriate, children are fully involved and their views feed directlyinto all policies, procedures and daily teaching of children with SEND.In a manner appropriate to their level of need, pupils are given opportunitiesto: |
|  | We regularly review our provision for children with SEND and this is done in a range of different ways including: • Review progress in SLT meetings and termly Class Progress Meetings and discussing next steps • Discuss and share ideas and training in staff meetings to ensure up to date research and policies are in place • Reviewing children’s individual progress at regular intervals, including those with IPP, IBP’s and EHCp’s.• Monitoring classroom practice by SENDCo, SLT and subject leaders Our provision is also reviewed by external processes including: • Annual SEND Review led by Trust Directors of SEND • Termly visit by SES (Specialist Education Service) and Mental Health Schools Team• Teaching and Learning Reviews led by external advisers • Ofsted inspections (last inspected in May 2022) |
|  | At Westfield, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with. The senior leadership team are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be used. Some staff have completed training in the following areas: |
|  | **Nursery to Reception** We hold an information session in the summer term for our new reception starters, providing parents with the opportunity to meet key members of staff and to ask any questions they may have. ‘Stay and Play’ sessions are held in the second half of the summer term in preparation for their September start. For some children with SEND, we offer additional opportunities to spend time with us to help this transition further. We liaise closely with local early years settings and rely on their expert knowledge of the children to secure they have the best possible start to school and some may have a staggered start on a reduced timetable to ensure success and prevent feelings of being overwhelmed.**End of Year Transition** When children move up a year, we provide information booklets which include photos of the teacher, support staff and key curriculum information. Teachers and children create their own One Page Profile which helps build initial connections. We hold a ‘Transition Day’ during the summer term allowing the children to go up to their new classroom and meet their teacher. For some children, we provide an ‘Enhanced Transition’ to help reduce any anxiety and to ensure that the transition is successful and positive. Class teachers and LSAs meet with each other during the summer term to discuss the needs of the children and share Individual Pupil Plans and other key documentation. Pupils on the SEND Register are also offered a ‘welcome back’ visit at the end of the PD Day the day before returning after summer so that they can familiarise themselves once again with new classroom layouts etc.**Mid-Year New Starters** When we are aware that children joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. |
|  | We also seek advice and equipment from external agencies and work closely with a range of professionals to provide support for children with SEND: • Specialist Education Services (SES) • Occupational Therapy (OT) • Physiotherapy (PT) • Speech and Language Therapy (SALT) • School Nursing Team • Educational Psychology (EP) • Primary Mental Health Support Team We also draw upon the experience and expertise of colleagues across Unity Schools Partnership, including that of the trust’s Directors of SEND. We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will of course share any advice given. |
|  | Our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, Head Boy/Girl etc. No child is ever excluded from taking part in these activities because of their SEN or disability. |
|  | In the first instance, any concerns should be raised with the Class Teacher You can contact them via Class Dojo to make a face-to-face appointment or to request a telephone call. If concerns or issues are still not resolved, then our SENDCo Ms Jones should be contacted. Concerns can be escalated to our Head teacher Ms Moody.In the event of a complaint, please follow the Unity Schools Partnership complaints procedure <https://www.unitysp.co.uk/documents/complaintspolicy-and-procedure/>. |
|  | The Suffolk Local Authority Local Offer can be found at <https://www.suffolklocaloffer.org.uk/>The Unity School Partnership SEND Policy can be found at <https://www.unitysp.co.uk/documents/send/> Further support and information can be found:Suffolk SENDIASS <https://suffolksendiass.co.uk/>British DyslexiaAssociation [www.dyslexia.org.uk](http://www.dyslexia.org.uk)British Deaf Association [www.bda.org.uk](http://www.bda.org.uk)National Autistic Society <https://www.autism.org.uk/>Afasic (Speech and Language needs) [www.afasic.org.uk](http://www.afasic.org.uk)Action for Children <https://parents.actionforchildren.org.uk/>Family Action <https://family-action.org.uk/>Mencap<https://www.mencap.org.uk/help-and-advice/socialcare/childrens-social-care/support-parents-and-carerschildren-and-young> |