Special educational needs (SEN) information report

Westvale Park Primary Academy

Approved by: Andy Wright (LAB Chair)	
Last reviewed:	**July 2025**
Next review due by:	**July 2026**

Contents

Contents 2
1. What types of SEN does the school provide for? 3
2. Which staff will support my child, and what training have they had? 3
3. What should I do if I think my child has SEN? 4
4. How will the school know if my child needs SEN support? 5
5. How will the school measure my child's progress? 6
6. How will I be involved in decisions made about my child's education? 6
7. How will my child be involved in decisions made about their education? 7
8. How will the school adapt its teaching for my child? 7
9. How will the school evaluate whether the support in place is helping my child? 8
10. How will the school resources be secured for my child? 9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 10
13. How does the school support pupils with disabilities? 10
14. How will the school support my child's mental health and emotional and social development? 11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 11
16. What support is in place for looked-after and previously looked-after children with SEN? 12
17. What should I do if I have a complaint about my child's SEN support? 12
18. What support is available for me and my family? 13
19. Glossary 14

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website Home | Westvale Park Primary Academy

Note: If there are any terms that we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Children and young people's SEN are generally thought of in the four broad areas of need or support listed below. We meet the needs by offering interventions/ provision that is detailed on our school provision map.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
	Tourettes Syndrome
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe Learning Difficulties - will need to seek specialist support
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Sensory processing disorder
	Pathological demand avoidance (PDA)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

At Westvale Park Primary Academy, all staff are considered responsible for supporting the needs of children with SEND.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Anica De Sa Pereira. She has 4 years' experience in this role and has previously worked as a class teacher, Early Years Lead and is now a member of the senior leadership team. She is a qualified

teacher and achieved the National Award in Special Educational Needs Co-ordination in 2023. Anica is also the Mental Health Lead at our school. Her contact details are: adesapereira@westvaleppa.org.uk

Our assistant SENCO is Susan Kelly. She has 11 years' experience as a qualified SENCO and has also worked as class teacher and a member of the senior leadership team. She is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2013. Susan is a qualified Ofsted Inspector.

The trust and a SEN professional network is chaired by our Headteacher to ensure consistency and share models of good practice across the 7 schools.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We regularly invest time and money in training our staff to improve high quality teaching provision, the delivery of catch-up interventions and specialist interventions.

In staff meetings, staff are updated on matters pertaining to special educational needs; in the past year this has included training around emotional regulation, SEN adaptations and scaffolding and interventions/ provision for children with SEN

We have teaching assistants who are trained to deliver interventions such as RWI phonics tuition, Speech and Language Therapy, First Class @ Number and Handwriting interventions. Full details of our interventions can be found on our provision map on the website. SEND | Westvale Park Primary Academy

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Specialist teaching teams (STIPS)
- Physical and Sensory Support Service (PSS)
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Educational support for pre-school children

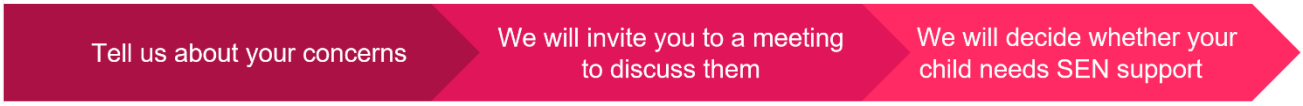
All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

At Westvale Park we pride ourselves in ensuring that children's needs are understood and met as rapidly as possible and as a result we buy into services when referral/ waiting lists are long (see provision map).

3. What should I do if I think my child has SEN?

Parents and carers are encouraged to speak to the class teacher or Special Educational Needs Coordinator (SENCo) about any concerns they have.

We have in-house expertise in a number of areas of special educational needs and this is recorded on our provision map.



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Anica De Sa Pereira. adesapereira@westvaleparkppa.org.uk

You can also contact the SENCO directly by emailing the school.

westvalepark@westvaleppa.org.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. Our staff are trained to use the SEND identification process (SEND flow chart).

We have rigourous monitoring in place that tracks the progress of all of our pupils across the curriculum. We use data and other forms of assessment to identify additional needs and celebrate achievement.

Every child that joins Westvale Park sits a series of baseline assessments, including a language checker.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

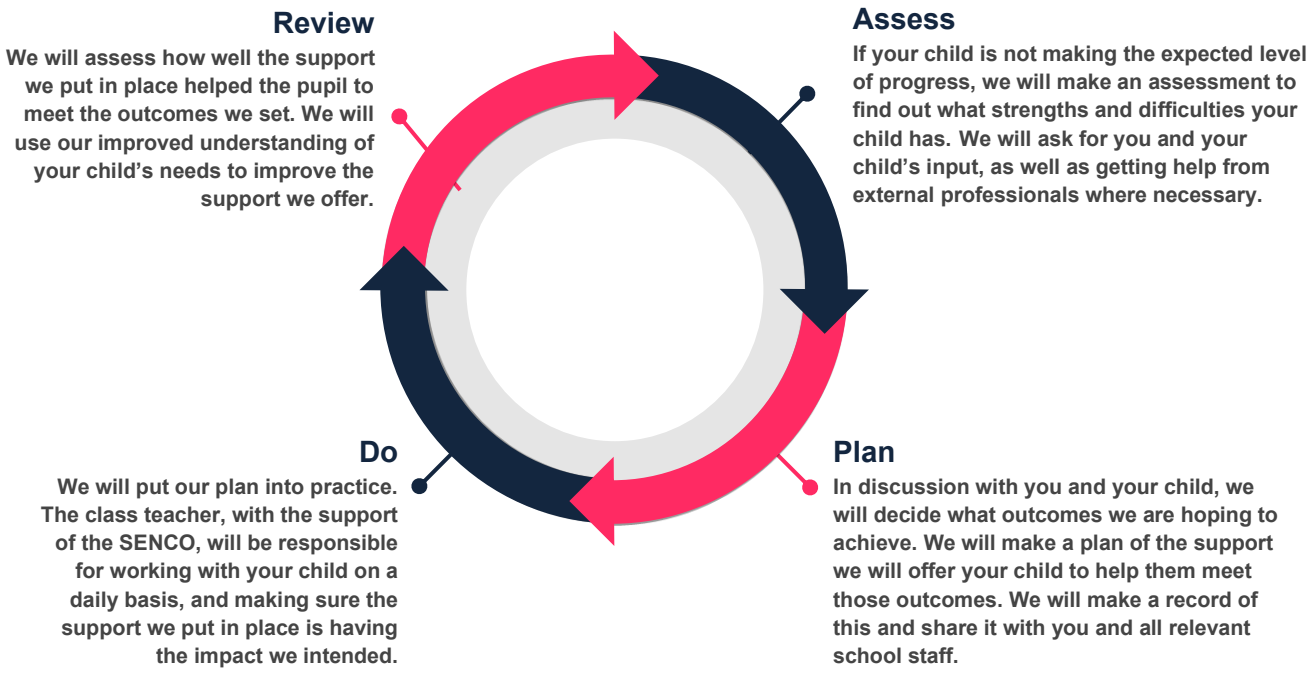
If your child does need SEN support, their name will be added to the school's Additional Needs register, and the SENCO will work with you to create an Individual Support Plan (ISP) for them.

5. How will the school measure my child's progress?

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

Underpinning ALL our provision in school is the graduated approach cycle.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

- Your child's class teacher will meet you 3 times a year to:
- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Scaffolding and adaptations are embedded in our whole curriculum and practice. We have a tailored personal curriculum and regular 'Pupil Progress Meetings' to help us monitor this and reflect on next steps.

We operate a 'keep up not catch up' model to ensure high expectations for all.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

All our teachers are clear on the expectations of high-quality teaching for all, and this is monitored regularly by the leadership team. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Accessing The Forest- an alternative provision for children working at a pre-key stage level
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc

We may also provide the following interventions, resources and support:

These interventions are part of our contribution to Surrey's local offer.

AREA OF NEED	CONDITION	INTERVENTIONS	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder Speech and language difficulties	Attention Autism Speech and language therapy Lego Therapy	Visual timetables Social stories Now/ Next board Communication friendly classroom Makaton
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties	Pre-teaching Post-teaching RWI 1:1 tutoring First class @ number	Writing slope Coloured overlays Sound buttons Adapted resources Differentiated curriculum Differentiated/ Adapted resources Individual timetable
	Severe learning difficulties	Will work with outside agencies to seek the correct support and provision.	
Social, emotional and mental health	ADHD, ADD Adverse childhood experiences and/or mental health issues	Lego Therapy ELSA Nurture groups ELSA	Quiet workstation Calm corner Wobble cushions Flexible seating Fidget toys Movement breaks Nurture groups
Sensory and/or physical	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	Sensory circuits Fine/ Gross Motor OT Speed-up Handwriting	Limiting classroom displays Positioning and seating Fidget/ sensory toys Pencil grips Seeking specialist advice

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes/targets each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

By keeping in close contact with parents or carers, we regularly share progress and feedback with pupils and their families. In addition, we have a number of opportunities where parents and carers can meet with staff to discuss progress including termly parents' consultation evenings.

Parent meeting opportunities:

Action/Event	Who's involved	Frequency
Parent teacher consultations	Parents and teacher	2x per year (Autumn and Spring term). In the summer term this consultation is replaced with a detailed end of year, written report.
Assess Plan Do Review- Individual Support Plan (ISP) meeting	Parents and teacher The SENCO will attend the first meeting or a meeting where further action is required	3x per year. Each term the ISP is sent home. A short meeting will be arranged to explain the progress and new targets.
EHCP Annual Review Meeting	Parents, teacher, SENCO, specialists involved, 1:1, TA and child where appropriate	Annually

10. How will the school resources be secured for my child?

At Westvale Park, our finances are monitored regularly, and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all our interventions are costed and evaluated. Our budget is allocated according to our Provision Management system.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant/teacher hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. If your child has an EHCP, the LA has a duty to provide funding to ensure the

provision set out in Section F can be delivered.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Our SEN Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside of the classroom. Where there are concerns of safety and access, further thought and consideration is put into place to ensure needs are met and appropriate risk assessments are completed and reviewed. Where applicable parents/carers are consulted and involved in planning for out of class activities.

- All of our extra-curricular activities and school visits are available to all our pupils, including before and after-school clubs, subject to safety and risk assessment.
- All pupils are encouraged to go on our school trips, including our residential trips
- All pupils are encouraged to take part in sports days, school performances and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included subject to safety and risk assessment.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Children are admitted to the school through the Local Authority processes, either through school allocation in Reception, or an In-Year transfer at other times.

Children will be admitted to our school if we are the named placement on their EHCP and this is a separate route to the usual admissions process. For this route, please speak to Mrs Anica De Sa Pereira (SENCO) and/or your LA caseworker.

Children with an EHCP entering the school in Reception will have their place allocated before any others. This is supported by the LA's phase transfer process.

Children with an EHCP can be admitted to a class, even if this takes the cohort over PAN. For further information, please see our Admissions page on the website: Admissions | Westvale Park Primary Academy

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to those children who meet the criteria set out in our admission policy; Admissions | Westvale Park Primary Academy

13. How does the school support pupils with disabilities?

Our schools will ensure that the culture and ethos are such that whatever the abilities and needs of the pupils, everyone is equally valued and treated with respect. The whole school community should have the opportunity to experience, understand and value diversity. One of our school's core values in Diversity.

'A person suffers a disability if he/she/they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

- We will ensure that we do not treat disabled pupils less favourably.
- We will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage, (the 'reasonable adjustment' duty).

Our school is accessible for disabled pupils, parents and visitors. All entrances are accessible, and we have a lift to get to the first floor. We also have several toilets with easy access for individuals with disabilities which are also large enough to accommodate changing. We work closely with external agencies such as Occupational Therapists to ensure that adjustments are made to meet the individual needs of children; this

includes securing equipment and facilities to support children's needs and enhance their learning experience. The Disability Equality Scheme is in place.

Accessibility:

We have a full accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. Our policy and practice adhere to 'The Equality Act 2010'. Where possible, we also ensure any home-setting communications are available in the relevant languages and when required translators are asked to attend meetings. We have a translate button on our school website and all letters are put onto our school website.

For detailed information on our plan to ensure accessibility for all, please see our accessibility plan here: Policies | Westvale Park Primary Academy

14. How will the school support my child's mental health and emotional and social development?

All of our staff are trained to provide a high standard of pastoral support, and we ensure pastoral information is shared with all relevant staff members. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a Medical Policy in place.

Our Behaviour Policy, which includes guidance on expectations is fully understood and upheld by all staff, it forms a central part of our staff induction process. A copy of our 'Supporting Well-being and Positive Behaviour' can be found on our website.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN when producing Pupil Passports and ISPs.
- Our SENCO and Mental Health Lead oversees our Well-being curriculum which is taught in all classes
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please see our Anti-bullying Policy: Policies | Westvale Park Primary Academy

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We have a robust induction and transition programmes in place for welcoming new learners to our setting; which include parental workshops, play and stay sessions, a staggered timetable, a detailed handover with previous settings and baseline assessments on entry.

Bespoke programmes are developed for our children and young people with special needs.

Our Provision Management systems records strategies that support children learn and this information is passed on in transition.

We have strong relationships with our feeder settings as well as settings children move onto. Westvale Park Primary are part of the Horley Learning Partnership.

Between years

To help pupils with SEND be prepared for a new school year we:

- Have a detailed handover day where the current and new teacher meet to discuss pupils with SEN, their needs and strategies to support them.
- Ensure that current teachers update ISP (Individual support plan) targets and Pupil Passports. This is handed over to the new teacher.
- Schedule lessons with the new teacher towards the end of the summer term on 'Meet the Teacher Day'.
- Provide Transition booklets with key information about the new year to SEN children

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Visiting local secondary schools for transition days
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked after children is Mrs Anica De Sa Pereira.

Anica De Sa Pereira, our SENCO, will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Headteacher in the first instance.

Email:

Call the school office to organise a meeting: 01293 365019

In the unlikely event that that there has been a communication break down between the school and parents, our complaints procedure can be found on our website under policies: Policies | Westvale Park Primary Academy

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. SEND Advice Surrey

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Surrey's offer. Surrey publishes information about the local offer on their website: Surrey Local Offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: SEND Advice Surrey

Local charities that offer information and support to families of children with SEND are: Surrey Local Offer and

Home :: Mindworks Surrey (mindworks-surrey.org)

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages