

Special educational needs (SEN) information report

Westvale Park Primary Academy



Approved by: Andy Wright (LAB Chair)

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Dear parents and carers,

The aim of this information report is to explain how we identify, support and meet the needs of pupils with Special Educational Needs and Disabilities (SEND) at Westvale Park Primary Academy. This report explains what you can expect if your child has SEND, including how we identify needs, provide support and work in partnership with families.

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 may experience SEND in one or more of the four broad areas of need identified within the SEND Code of Practice. We meet these needs through high quality adaptive teaching, our Ordinarily Available Provision (OAP) and targeted interventions where appropriate.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
	Tourette Syndrome
	Social communication differences
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
	Physical disability

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 coordinator, or SENCO

Our SENCO is Anica De Sa Pereira. She has 5 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 12 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 SEND Professional Network is chaired by our Headteacher to ensure consistency across our seven schools and to share effective practice.

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 inclusive teaching and the delivery of evidence informed 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

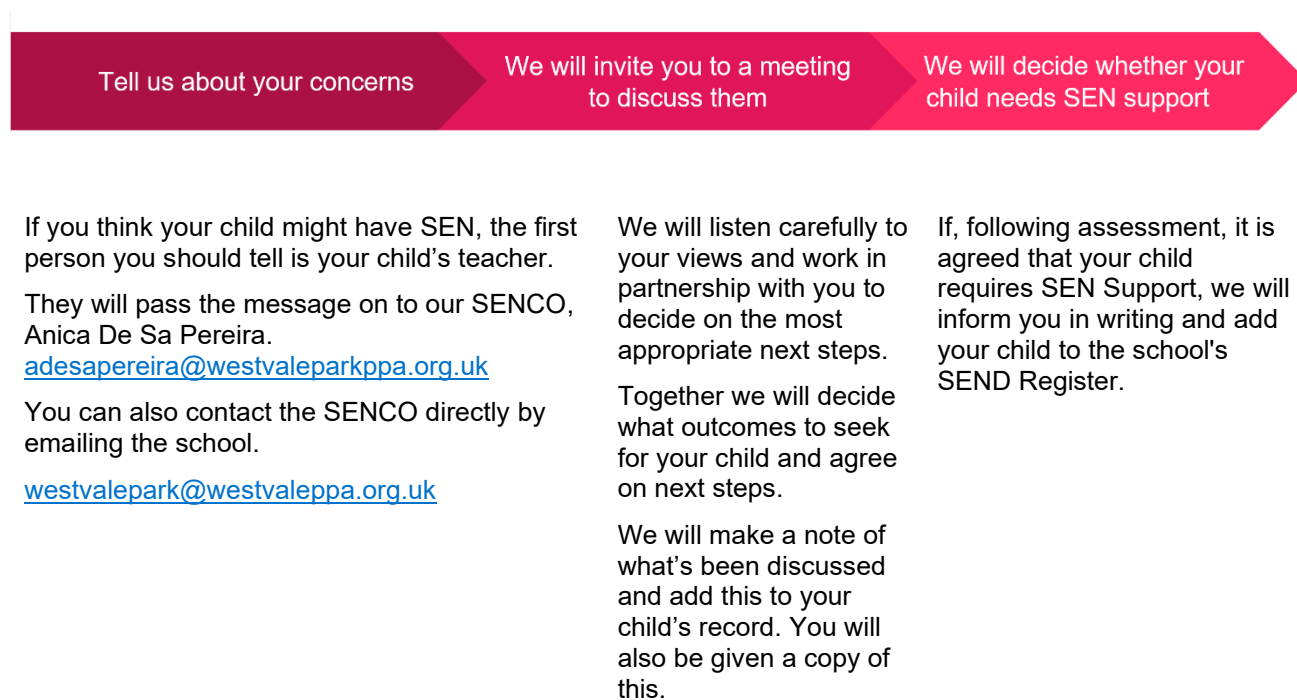
All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

At Westvale Park we pride ourselves in ensuring that children's needs are understood and met as rapidly as possible, where waiting times are lengthy, we commission additional specialist services to ensure children receive support as promptly as possible.

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

Parents and carers are encouraged to speak to their child's class teacher or the Special Educational Needs Coordinator (SENCO) if they have any concerns.

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



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 rigorous 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 joining Westvale Park completes a range of baseline assessments.

If a teacher identifies that a pupil is not making expected progress, 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 may also review work, assessment information, and the effectiveness of the Ordinarily Available Provision already in place. 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 age related expectations, their peers and available national information where appropriate.

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.

We recognise that SEND may present in many different ways and identification is based on a wide range of information, not solely on attainment data.

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 SEND Register, and the SENCO will work with you to create an Individual Support Plan (ISP) for them.

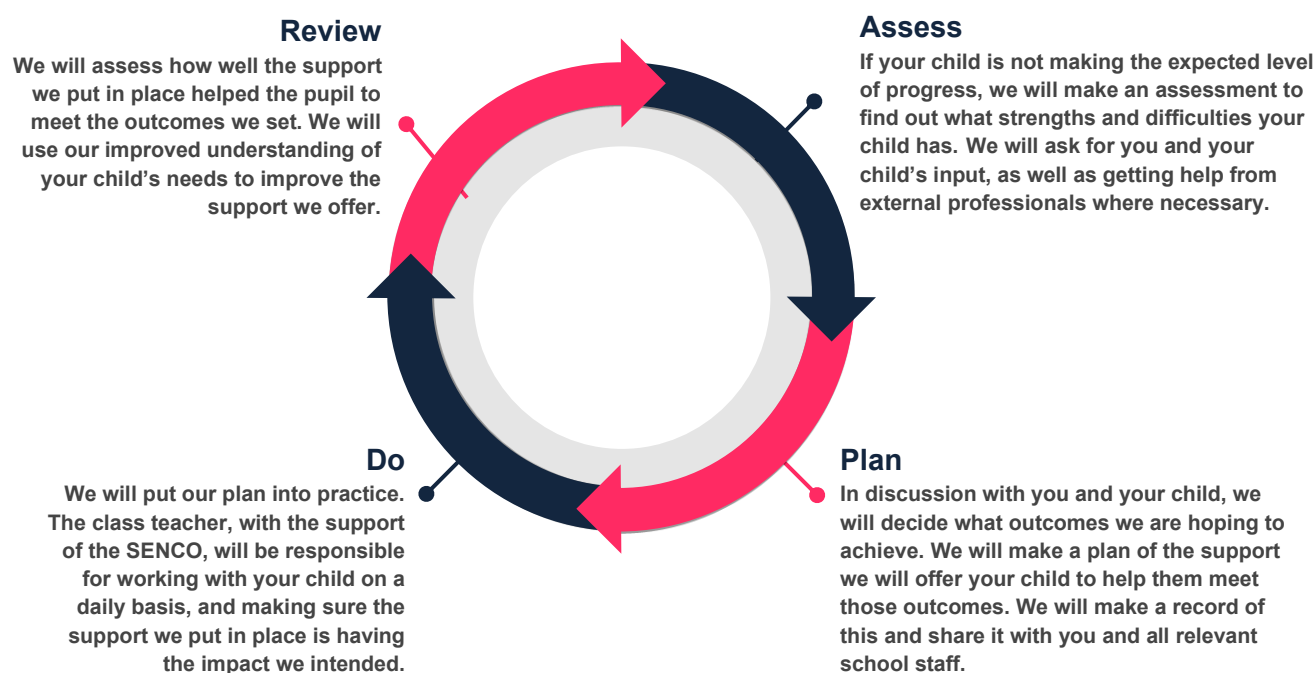
5. How will the school measure my child's progress?

Our Ordinarily Available Provision (OAP) is reviewed annually through whole school professional dialogue and forms the foundation of our provision management approach. These documents enable us to review and record the provision available to all pupils, as well as any additional support and interventions implemented to meet individual needs. These discussions help to embed our high expectations amongst staff for the effective implementation of our Ordinarily Available Provision (OAP), ensuring that teaching and support are responsive to individual needs within an inclusive learning environment. We discuss aspirations with every learner and maintain high expectations for all pupils.

For more information about our Ordinarily Available Provision (OAP), please refer to the full document available on our website. [Westvale Park Primary Academy - Special Educational Needs and/or Disabilities](#)

The graduated approach underpins all of our provision.

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 is an ongoing cycle of assessment, planning, implementation and review. 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 outcomes, 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 recognise that parents and carers know their child best and value the knowledge and insight they bring. 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.

We aim to work in genuine partnership with parents and carers, ensuring decisions are made collaboratively wherever 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 every child is unique, therefore their involvement will be tailored to their age, understanding and communication needs.

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

Where appropriate, pupils are encouraged to contribute to reviewing their ISPs and identifying their own strengths and aspirations.

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

Adaptive teaching and appropriate scaffolding are embedded throughout our curriculum and daily classroom 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, providing timely support so pupils can continue learning successfully alongside their peers.

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

All staff are clear on the expectations of our Ordinarily Available Provision (OAP), and the consistent implementation of this is monitored regularly by the leadership team. Our OAP forms the foundation of our response to pupils' needs, ensuring that inclusive practice, adaptive teaching and appropriate support are available to all learners. We are committed to providing every child with access to a broad, balanced and ambitious curriculum throughout their time at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no single approach that meets every child's needs. We adapt teaching according to individual strengths, barriers and learning preferences.

These adaptations include:

- Adapting the curriculum to ensure all pupils can access learning, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting 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 support base 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	Attention Autism Speech and language therapy Lego Therapy	Visual timetables
	Speech and language difficulties		Social stories Now/ Next board Communication friendly classroom Makaton
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Pre-teaching Post-teaching RWI 1:1 tutoring First class @ number	Writing slope
	Moderate learning difficulties		Coloured overlays Sound buttons Adapted resources Adaptive curriculum Individual timetable
		Severe learning difficulties	Will work with outside agencies to seek the correct support and provision.

Social, emotional and mental health	ADHD, ADD	Lego Therapy ELSA Nurture groups	Quiet workstation Calm corner Wobble cushions Flexible seating Fidget toys Movement breaks Nurture groups
	Adverse childhood experiences and/or mental health issues		
Sensory and/or physical	Hearing impairment	Sensory circuits Fine/ Gross Motor OT Speed-up Handwriting	Limiting classroom displays Positioning and seating Fidget/ sensory toys Pencil grips Seeking specialist advice
	Visual impairment		
	Multi-sensory impairment		
	Physical impairment		

Where appropriate, pupils may access assistive technology to support learning and independence.

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)
- Classroom observations
- Pupil Progress Meetings
- Book scrutiny
- Learning walks
- Provision audits

We maintain regular communication with parents and carers to review progress, discuss provision and celebrate successes. 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
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Parent Teacher Consultation	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 (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 use our resources to support the strategic aims of our setting as well as individual learner needs. We ensure that resources are used effectively and provide good value for money while meeting pupils' individual needs. Our budget is allocated according to our Provision Management system. Decisions about resources are always based on individual need rather than diagnosis alone.

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.

We believe that every child should have the opportunity to participate fully in school life and will make reasonable adjustments wherever possible.

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 is 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 proactive in making reasonable adjustments wherever 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 through our whole school wellbeing curriculum, pastoral support and targeted interventions, 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](#)
- Standard interactions include emotion coaching, relational practice and trauma informed approaches

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 programme and transition arrangements 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.

Individual transition plans are developed for our children and young people with special needs.

Our Provision Management system records strategies that support children to learn.

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 Individual Support Plans (ISPs) and Pupil Passports. These are 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: westvalepark@westvaleppa.org.uk

Call the school office to organise a meeting: 01293 365019

In the unlikely event that there has been a communication breakdown 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 outcomes 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