SEN Information Report 2026 - 2027

West Town Primary Academy
Midland Road
Peterborough
PE3 6DD

Phone: 01733 852400
Email: office@westtownprimary.org

Headteacher: Hannah Quinn **Deputy Headteacher:** Louise Pettman

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Meet our SEND Team</td>
<td>Miss Baxter
Assistant Headteacher for Inclusion
Special Educational Needs Coordinator (SENCo)

Miss Lane
SENCo Assistant
Young Carers Champion

Safeguarding & Welfare Lead: Miss Flatters
Attendance & Admissions Officer: Miss Drage</td>
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Special Educational Needs</td>
<td>What kinds of Special Educational needs are provided for at West Town Primary Academy?

Meridian is an inclusive and equitable trust, existing to provide, support and champion high-quality education at the heart of our local communities.

West Town Primary Academy aims to unite our pupils, families and other local stakeholders within our community. We are dedicated to being an inclusive school, where every child is known, equally valued and supported to achieve their potential.

Within our diverse community, we celebrate and learn from each other with an understanding that each child and young person is a unique individual with their own strengths “superpowers,” and differences.

Children identified with Special Educational Needs will require support that is additional to or different from the support generally given to pupils of the same age through quality first teaching. This support may be required for a short period of time or longer-term dependent on the individual.

We provide a graduated response to children’s needs, which begins with quality first teaching. This approach ensures that reasonable adjustments and adaptions are part of a fluid approach to SEND, with early identification and support overseen by the Inclusion Team. Every child is given an appropriate level of support and at the same time, encouraged to become independent learners.
SEND is categorised into the following areas in the SEND Code of Practice 2014:

• Cognition & Learning
• Communication & Interaction
• Social, Emotional & Mental Health
• Sensory and/or Physical</td>
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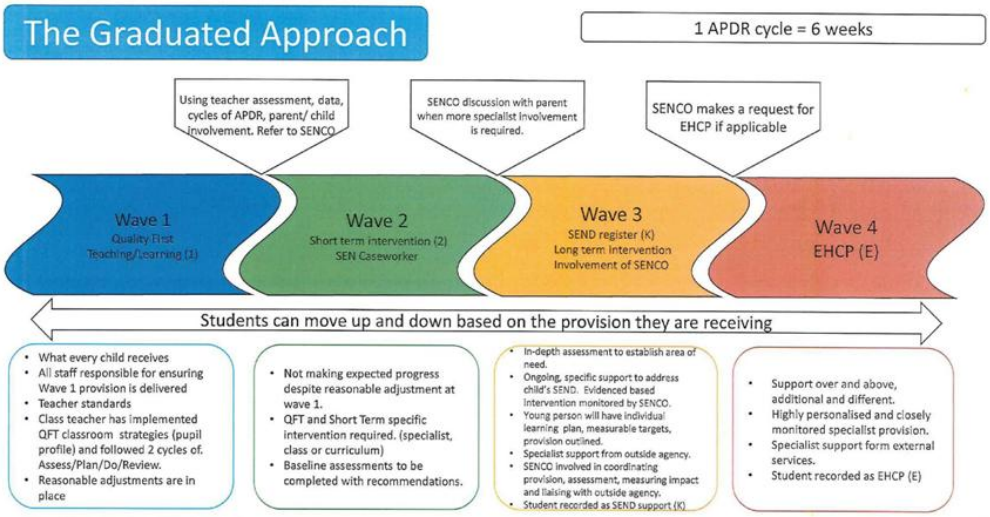
Identifying and Assessing Need

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How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

- If you have a concern about your child's development or an area of learning, speak to their class teacher first. The class teacher will know your child's strengths; areas they need support with and how they are progressing in school.
- Where a member of staff has a concern about a child's development or a difficulty, they will discuss the concern with you first.
- We will work in partnership with you and your child, listening to your views and any concerns.
- Assessment and pupil progress data – termly progress data is monitored by each key stage leader and the SENCo.
- Previous progress, attainment and learning behaviours.
- Observations of you child in school.
- Information shared by previous schools/early years settings.

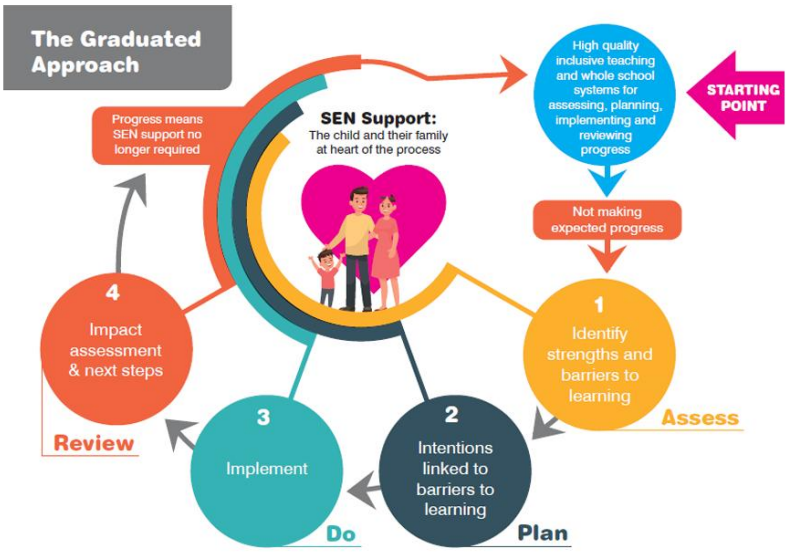
At West Town and across Meridian Trust, we follow a four wave, graduated approach to identifying and supporting children with special educational needs:





If my child is having difficulty with an area of learning, how will they be supported?

- We will work with you and your child to identify strategies and support that may be required.
- The SENCo may work with the class teacher to support them in making adaptations and adjustments for your child.
- The process can be summed up by – **Assess, Plan, Do, Review**. Our graduated approach details how we complete these cycles.
- If after one or two cycles of Assess, Plan, Do, Review we all agree that there is a Special Educational Need, we will discuss this with you and add your child to the SEN register which means we recognise that your child requires **support that is additional to or different from the support generally given to pupils of the same age** through high quality first teaching.
- Where necessary, external agencies will be used to ensure that the provision is appropriate for your child's needs and will help them make progress.



Assessing and reviewing pupil's progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?

- School data tracking for pupil progress
- Support plan and EHCP reviews
- Progress on interventions
- Observations and follow up
- Parent teacher meetings
- Additional SEND parent consultations
- Use of more specialist assessments conducted by the SENCo



Our approach to teaching children with SEND

What is the school's approach to teaching pupils with SEND?

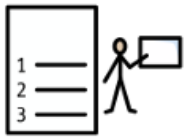
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups with reasonable adjustments made where appropriate.

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 or to provide more intensive support.

How does our school meet the needs of our SEND pupils?

Our school operates a graduated response to SEND which means that the following support is put in, in order:

- Quality first teaching strategies with appropriate adaptive teaching in place and reasonable adjustments
- Extra adult support in classrooms where appropriate
- Focused small group work
- Time limited interventions
- Individualised timetables and specialist support



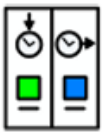
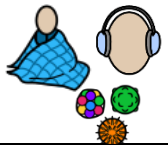
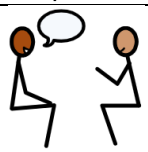
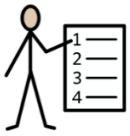
Curriculum adaptations & adjustments

How are adaptations made to the curriculum and the learning environment of pupils with SEND?

The curriculum/learning environment may be adapted by:

- Making reasonable adjustments e.g. additional resources, flexible seating arrangements, sensory breaks
- Flexible groupings
- Multi-sensory approaches
- Access arrangements for tests and or examinations
- Additional adult support

We use a range of strategies across our lessons. We also seek advice and equipment from outside agencies as and when the need arises.

Visuals *(objects, photos, symbols)*	Task boards/ now & next	Assistive technology
		
Word banks	Sensory tools	Additional time
		
Explicit instruction	Talk partners	Chunking tasks
		



What additional support is available for pupils with SEND?

Some examples of in school support are:

- Meet and greets
- Individual and small group support in classrooms
- Support from outside agencies
- Multi-sensory approach to learning
- Motor skills programmes
- Therapeutic plans
- Speech and Language Therapy Programmes
- Distraction free areas
- Workstations and work boxes
- Precision teaching
- Playtime and lunchtime provision
- Social and communication skills groups and interventions
- Drawing and Talking
- Little Wandle phonics catch up
- Power of 2/Plus 1 maths
- TACPAC – communication approach
- Individual physiotherapy programmes
- Attention Autism
- Sensory circuit



Staff Training and Qualifications

- All teachers have QTS and Honours degrees
- The Assistant Headteacher for Inclusion (SENCo), has completed the National Award for SEN coordination qualification (master's level)
- Incredible Years - Webster Stratton parent group leaders – SENCo Assistant
- Emotional Literacy Support Assistants (ELSA) accesses regular supervision from the Educational Psychology Service.
- Miss Lane is our Young Carers Champion and Drawing & Talking Practitioner
- 4 members of staff are trained Therapeutic Thinking (relational approach) tutors.

Some of our staff have attended the following training:

- Whole school Therapeutic Thinking training and annual refreshers
- Emotion Coaching
- Maximising the Impact of TAs (MITA)
- Precision Teaching
- TACPAC – communication approach
- Teacher and TA training for pupils with specific health needs
- Autism Education Trust AET : Early Years Good Autism Practice, Making Sense of Autism
- Curiosity Programme and Attention Autism
- Autism and sensory experience/ managing anxiety – Autism Advisory Teaching Service
- Pupil-specific training with the Speech and Language Therapy team to deliver bespoke programmes of support.
- Manual handling and hoisting training delivered by the teacher of physical disability.
- Physiotherapy supporting individual children and teachers
- Emotional Literacy Support Assistant ELSA training
- Little Wandle phonics
- Voice 21 – Oracy
- Total Communication approaches



Parent Consultations

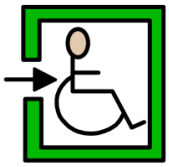
How are parents of children with special educational needs involved in the school?

You will meet with the class teacher to discuss your child's progress, review their achievements and targets each term.
The class teacher will write a plan based on their assessments of your child's needs and review this and share this with you.
This is known as an APDR – Assess, Plan, Do, Review. Your views and your child's views will be part of this process.

If your child has an Education, Care and Health plan we will also meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change

Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. A member of the SEN team is available to meet should you have any concerns about your child.

Some pupils have home/school diaries for sending messages between

	home and school. In addition to meetings with class teachers, the SENCO may hold additional meetings with you to discuss progress and provision and to feedback assessments and observations. Questionnaires are sent out to gain your feedback. We invite you to attend multi-agency meetings and meeting with outside agencies to give their views. You will be asked to contribute to one-page profiles for your child's support plan. We run information sessions (coffee mornings)
 **Accessibility** 	**How do you make sure my child can fully access activities in school?** • The school is fully accessible. • A lift is available for access to all floors and we have EVAC chairs positioned at each stairwell. • Within the school building, there are three large accessible toilets, one of which has a fixed hoist and changing facilities. • Teachers and Teaching Assistants take account of a child's individual needs and may support with specific resources e.g visual aids, assistive technology. • All children are encouraged to go on our trips and residentials. • All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. • All extra-curricular activities and school visits are available to all our children,
 **Transition Support**	**Nursery to Reception** • Parents of the children coming into Reception (EYFS) are invited to open mornings within school • Nursery or home visits are carried out by the Reception teachers. The SENCo attends some of these visits • Children and parents are invited to attend stay and play sessions in the summer term • Transition meetings are held between pre-school staff, professionals who work with the family, the SENCO and staff from school. **End of Year (in school) transition** • When children move to the next year group, we provide transition sheets which include photos of the teacher, and classroom environment. • We hold a transition session during the summer term allowing the children to go to their new classroom and meet their teacher. • Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. • Class teachers and support staff meet with each other during the summer term to discuss the needs of the children and share their support plans.

	Secondary Transition • parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENCO at West Town. • We work with secondary settings to identify and support children who may benefit from additional visits. • Some secondary school staff will visit the children at West Town. • The process of transitioning to secondary school for children with EHCP's starts at the Year 5 Annual Review • PSHE sessions prepare the children for change and we encourage the children to develop their independence skills where possible. **In Year Admissions** When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to ensure that the right support is in place for a successful transition.
 **Evaluating Provision**	**How do we evaluate the effectiveness of the provision made for pupils with SEND?** Progress is regularly reviewed by the Senior Leadership Team and next steps agreed. Up to date research and policy shared and reviewed in staff meetings Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term. Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. Asking our children if they feel the adjustment or intervention is helpful and makes a difference. Holding termly reviews with staff for children with Education Health and Care Plans, SEND Support Plans and those requiring specialist support. Holding annual reviews for children with Education Health Care Plans. Progress and evaluation is reported to the Academy Council SEND Champion. Annual report and termly updates shared with Academy Council.
 **Which services does the school work with?**	**Within Peterborough, we access:** • Specialist Teaching Service – Autism and ADHD Advisory Teaching Service • Specialist Teaching Service – Sensory and Physical Support Service • Early Years SEN Specialist and Portage Service (under 5s) • Educational Psychology Service (EPS) • Peterborough SEND Hubs • Family Hubs • School Nurse • Children's Social Care • Children's Speech & Language Therapy Service (SALT) • Occupational Therapy (OT) and Physiotherapy Service • CAMHS Child & Adolescent Mental Health Service • Cambridgeshire and Peterborough Mental Health Support Team (MHST)

	• Behaviour support panel • Support for learning • Young carers – Centre 33 • Peterborough Integrated Neurodevelopmental Service (NDS) • Multi agency support group (MASG) assess need and coordinate support from appropriate agencies via Early Help • Family Voice • SENDIASS
 **Contact**	• If you have concern about your child's SEND support, please speak to the Class Teacher. • Your child's class teacher is always your first point of contact. They are available to speak to each morning in the playground when the children arrive at school, and you can arrange an appointment to see them after school should you wish to. • Assistant Headteachers (phase leads) for EYFS, Key Stage One (year 1 & 2), LKS2 (year 3 & 4) and UKS2 (year 5 & 6) • Assistant Headteacher for Inclusion – is available to discuss any issues or concerns about your child's welfare, their learning needs or medical needs. • If further support is needed, please contact the SEND team via email office@westtownprimary.org or by call the school office – 01733 852400 **Complaints** • We believe that most complaints can be resolved satisfactorily by informal discussion over the telephone or through a meeting with the key people who are involved. • The complaints procedure is published on the school website. You can also request a copy from the school office.
 **What external support services can I contact for advice?**	• SENDIASS : SEND Information, Advice and Support Service – (formally SEND Partnership) Contact: 01733 863979 or email pps@peterborough.gov.uk • Autism & ADHD Advisory Service: offer a weekly parent/carer telephone consultation, bookings can be made by telephoning 01733 863702 • Educational Psychology open access consultation service: consultation meetings are held monthly using Microsoft TEAMS video conferencing. Consultations are by appointment only and bookings need to be made one month in advance. To book or enquire about dates please email EPS@peterborough.gov.uk or call 01733 863689 • Family Voice – www.familyvoice.org • IPSEA – Independent Parental Special Education Advice www.ipsea.org.uk • The Peterborough Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about support and services in the Peterborough locality • Little Miracles - Childcare Teams, Family Support Workers and Counsellors provide activities, training, advice and safe-spaces to the whole family even before they receive a formal diagnosis. This includes everyone - the children, their parents, carers and siblings. https://www.littlemiraclescharity.org.uk/our-branches/peterborough