NEW SEND Information Report 2026-2027

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.

General School Details:	
School Name:	Weston Primary School
School website address:	https://www.weston.halton.sch.uk/
Type of school:	Mainstream Primary School
Description of school:	Primary School from Ages 4 to 11 years old
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	199
% of children at the school with SEND:	29
Date of last Ofsted:	15th – 16th June 2023
Awards that the school holds:	
Accessibility information about the school:	There are two disabled parking spaces in the car park. The front entrance to the school is suitable for wheelchair access. The main playground is wheelchair accessible via a ramp. There is 1 disabled toilet within the building. The curriculum is differentiated appropriately to ensure all children have full access. We work closely with a number of outside agencies such as paediatric continence, physiotherapy and occupational therapy in order to support children with a range of needs. A small number of children use specialist equipment in school.
Please provide a web link to your school's Accessibility Strategy	https://www.weston.halton.sch.uk/

Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Mrs Laura Simpson has the achieved the postgraduate certificate for Special Educational Needs. All class teachers at Weston Primary School have gained a teaching qualification at degree level. Our teaching assistants have all gained teaching assistant qualifications. Teachers and teaching assistants receive regular training. Recent training for staff has included: *Safeguarding children *One Page Profiles (looked after children) *Young Carers Awareness *Speech and Language *Good Practice Guide for EYFS *ELSA *Working Memory *Sensory Processing *Emotion Coaching *Adaptive Teaching *Mindfulness *Mental Health *Good Autism Practice *SIMs for SEN *SENDCO workshops *Educational Psychologist Consultations *Managing Behaviour *GLD Meetings *Team Teach *Nurture Group Network Training *Nurture cluster meetings *One on One Peer abuse

School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	https://www.weston.halton.sch.uk/page/sendinformation/30737
Safeguarding Policy	https://www.weston.halton.sch.uk/page/safeguardinginformationand-policy/60330
Behaviour Policy	https://www.weston.halton.sch.uk/page/behaviourstrategy/57331
Equality and Diversity	https://www.weston.halton.sch.uk/page/equalityobjectives/57327
Pupil Premium Information	https://www.weston.halton.sch.uk/page/pupilpremium/57324
School Complaints Policy/Procedure **NEW REQUIREMENT** Policy must specify *'Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'.*	https://www.weston.halton.sch.uk/page/complaintspolicy/151933

Range of Provision and inclusion information:	
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	• Physiotherapists • SALT • Outreach support from specialist schools/charities • CAMHS services • Counselling services • Early Help Locality Teams • Social Care • RISE Education Services • Members of Local Authority SEND team • Educational Psychologists • Speech Therapists Communicate • Occupational Therapists • Addvanced Solutions • School Nursing Service
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	A range of specialist equipment is available to support children in a range of ways such as coloured overlays, ear defenders, specialist writing boards, pencil grips Specialist equipment is available to support the curriculum or to provide intervention *We have access to a number of laptops and Ipads All classes have interactive white boards *Specialist chairs for children with complex physical needs *Communication friendly environments including designated sensory spaces

What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	*Autism friendly environments *support plans and one page profiles *communication boards introduced in EYFS and KS1 • Delivery of personal speech and language programmes and social skills • Support from classroom assistants within class or through interventions. • Range of language resources and programme materials available for use. • Resources such as social stories and comic strip conversations often used to help support children with social and communication difficulties. • Access to specialist teachers at Local Authority
What strategies/programmes/resources are available to speech and language difficulties?	*Referrals to SALT *Wellcomm Language Screening from EYFS with follow up interventions *Use of in house assessment materials-TALC *Communication boards *Additional adult support

Range of Provision and inclusion information:	
	*Support from CDSSG for DS children *Alternative recording methods *Widget Software used to support learning materials

Strategies to support the development of literacy (reading /writing).	*Robust Early Reading Curriculum using Read Write Inc Phonics *Early Literacy developed through Drawing Club approach extending to Pathways to Write from Year One *Regular assessment and monitoring of phonics/reading, RWI Inc Tutoring *Structured plan of support in Key Stage 2 for children requiring additional reading support *Individual daily reading with teaching assistant or class teacher for 'target' readers. Reading schemes for struggling readers using phonically matched books Withdrawal into target groups for intervention programmes aimed at developing reading/writing skills such as Toe by Toe, Hornet and Teodorescu Handwriting rescue. • Delivery of planned individual programmes where necessary by trained teaching assistants. • Year 6 booster sessions carried out to prepare for SATS. 5 SNIP Literacy Programme •Precision Teaching *Coloured overlays
Strategies to support the development of numeracy.	• Small group support in class through guided teaching. *Maths curriculum *Maths Mastery programme from EYFS *Fluency Bee KS1 and Maths Fluency KS2 daily • Withdrawal in a small group for 'catch up' maths activities using pre and post teaching *Withdrawal by teaching assistant or 1:1 support pre and post teaching *Use of specialist maths resources, including online materials, for reinforcement. *Year 6 booster sessions carried out to prepare for SATS
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	*Personalised and differentiated curriculum. *Small group support in class from classroom assistant or teacher. *1:1 support in the classroom from a teaching assistant where necessary to facilitate access through support or modified resources. *Specialist equipment. Individual plans (e.g. Educational, behavioural, pastoral) *Whole school provision mapping. *Strategies put into place as provided or advised by professionals/specialist services/outreach.

Range of Provision and inclusion information:

	*Adapted programmes for outdoor residential activities *Inclusion folders monitored and updated to reflect changing needs *Implementation of support plans monitored by SENCO *SENCO to signpost for CPD
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	*Observations are carried out regularly by members of the Senior Leadership Team (SLT), SENDCo and representatives from external agencies. *Individual Education/Behaviour Plans used termly to set targets and plan actions. They are shared with children and parents/carers. They are reviewed and outcomes are shared with parents/carers * Through target setting and evaluations at MAP meetings. * Group EP consultation meetings every term. *Review of targets with parents/carers and the child if appropriate during Parent's Evenings. *Termly meetings between class teachers and SENCo to discuss progress and next steps for children on the SEN list
Strategies/support to develop independent learning.	*Use of individual timetable and checklists. 'Chunking' of activities. *Individual or differentiated success criteria. * Visual prompts used such as 'Now and Next' task cards *Involving children in target setting and support plan updates
Support /supervision at unstructured times of the day including personal care arrangements.	*Staggered breaks and lunch times to ensure a calmer environment *Additional staff at breaks and lunches *Use of equipment and guidance to facilitate effective games *Intimate care policy in place and facilities/equipment available to key staff members for intimate care procedures
Extended school provision available; before and after school, holidays etc.	*breakfast and afterschool club New Shoots provided daily and holidays *Additional after school clubs provided by staff across the year *In school music offer-choir, Rock Steady and guitar lessons

How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	Regular meetings with parents. *Transition plans for individual children and extended transition plans when required. *Modified plans of activities are used if needed to ensure inclusive participation for all *Use of additional adults to support

Range of Provision and inclusion information:	
	*Risk assessments completed for individual children Social stories and visual prompts for children. To support with transitions at all levels. *Transition books made for transition to high school with the appropriate chosen High Schools. *Work through PSHE and social skills groups on managing and preparing for change *x2 visits per year including residential visits at key points. *Additional adults on visits where required and additional risk assessments carried out.

Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	* Carefully planned curriculum which develops opportunities to learn about well-being and mental health *2X ELSA trained staff members *ELSA and nurture principles incorporated across school and timetabled *Robust PSHE curriculum Jigsaw *Consistency and routine paramount in all classrooms *Focus days for well being *Team Building days half termly *Restorative practice as part of behaviour policy *Whole school buddy system to support nurturing skills
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	Transition to secondary schools co-ordinated by SENDCo and Year 6 teacher. *Transition afternoons for all children in final half term *Regular meetings with parents. *Transition plans for individual children that may need additional support *Social stories and visual prompts for children. *Work through PSHE and social skills • Additional visits to high school • Early EHCP reviews for Y6 children • Travel training for children that may require it

Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	*Intervention from physiotherapy/occupational therapy team. *Assessment and individual programmes. Specialist's resources e.g. Move and Sit cushions, pencil grips, tangle toys. *Delivery of planned intervention by trained member of school staff or external agency representative. *Close liaison with medical staff where required. *Staff training regularly updated for managing particular medical needs. * Up-to-date care plans in place.
Range of Provision and inclusion information:	
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	*Open door policy *Focus on communication and involvement from Reception onwards *Use of Seesaw for feedback and commentary on learning *Use of Seesaw in Reception to share learning *Regular meetings *Spring written report *parent meetings for specific subjects *provision from Halton Health Improvement Team
How additional funding for SEND is used within the school with individual pupils.	*Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupil's needs through this, including additional support and equipment. *Currently, if the assessment of a pupils needs identifies something that is significantly different to what is usually available, there may be additional funding allocated.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	Personal Education Plans written and monitored by HT and DSL informed by the class teachers *PP allocated to support specific priority areas, personalised equipment, interventions, enhancements to the curriculum, subsidising materials, equipment for individuals visits and club attendance.
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Completed by:____L Simpson_____Date: 5th November 2026 Review Date-September 2027	