



SEND Information Report

2026 – 2027

‘LEARNING FOR LIFE’

At Whiston Willis Primary Academy, we are a safe, happy and inclusive community where everyone is valued, respected and celebrated. We embrace difference and promote equity, ensuring that every child feels a strong sense of belonging and has the support, opportunities and encouragement they need to thrive.

We have high expectations for every child and are committed to enabling all pupils to reach their full potential academically, socially and emotionally. Through an ambitious, inclusive and engaging curriculum, we develop knowledge, skills and understanding while nurturing curiosity, confidence, independence and a love of learning.

We believe that every child should have a voice. Through purposeful talk, active listening and respectful dialogue, we empower our pupils to express their ideas, listen to others, challenge themselves and participate confidently in their learning and the wider world.

We are committed to developing the whole child. Through positive relationships, shared values and a strong sense of community, we support our pupils to become resilient, respectful and compassionate individuals who understand their responsibilities towards others and approach their future with a strong moral purpose.

Learning is a lifelong journey. We aim to inspire motivated, independent and reflective learners who are equipped with the knowledge, character and confidence to embrace opportunities, overcome challenges and make a positive contribution to an ever-changing world.

This report explains how Whiston Willis Primary Academy identifies, supports and reviews provision for pupils with special educational needs and disabilities. It is prepared with reference to the Children and Families Act 2014, the SEND Code of Practice (0–25 years), the Special Educational Needs and Disability Regulations 2014 (Regulation 51 and Schedule 1), and the Equality Act 2010. It should be read alongside the school SEND Policy, Accessibility Plan, Admissions Arrangements, Supporting Pupils with Medical Conditions Policy and Complaints Procedure.

1. Our Inclusive Approach

Whiston Willis Primary Academy is an inclusive primary academy committed to ensuring that pupils with SEND participate, achieve and belong. Our broad and balanced curriculum is supported by high-quality adaptive teaching, our six-part lesson structure, Rosenshine's Principles of Instruction, opportunities for oracy and a rights-respecting ethos. Teachers retain responsibility for the progress and development of every pupil, including when support is delivered by another adult. Reasonable adjustments are considered individually to remove barriers to learning and school life.

2. Types of Special Educational Needs We Support

We support pupils across the four broad areas identified in the SEND Code of Practice: communication and interaction (including speech, language and social communication needs); cognition and learning (including specific and more general learning difficulties); social, emotional and mental health; and sensory and/or physical needs (including sensory impairment, physical disabilities and associated medical needs). Pupils may have needs spanning more than one area. A diagnosis is not a prerequisite for SEND support; provision is based on assessed needs.

3. Identifying and Assessing Needs

Staff identify emerging needs using information from parents and pupils; transition information from nurseries and previous schools; teacher observations and assessments; progress and attainment information; and evaluation of teaching and interventions. Where a concern arises, parents should speak to the class teacher first. The teacher and SENCO consider whether difficulties persist despite appropriate high-quality teaching and whether special educational provision is required that is additional to or different from that ordinarily available. Where appropriate, the school consults external professionals. A pupil is not identified as having SEND solely because of slower progress, disability, English as an additional language or behaviour.

4. The Graduated Approach: Assess, Plan, Do, Review

ASSESS: The class teacher and SENCO gather information about strengths, needs, progress, views and barriers, with parents and pupils.

PLAN: Outcomes, adjustments, teaching strategies and targeted provision are agreed, including responsibilities and review points.

DO: The class teacher oversees implementation, supported by teaching assistants and relevant specialists. The outcomes identified for children in their PPPs may be achieved by:

- Quality First Teaching
- Provision/resources within the classroom
- Interventions
- TA support and/or adapted work
- Outside agency involvement
- Support from an additional Teacher



REVIEW: Progress and impact are evaluated with staff, pupils, parents, and outside agencies (where applicable); support is continued, adapted or ended as appropriate.

At WWPA, Pupil Provision Plans (PPPs) are used in KS1/ KS2 and Play Plans in EYFS, as appropriate. Targets are reviewed termly and shared with parents and pupils. The school monitors progress through ongoing assessment and half-termly tracking. If concerns remain despite appropriate support, the SENCO discusses specialist advice and, where

appropriate, a request for an Education, Health and Care needs assessment with parents. Parents also have the right to request an assessment directly from the local authority.

5. Teaching and Curriculum Adaptations

Our first response is high-quality teaching adapted to individual needs. Strategies may include clear explanations and modelling, scaffolded tasks, pre-teaching, structured retrieval, vocabulary support, visual timetables, now-and-next prompts, multisensory approaches, manipulatives, adapted texts and recording methods, appropriate ICT, planned adult support, movement or sensory breaks and adjustments to the physical environment. Support aims to promote independence, not unnecessary adult dependence. The school uses Read Write Inc. for phonics/early reading, Literacy Tree approaches for English and Maths — No Problem! for mathematics, with appropriate adaptations and targeted intervention. Access arrangements for statutory assessments are considered in accordance with current guidance.

6. Provision across the four areas of need

Communication and Interaction: visual supports, structured routines, social communication strategies, supported interaction, targeted language activities and advice from speech and language professionals where appropriate.

Provisions Used (Internal): WellComm, Socially Speaking, Social Stories, Bucket Therapy, Intensive Interactions, Lego Therapy.

Provisions Used (External): Speech and Language Therapy Services, Psychology Service.

Cognition and Learning: targeted literacy and numeracy teaching, additional practice, small-group or individual interventions, adapted resources and ongoing assessment of impact.

Provisions Used (Internal): Precision teaching, Read Write Inc (virtual classroom and tutoring), executive memory interventions, Accelerated reader, Emile, same-day literacy and numeracy interventions, additional adult support.

Provisions Used (External): Educational Psychologist.

Social, Emotional and Mental Health: consistent relationships and routines, learning mentor support, ELSA sessions, emotional regulation approaches, Jigsaw PSHE, and access where appropriate to the Kingfisher nurture room, calm room, outdoor learning and wellbeing garden.

Provisions Used (Internal): ELSA, Zones of Regulation, Relax Kids, Lego Therapy, Social Stories, emotional well-being support from our pastoral team, daily check-ins, access to our sensory spaces.

Provisions Used (External): Mental Health Support Team (MHST), CAMHS, Behaviour Outreach Team (BOT), Educational Psychologist.

Sensory and/or Physical: adjustments to resources and environment, access to suitable facilities, personal care where required, and advice from occupational therapy, physiotherapy, health or sensory services. Individual programmes and facilities are provided according to assessed need and availability; this list is illustrative, not a guarantee of every intervention.

Provisions Used (Internal): Calm corners, fine and gross motor interventions, sensory diets, access to sensory spaces, adapted classrooms and resources, specialist equipment, medical and healthcare support plans.

Provisions Used (External): Occupational Therapy, School Health Service, medical professionals.

7. Assessing progress and evaluating effectiveness

Teachers assess progress throughout the year and review the effectiveness of additional support through work, observation, attainment information, intervention records and feedback from pupils and families. The SENCO and leaders monitor the quality and impact of provision and adjust it where outcomes are not being met. Information is reported through school leadership and governance arrangements. Pupils with Education, Health and Care Plans (EHCPs) receive statutory annual reviews, with additional reviews where needed. EHCPs for children under five are normally reviewed at least every six months by the local authority. Reviews consider progress towards specified outcomes, provision and next steps.

8. Working with parents and carers

We seek to work in partnership with families from the earliest stage of concern. Parents can speak to the class teacher, arrange a discussion with the SENCO and contribute to assessment, planning and review. PPPs and Play Plans are reviewed termly with families. Parents and carers are also invited to parents' evenings and additional meetings where required. For pupils with EHCPs, families are invited to contribute to the annual review process. We communicate in accessible ways and take account of families' views when decisions are made.

9. Pupil Voice

Children are supported to express their views about what helps them learn, their strengths, goals and any barriers. Their views inform pupil passports, PPPs, Play Plans and EHCP reviews in an age- and needs-appropriate way, including through visuals, supported conversations or other communication methods. Pupil leadership and wider school voice opportunities support participation.

10. Staff expertise and specialist services

The SENCO coordinates SEND provision, advises colleagues, works with families and professionals and monitors outcomes. Learning mentors support emotional wellbeing, attendance and family liaison. Staff training responds to pupil needs and may include autism awareness, speech and language, specific learning difficulties, emotional regulation, safeguarding, physical or medical support and positive approaches to behaviour. Depending on assessed needs and service eligibility, the school may work with educational psychology, speech and language therapy, occupational therapy, physiotherapy, school health, mental health services, Knowsley Behaviour Outreach, autism and sensory advisory services, Early Help, social care and other relevant partners. Some support may be commissioned; access is subject to referral criteria and capacity.

Where additional specialist expertise is required, the SENCO liaises with relevant external professionals and services, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists and local authority advisory services. Recommendations are incorporated into individual provision plans and shared with relevant staff. The school commissions specialist support where appropriate and provides staff training in response to identified pupil needs.

11. Equipment, facilities and resources

The school uses SEND resources and funding to provide reasonable adjustments, specialist equipment, appropriate staff training, targeted interventions and professional advice, based on identified needs and available resources. The school has accessible toilet facilities; individual accessibility requirements and any necessary environmental adjustments are considered through the Accessibility Plan and individual planning. Pupils with medical conditions are supported under the school's relevant policy and individual healthcare plans where appropriate.

12. Inclusion in wider school life

Pupils with SEND are encouraged and supported to take part in lessons, assemblies, educational visits, residential, clubs, physical education, playtimes and other school activities alongside peers. The school plans reasonable adjustments, appropriate staffing, accessibility and individual risk assessments where needed. Activities are not automatically restricted because a pupil has SEND. Additional supervision and personal care arrangements are determined by individual needs, safeguarding and relevant plans.

13. Emotional wellbeing and preventing bullying

WWPA promotes a safe, inclusive and respectful environment. Learning mentors, ELSA sessions, regulation strategies and pastoral spaces may support pupils who need additional help. The school's Behaviour and Relationships Policy and anti-bullying procedures apply to all pupils, with reasonable adjustments and consideration of underlying needs. Concerns about bullying, anxiety or wellbeing should be shared promptly with the class teacher or pastoral team; safeguarding concerns are handled through the school's safeguarding procedures.

14. Transition between classes and settings

Transition support may include discussions with families and previous settings, information-sharing between staff, visits, transition booklets or visual supports, additional familiarisation and tailored plans. For Nursery entry, WWPA offers home visits. For transfers between classes, staff share information about effective provision and any relevant plans. For Year 6 pupils, the SENCO liaises with receiving secondary schools and supports additional transition arrangements where appropriate. Information is shared securely and lawfully.

15. Supporting looked-after children with SEND

For looked-after children with SEND, the SENCO works with the designated teacher, carers, social workers, the virtual school and other professionals as appropriate. SEND provision and EHCP outcomes are coordinated with the child's Personal Education Plan (PEP) and care arrangements, while maintaining confidentiality and listening to the child's views.

16. Admissions, Accessibility and Preventing Disability Discrimination

Whiston Willis Primary Academy is committed to ensuring that pupils with special educational needs and disabilities are treated fairly, included fully and provided with equal opportunities to participate in all aspects of school life.

In accordance with the Equality Act 2010, we take steps to prevent disabled pupils from being treated less favourably than their peers. This includes making reasonable adjustments to teaching, learning environments, resources, routines and school activities to remove barriers to participation and achievement.

Reasonable adjustments are considered according to individual needs and may include adapted teaching approaches, accessible resources, specialist equipment, additional adult support, adjustments to the physical environment and personalised arrangements for educational visits, extracurricular activities and unstructured times.

We work closely with pupils, parents and carers, staff and relevant professionals to identify potential barriers and ensure that appropriate support is planned, implemented and reviewed.

WWPA follows its published admissions arrangements and relevant statutory duties. Pupils are not disadvantaged in the admissions process because of their SEND or disability. Admissions for pupils with an Education, Health and Care Plan (EHCP) naming the academy follow the applicable statutory process.

Our Accessibility Plan outlines how we aim to improve access to the curriculum, physical environment and information for disabled pupils. This is available on the school website and should be read alongside our SEND Policy and Equality Information and Objectives.

17. Concerns, Disagreements and Complaints

Parents are encouraged to raise SEND concerns with the class teacher or SENCO in the first instance. If the matter is not resolved, they may contact the school's senior leadership team and use the published complaints procedure, available from the school office or website. Complaints about SEND provision are considered through the applicable school/Trust process; statutory routes relating to EHCP decisions, including mediation and tribunal rights, are separate and are explained by the local authority. Families can seek impartial advice from SENDIASS.

Parents and carers who believe their child has experienced disability discrimination may make a claim to the First-tier Tribunal (Special Educational Needs and Disability), in accordance with the Equality Act 2010. This is separate from the school's complaints procedure.

18. Contacts and Independent Support

School: Whiston Willis Primary Academy | Telephone: 0151 477 8270 | Website: <https://www.whistonwillis.co.uk/>

SENCO: Mrs J. Watkins (via school office).

Learning mentors: Mrs P. Steele and Mr P. Nixon (via school office).

SEND governor: Mrs R. Pender (via school office).

Knowsley SEND Local Offer: <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

SENDIASS: Independent information, advice and support for children, young people and families with SEND.
Telephone: 0333 323 7768 | Email: liverpoolknowsleysendiass@barnardos.org.uk.

19. Publication and Review

This report is published on the academy website and reviewed at least annually, and updated as soon as practicable when significant information changes. The SENCO and school leaders should verify current provision, contact details, complaints arrangements and the Local Offer link before publication. The academy should also publish the SEND Policy and Accessibility Plan and provide a link to the local authority Local Offer.