

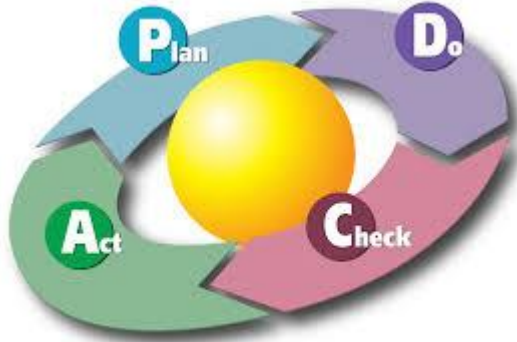


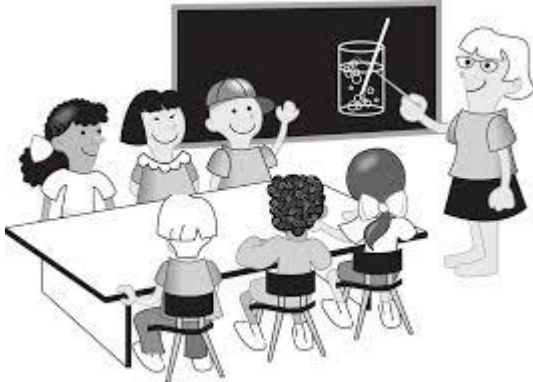
## WHISTON WILLIS PRIMARY ACADEMY SEN INFORMATION REPORT 2025-2026

<p>Kinds of Special Educational Needs that are provided for at Whiston Willis Primary Academy</p> 	<p>Whiston Willis provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 :</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>As an inclusive school we provide for children with a range of Special Educational Needs and Disabilities</p>
<p>Information about the school's Policies for identification and assessment of pupils with SEN (All information below can be found in our SEND policy).</p>	<p>Pupils are identified as having SEN, and their needs assessed, through :</p> <ul style="list-style-type: none"> <li>• information passed on from Nursery/ Key Stage Phases/previous schools</li> <li>• key stage results, baseline testing and progress data</li> <li>• feedback from teaching staff and observations</li> <li>• interventions not showing impact</li> <li>• referrals from parents</li> <li>• pupil referrals</li> </ul> <p>All pupils are rigorously tracked in order to inform our planning and teaching. If there are any concerns regarding progress or if any child requires extra support then this is identified by staff at the earliest opportunity and swiftly acted upon.</p> <p>If you are concerned about any area of your child's development please speak to your child's class teacher in the first instance. They may be able to provide you with further information about what the</p>

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	school can provide
<p>Evaluating the effectiveness of the provision made for pupils with SEND</p> 	<p>Tracking is completed half termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEN. Termly reports are made to the Governing Body and SEN Information Report posted on the school website.</p> <p>Please see Whiston Willis website: <a href="https://www.whistonwillis.co.uk/academy_information/policies/">https://www.whistonwillis.co.uk/academy_information/policies/</a> Teaching and Learning Policy Marking Policy</p>
<p>Arrangements for assessing &amp; reviewing pupils' progress towards outcomes, including opportunities available to work with parents &amp; pupils as part of this assessment and review</p> 	<p>These arrangements include:</p> <ul style="list-style-type: none"> <li>• data tracking for pupil progress</li> <li>• observations and follow up</li> <li>• open evening meetings a year and an end of year written report</li> <li>• 'Open door' policy</li> <li>• Reviews of children's 'Pupil Provision Plan (PPP)' / Play Plans targets take place 3 times a year and shared with both parents and pupils</li> <li>• Annual reviews for children with Education, Health and Care Plans</li> </ul> <p>As a school we follow a specific Assess-Plan-Do-Review cycle to support the progress of your child. More specifically this means: planning which involves discussing in-depth the nature of the problem that your child may be experiencing and what specific support can be put in place. The doing aspect involves the school and any other agency (if required) carrying out an agreed intervention over a set period of time. A review will then be arranged between the school and parents and any other agencies that may be involved or are being considered to become involved with your child.</p> <p>The impact of all interventions are measured and monitored closely. If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENCO will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.</p>

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<p>The school's approach to teaching pupils with SEN</p>	<p>Provision for SEN pupils includes:</p> <ul style="list-style-type: none"><li>• quality first teaching, with appropriate differentiation in place</li><li>• extra adult support in classrooms or for individuals where appropriate</li><li>• personalised provision through time limited programmes</li><li>• personalised provision through adapted provision</li><li>• Multi-sensory teaching methods</li><li>• Support from external services such as Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Early Help, etc</li></ul>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p> 	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"><li>• groupings that target specific levels of progress</li><li>• differentiated resources and teaching styles</li><li>• appropriate choices of texts and topics to suit the learner</li><li>• access arrangements for tests and/or examinations</li><li>• additional adult support</li><li>• classroom environment and mixed groupings</li><li>• physical resources</li><li>• multi-sensory approach</li><li>• dual recording</li></ul>

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<p>Communication and Interaction Needs: e.g. Autism Spectrum Disorders Speech, Language and Communication Needs Social Communication difficulties</p>	<p>Support available within school:</p> <ul style="list-style-type: none"> <li>• Visual Timetable and aids</li> <li>• Support, supervision at unstructured times of the day</li> <li>• Social skills programme / support including strategies to enhance self-esteem</li> <li>• ICT is used to support learning where appropriate</li> <li>• Strategies / programmes to support speech and language development</li> <li>• Strategies to reduce anxiety / promote emotional wellbeing</li> <li>• Where appropriate we will use support and advice from partners to meet the needs of pupils</li> <li>• Planning, assessment and review</li> <li>• Work with pupils, parents/carers and staff to develop and review plan based on the need of the pupil</li> <li>• Teaching resources routinely evaluated to ensure they are accessible to all pupils</li> <li>• Adapted and differentiated curriculum and resources</li> </ul>
<p>Cognition and Learning Needs:</p>	<p>Support available within school:</p> <ul style="list-style-type: none"> <li>• Strategies to promote English and Maths</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• Small group targeted intervention</li> </ul>

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	<ul style="list-style-type: none"> <li>• ICT is used to reduce barriers to learning</li> <li>• Support and advice is sought from outside agencies</li> <li>• Planning, assessment and review</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> <li>• Differentiated/adapted curriculum and resources</li> <li>• Work with parents/carers, pupils and staff to develop and review plans based on the need of the pupil</li> <li>• Access to teaching and learning for pupils is monitored through the schools self-evaluation process</li> </ul>
<p>Social, Mental and Emotional Health</p> <p>Behavioural Needs</p> <p>Social Need:</p> <p>Mental Health Needs</p> <p>Emotional Health and Wellbeing</p>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils</li> <li>• Behaviour management systems encourage pupils to make positive decisions about behavioural choices</li> <li>• The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions</li> <li>• An anti-bullying policy that is supported by all staff</li> <li>• Risk assessments are used as and action is taken to increase the safety and inclusion of all pupils in all activities</li> <li>• The school provides effective pastoral care for all pupils, where appropriate. Experienced Learning Mentor who support children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Targeted support for individual pupils</li> <li>• Small group programmes are used to improve are used to improve social skills and help them deal more effectively with stressful situations</li> <li>• Relax Kids, Elsa Sessions</li> <li>• Nurture Room (Kingfisher), Calm Room provision, outdoor learning, wellbeing garden are used to offer a different approach to the curriculum</li> <li>• Information and support is available within school for behavioural, emotional and social needs</li> <li>• Pupil Leadership/Pupil Voice</li> <li>• PSHE lessons – Jigsaw</li> <li>• NHS Mental Health Support Team</li> <li>• Knowsley Behaviour Outreach Team – commissioned by school to support social and emotional wellbeing/behaviour</li> </ul>
<p>Sensory and Physical Needs:</p> <p>Hearing/Visual Impairment</p> <p>Multi-sensory Impairment</p> <p>Physical and Medical Needs</p>	<p>Support and advice is sought from outside agencies to support pupils, where appropriate</p> <ul style="list-style-type: none"> <li>• ICT is used to increase access to the curriculum</li> <li>• Support to access the curriculum and develop independent learning</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs</li> <li>• Access to programmes to support Occupational / Physiotherapy</li> </ul>


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	<ul style="list-style-type: none"> <li>• Support with personal care if and when needed</li> <li>• Staff support training to ensure they understand the impact of a sensory need upon teaching and learning</li> <li>• The school has disabled toilets and facilities</li> <li>• The SENCo completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</li> </ul>
The Name and contact details of SENCo and SEN Governor	<p><b>SEN Governor – XXX (0151 477 8270)</b></p> <p>SENCO - Mrs J.Watkins (0151 477 8270)</p> <p>Learning Mentor – Mrs P.Steele (0151 477 8270)</p> <p>Learning Mentor – Mr P.Nixon (0151 477 8270)</p>
Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.	<p>Our specialist staff consists of:</p> <ul style="list-style-type: none"> <li>• Mrs Watkins - Special Educational Needs Coordinator (SENCO) – Manages SEN provision at Whiston Willis, completes multi agency referrals, attends SEN planning and review meetings, supports the writing of PPP's, tracks the progress and attainment of SEN pupils and liaises with parents. The SENCO attends Local Authority and Trust Forums and conferences to keep up to date with any legislative changes in SEN and the most up to date practice and provision. This is then shared with all school staff within the weekly staff meetings.</li> <li>• Mrs Steele and Mr P.Nixon (Learning Mentors)- supports attendance, the emotional well-being of all pupils through individual, paired and group work, liaises with families and other agencies, attends Child Protection and Child in Need meetings, completes referrals to the MASH (Multi-Agency Safeguarding Hub) Team.</li> </ul>



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	<ul style="list-style-type: none"> <li>• School Health – can support individual pupils, families or groups/cohorts</li> <li>• Educational Psychologist (Applied Psychologies) – commissioned by the school to support SEN pupils</li> <li>• Speech and Language Therapist – commissioned by the school to support early language development</li> <li>• Occupational Therapist – commissioned by the school to support the sensory curriculum around the child</li> <li>• Knowsley Behaviour Outreach Team – commissioned by school to support social and emotional wellbeing/behaviour</li> <li>• Family First, Inclusion Support Workers, ASC Advisory Teachers, Sensory Impairment Service, Inclusion Support Workers, Attendance Support Services, Social Care, CAMHS and Paediatricians and Knowsley LA Offer <a href="https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send">https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send</a> – all provide support when required by children and families.</li> </ul> <p>Mrs Watkins, Mrs Steele and Mr Nixon are able to refer to these services if a joint decision has been made with parents/carers about the need to seek specialist advice and support to move a child's learning forward.</p> <p>All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, positive handling etc. Training provided responds to the needs of the children and staff at any given time.</p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> <li>• The school's SEN budget is allocated to meet the needs of the children on the SEN Register.</li> <li>• The progress and attainment of all children is tracked and resources are allocated according to need.</li> <li>• The SEN budget is used to ensure that sufficient numbers of school staff are employed, qualified and</li> </ul>

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	<p>trained to support children and to purchase specialist help when required.</p> <ul style="list-style-type: none"> <li>• We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.</li> <li>• Our pupil premium funding is allocated effectively to ensure that all pupils have the best possible chance to achieve. Information showing how specific allocations have been spent is available on our school website <a href="http://www.whistonwillis.co.uk">www.whistonwillis.co.uk</a></li> </ul>
<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<ul style="list-style-type: none"> <li>• Parent/carers and teacher meetings by appointment each term.</li> <li>• School staff, Pastoral Team and SLT meet and greet the children and parents/ carers each morning and likewise at the end of the school day.</li> <li>• Parents/carers are regularly invited into school for special celebrations.</li> <li>• A variety of planned workshops throughout the year (see class information and our website regarding family learning)</li> <li>• Pupil Passports, PPP's – KS1/KS2, Play Plans – EYFS, Pupil Voice within the curriculum</li> </ul>
<p>The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<ul style="list-style-type: none"> <li>• Sessions with the Pastoral Team - Learning Mentor(s)</li> <li>• Pupil Leadership Team</li> <li>• Play Leaders and Wellbeing Monitors</li> <li>• Annual Reviews</li> <li>• Pupil Passports, Sharing and evaluating PPP's – KS1/KS2 and Play Plans – EYFS, Pupil Voice</li> </ul>

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<p>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.</p>	<ul style="list-style-type: none"> <li>• For further information or to discuss any concerns, please contact Mrs Watkins (SENCO) in the first instance</li> <li>• We do have a complaints procedure and you are entitled to ask the staff in the office for a copy of this at any point. This is also provided on the Whiston Willis Primary Academy website.</li> </ul>
<p>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<ul style="list-style-type: none"> <li>• Our school governing body reviews our settings' accessibility plan and policy on an annual basis to ensure that as a school we meet the needs of all our children</li> </ul> 
<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<ul style="list-style-type: none"> <li>• A comprehensive list of support services can be found on the Knowsley Council website <a href="http://www.knowsleyinfo.co.uk/">http://www.knowsleyinfo.co.uk/</a></li> </ul>
<p>The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p> 	<ul style="list-style-type: none"> <li>• On entry to Nursery, you will be offered a home visit from our Nursery Staff facilitating an exchange of information between home and school</li> <li>• We will ensure we contact any early years settings, or other schools you child has attended to gather information about their needs</li> <li>• Where necessary, we will support pupils moving to new settings and Key Phases by providing opportunities available for pupils to attend the new setting, completion of Pen Portraits, visual books and staff communication between class teachers and transisition days</li> <li>• Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition</li> </ul>

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	<ul style="list-style-type: none"> <li>For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school and opportunities for pupils to attend their new school</li> </ul>
Information on where the local authority's local offer is published.	<p>The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEN framework to help parents and young people play an active and informed role in their child's or their own education.</p> <ul style="list-style-type: none"> <li>The Knowsley Council SEND local offer can be found on the Knowsley Council website <a href="http://www.knowsleyinfo.co.uk/">http://www.knowsleyinfo.co.uk/</a></li> <li>SENDIASS can be contacted by: 03333237768 <a href="mailto:liverpoolknowsleysendiass@barnardos.org.uk">liverpoolknowsleysendiass@barnardos.org.uk</a></li> </ul>