Weston All Saints Primary School

SEN INFORMATION REPORT 2025-2026

Weston All Saints Primary School (WASPS) is committed to providing the best learning opportunities for all children, including those with Special Educational Needs and Disabilities (SEND). We strive to achieve this by creating a nurturing environment where success is celebrated and all children are encouraged and inspired to reach their potential.

We welcome all children, regardless of special educational need or disability. As a member of The Partnership Trust, we work closely with other local schools to offer a broadly similar range of provision.

Unique to WASPS is a Hearing-Impaired Resource Base (HIRB) which offers specialist provision for pupils who are Deaf. Integral to WASPS, the HIRB supports an agreed number of children throughout the school. To further support Deaf pupils, many of our classrooms have been adapted to absorb sound more effectively and have specifically designed interiors. This benefits all pupils and ensures our classrooms are acoustically efficient. More information about the HIRB is available on our website or through contacting the school.

Organised under twelve headings below is the WASPS school offer for pupils who have special educational needs and/or disabilities. This is called the '**SEND Information Report**' and is designed to help parents and carers understand how the school identifies children with special educational needs (SEN) and disabilities and the provision that is made for them. Our School Report is reviewed and updated annually.

1). WHO ARE THE BEST PEOPLE TO TALK TO IF I AM CONCERNED ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS/DISABILITIES (SEND)?

Staff at WASPS are committed to providing the best learning opportunities for all children. We are an inclusive school, working with parents/carers and a range of professionals to ensure the best education for all pupils. Regular and ongoing training ensures that our staff have a range of skills to support pupils with additional needs within the classroom setting and staff are adept at personalising learning to ensure all pupils reach their full potential.

Who do I speak to if I am worried?

1. Speak to your child's class teacher in the first instance.
2. If you remain concerned you can make an appointment to meet with the Special Educational Needs Coordinator (also known as the SENCO). Mrs Ellie Stone is our SENCO and Inclusion Leader. She works with class teachers to ensure that children's needs are quickly identified and that the right provision is in place to help every pupil make good progress.

Ellie Stone SENCO	Sophie Dyer Governor for SEND	Matthew Norcott Headteacher

2). HOW DO STAFF AT WASPS KNOW IF MY CHILD HAS SEND AND NEEDS EXTRA HELP?

The progress and wellbeing of all children at WASPS is monitored closely by their class teachers and the school endeavours to meet the needs of all children through high quality, inclusive teaching which adheres to the BANES Core standards.

Staff know when a child needs help if:

- A child is not making expected progress from their starting point
- Concerns are raised by parents/carers
- There is a change in a child's behaviour
- A child has a specific disability
- Other professionals identify a special educational need and/or disability

If the class teacher has concerns about the progress or attainment of a child, they will discuss this with the child's parents/carers as well as the SENCO. Teachers will complete a Concern Referral Form and the SENCO will assess the next steps.

To obtain further understanding of strengths and difficulties, the SENCO may decide to use a range of assessment tools.

Adaptions may be made to the curriculum to support children's access. A programme of additional support may then be provided.

Should concerns remain about a child's progress and attainment, despite the additional support, with your consent, your child may then be referred to external specialists if appropriate.

3). WHAT TRAINING OPPORTUNITIES ARE THERE FOR STAFF SUPPORTING CHILDREN WITH SEND?

The SENCO holds the following qualifications:
BA Hons QTS and MA
Associate Membership of the Dyslexia Association (AMBDA)
Post Graduate Diploma in Special Educational Needs
Post Graduate Certificate in Identifying and teaching learners with Dyslexia/SpLD
Level 4 counselling as well as Dyadic Developmental Practice Level 1 Certificate (Approach to trauma)

The SENCO/Inclusion Leader provides in-house training where possible and this may include whole school training on SEND or support for identified groups of learners within the school. Whole staff training is used to disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with SEND.
School staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g support from the Specialist Autism Support Service (SASS). We sometimes use these agencies to provide modelling of interventions which are then continued by support staff.

4). HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

Your child's education will be planned and monitored by their class teacher with support from the SENCO. At WASPS, provision for children with SEND is a matter for the school as a whole and our curriculum is designed to match the needs of all children by offering personalised learning which is adapted according to needs.

The classroom environment may also be adapted to suit individual needs by e.g. providing a workstation or individual visual timetable.

Your child may work with class teachers, teaching assistants or external specialists who will provide support to staff in order for your child to make good progress.

At WASPS we have an experienced team of Teaching Assistants (TAs) who may support your child in the following ways:

- Targeted support in class
- Group support outside of class, for example, pre-teaching activities
- Individual/targeted support outside of class
- Pastoral support, e.g. Emotional Literacy Support, in one of our designated spaces

The type and the amount of support provided will depend on the individual and type of need your child has. It will be decided by the SENCO and class teacher in consultation with parents and the child. The Phase Lead and Headteacher will also be involved in decisions around support that require additional financial or logistical consideration.

In addition to the daily quality whole class teaching adaptions available within the classroom, WASPS also uses our TA team to deliver learning interventions in the following areas

- Numeracy – NESSY Number SENSE/NIPPY NUMBERS
- Dyslexia-NESSY
- ELSA and THRIVE
- Sensory Regulation

This enables us to meet additional learning needs through a range of specific, Quality Assured intervention programmes.

At WASPS we also draw on a range of external agencies should your child require more specialist intervention.

Below are some of the external agencies who work closely with WASPS to provide specialist support and advice for a small proportion of our pupils who require external support.

Autism Outreach Service (SASS)	Brighter Futures	Occupational Therapy
Mental Health Support Team	Paediatric Service	School Nurse
HCRG Speech and Language Therapy	Mentoring Plus	Bristol Sensory Support Service

5). HOW CAN I BE INVOLVED IN MY CHILD'S EDUCATION?

The school works in close partnership with parents to provide the following as necessary:

- Advice from the class teacher on home support for the barriers their child may be facing
- Learning support plans with three formal review meetings to discuss progress/concerns/next steps with the class teacher
- Information on navigating the services available to the family
- Open door policy regarding contact with the SENCO as well as two parent/carer surgeries across the year
- Parent consultation meetings with the class teacher
- Home/school dojo communication to celebrate successes

Should your child have an Education Health and Care Plan, you will be encouraged and supported to communicate with the SEND Officer at Local Authority level who is responsible for your child's provision.

6). WHAT EXTRA HELP CAN I ACCESS IF MY CHILD HAS SEND?

In addition to the support detailed above, parents/carers of children with SEND can access support and advice from:

BANES County Council's 'Local Offer' which is through the 'Rainbow Resource.' This provides information for parents/carers of children and young people with SEND in a single place. The website and its links provide information on education, health and social care services.

BANES Rainbow Resource

BATH & NORTH EAST SOMERSET

BANES has a statutory responsibility to provide free, impartial advice for all parents and carers of children with SEND and does this through the SENDIAS service: www.sendiasbathnes.org.uk

The Service has/provides:

- A telephone enquiry line 01225 394382
- Impartial information through its website and leaflets on a range of topics relating to Special Educational Needs and disabilities
- A trained Independent Supporter to help parents through the Education Health Care (EHC) Needs Assessment and advice on EHCPs
- One to one support to help gather, understand and interpret information; help with report and letter writing and to prepare for and/or support at meetings
- Information about the Special Educational Needs Disagreement Resolution and Tribunal arrangements.

7). HOW WILL MY CHILD BE INVOLVED IN MONITORING THEIR PROGRESS IF THEY HAVE SEND?

The school actively seeks children's views and feedback. The SENCO regularly meets and talks with children who have SEND particularly via the Equalities Team which has a majority representation of neurodivergent pupils and of which the SENCO is the staff representative.

The SENCO carries out a 'pupil voice' questionnaire twice per year with a sample of the schools SEN population in order to inform provision and approaches as well as possible extra-curricular opportunities. Children's views are perceptive and are crucial in shaping change and improving practice and informing the SEN development plan.

At WASPS, teachers work with children to set their individual learning targets. These are personal to each child and focus on the next small step/s a child needs to take to make progress. Teachers review targets with children and offer feedback on these in the context of the learning the children undertake in school. These are recorded on their Learning Support Plan or for a small proportion of pupils who may need more targeted support, a 'My Support Plan' may be used to collate information from different professionals and to incorporate outside agency targets.

Some children do not require a Support Plan and a One Page Profile may be used to share information about their needs where these require adaptions rather than targeted interventions and external agencies. Children and parents are involved in writing and reviewing the One Page Profile to ensure that it stays current.

8). WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

WASPS is an inclusive school where the needs and wellbeing of all children are highly valued. The following are considered important when managing overall wellbeing.

Medical needs

These are met through the information parents and health professionals provide to inform a Health Care Plan. Such plans will ensure that children with medical needs are well supported in school and children will not experience unnecessary barriers to learning. The school accesses the disability team at the RUH in Bath as well as the Physical and Sensory team.

Social, emotional and/or mental health difficulties (SEMH)

The school follows 'Jigsaw', a Personal, Social, Health and Economic development programme, as part of the curriculum.

Our first line intervention for identified SEMH would be to implement emotional literacy support (ELSA) support for a 6-8 week block of personalised intervention work and generalise skills in class through close communication between the class teacher and ELSA.

The school has a THRIVE practitioner who works with a small proportion of pupils with increased SEMH needs for a course of intervention.

For some children, it may be appropriate to complete an Early Help Assessment (EHA) which supports the wellbeing of a child and their family. An EHA creates a plan for the child and the family, and is written by a 'Lead Professional' in consultation with the family and with other professionals who are working with them.

Referrals may also be made to other agencies that can support families such as 'Connecting Families'.

9). HOW ACCESSIBLE IS THE SCHOOL SITE FOR PUPILS WITH SEND?

The school site is fully accessible. There are accessible toilet facilities. Where necessary, reasonable adjustment will be made to the school premises and equipment to remain in line with the requirements of the Disability and Equality Act (2010). Our policy regarding this, along with the SEN Policy, is available on our website.

Where possible and when appropriate, the school will seek advice and obtain specialist equipment to aid learning for pupils with specific needs. Teaching assistants who are, at times, responsible for ensuring the inclusion of individual pupils, are provided with the appropriate training to ensure that the child has full access to activities appropriate for them.

All children have the right to access off site educational visits where it is safe for them to do so. For those with additional needs, alternative provision can be made for example, additional adult support, alternative transport arrangements or alternative arrangements for the administration of medicines.

Where necessary, a risk assessment will be carried out to identify risks for individuals and to ensure things are in place for a safe and enjoyable outcome for all children and staff. We endeavour to seek advice from parents and discuss whether they are comfortable with the arrangements we have made for their child.

10). HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO SUPPORT MY CHILD'S NEEDS?

All schools have a 'notional' SEN budget. However, this is not based on the number of SEN pupils. This funding goes towards a variety of resources across the school such as software licences, interventions, specific resources, additional support and external agency support.

Where a child has significant needs that the school feels it cannot meet, the school is able to apply for an Education, Health and Care Plan Needs Assessment. This may lead to further funding being provided by the Local Authority. Parents can also make a direct request to the Local Authority asking them to undertake a Needs Assessment for their child. This applies to very small proportion of pupils with the most significant and persistent needs.

11). WHAT ADDITIONAL TRANSFER ARRANGEMENTS DOES WASPS MAKE TO ENSURE MY CHILD IS PREPARED FOR THEIR NEXT STAGE OF EDUCATION?

Prior to starting in Reception, children identified as having special educational needs will have a 'School Entry Plan' meeting. This will be attended by parents/carers, pre-school staff, school staff, the Early Years Area SENCO and any external professionals who are supporting the child.

The aim is to plan how everyone can make the transition to school as smooth and easy as possible. For children with medical needs, this will include identifying staff training requirements to ensure that the child's needs are fully met and any potential challenges are identified and solved. All families will be invited to participate in additional visits to the school prior to starting.

Visits are designed to ensure that parents/carers and children know the staff and are familiar with the school setting ahead of starting school.

On moving to secondary school, there is communication between schools to plan a smooth transition. Secondary transition is supported, as required, by additional visit days/group or individual work/Summer school etc. to aid any children who have greater difficulties or anxieties. There may also be a transition support package for pupils with Autism provided by the Autism Outreach Service.

If a child has a current Early Help Assessment, all professionals become involved in supporting the transition process. Children with an Education, Health and Care Plan (EHCP) will have a statutory Annual Review which will encompass change of provision/transition to Secondary school.

12). WHAT DO I DO IF I FEEL I NEED TO MAKE A COMPLAINT?



Please remember that we are here to help and work in close partnership with you and your child. If you feel something isn't working, please speak to your child's teacher in the first instance as they have the best insight into your child's day to day experience. Mrs Stone (SENCO), the Phase Leader can also be contacted if you continue to have concerns.

We very much hope that any concerns you have will be easily resolved through discussion and collaboration, and that the regular meetings we hold will also give you an opportunity to raise questions and address any concerns you may have.

If your complaint is still not resolved you can use our Complaints Policy and Procedure which will enable your complaint to be formally investigated.

You can access the Complaints Policy & Procure by clicking on this link.

For further information around anything you have read in this document please speak to:
Mrs Stone (SENCO/Inclusion Lead)
For a spoken word version of this policy please contact the school office on: 01225 421786