

SEND Information Report



LOWER SCHOOL

Where Learning Starts

Reviewed	October 2025
Policy Status	Statutory
Review Period	Annually (Oct 26)
Person Responsible	Head Teacher

Context

In the Summer of 2014, after a lengthy period of consultation, the Government released a new Special Educational Needs and Disability Code of Practice: 0-25 Years. This document is Statutory Guidance for organisations who work with and support children and young people with special educational needs and disabilities. The document brings together guidance for education, health and care professionals to use so they can work in a joint manner to support children and young people up to the age of 25. The Code explains the roles of children and their parents / carers in decision making and reviewing of provision. The Code also explains required meetings and documentation used at different stages, how to plan for transition between schools / stages and explains how to resolve disagreements.

Types of SEND

The Code of Practice states that a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Needs are divided into four separate areas, although many children's needs will cross two or more sections:

Communication and Interaction	Cognition and Learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
▪ Speech and language needs ▪ Social communication ▪ ASD : Asperger's Syndrome and Autism	▪ Children who learn at a slower pace than their peers ▪ Moderate Learning Difficulties (MLD) ▪ Severe Learning Difficulties (SLD) ▪ Profound and Multiple Learning Difficulties (PMLD) ▪ Dyslexia ▪ Dyscalculia ▪ Dyspraxia	▪ Withdrawn, isolated, challenging or disturbed behaviour ▪ Attention difficulties including ADHD ▪ Anxiety ▪ Depression ▪ Self harm or substance misuse ▪ Eating disorders ▪ Other unexplained physical symptoms	▪ Vision impairment (VI) ▪ Hearing impairment (HI) ▪ Multi-sensory impairment (MSI) ▪ Other physical disabilities

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Central Bedfordshire Local Offer can be found at:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

The Special Educational Needs Information Report

The governing boards of state schools must publish information about the implementation of policies for pupils with SEN. This information should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. Set out below is Westoning Lower School's SEND Information.

School Name	Westoning Lower School		
Type of School	Mainstream, Academy		
Number of Pupils	116 (103 main school, 13 Nursery)	Percentage SEND	11.2%
SENDCo	Our Special Educational Needs and Disabilities Co-Ordinator is Mrs Jacqui Boyle. She can be contacted via the school office on 01525 712994 or by email, jboyle@westoninglowerschool.co.uk		
SENDCo Link Governor	The Governor with responsibility for SEND is Elaine O'Shaughnessy. Please direct any correspondence through the School Office.		
Policies related to identifying and assessing needs	Policies available on the School Website and/or from the School Office:		
	SEND	Behaviour	
	Safeguarding	Medical Needs	
	Equality	Teaching and Learning	
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?	<u>The Class teacher</u>		
	Responsible for:		
	• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary. • Writing Individual Learning Plans (ILPs), and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring personalised teaching and learning for your child as identified on the school's provision map. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.		
	<u>The SENDCo</u> – Mrs Jacqui Boyle		
	Responsible for:		
	• Developing and reviewing the school's SEND policy. • Coordinating all the support for children with special educational needs or disabilities (SEND). • Ensuring that you are i) involved in supporting your child's learning, ii) kept informed about the support your child is getting, iii) involved in reviewing how they are doing. • Liaising with all the other people who may be coming into the school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND list (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept. • Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.		
	<u>The Head teacher</u> – Mrs Jacqui Boyle		
	Responsible for:		
	• The day to day management of all aspects of the school, this includes the support for children with SEND. • Ensuring that your child's needs are met. • Making sure that the Local Governing Committee is kept up to date about issues relating to SEND.		
	<u>The SEND Governor</u> – Elaine O'Shaughnessy		
	Responsible for:		
	• Making sure that the necessary support is given for any child who attends the school, who has SEND.		

What are the different types of support available for children with SEND in our school?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. *This is support provided at Stage 1.*

Specific group work

Intervention which may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies e.g .Speech and Language therapy SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENDCo and class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Education Psychology Service (EPS).

Outside agencies such as Speech and Language Therapy (SALT).

This is support provided at Stage 1 and 2.

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. *This is support provided at Stage 3.*

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team;

Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), the Panel will decide whether they think your child's needs (as described in the paperwork provided),

	seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. • After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHC Plan will outline the individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
How can I let the school know I am concerned about my child's progress in school?	If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Coordinator (SENDCo). • The school SEND Governor can also be contacted for support.
How will the school let me know if they have any concerns about my child's learning in school?	If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to: • listen to any concerns you may have; • plan any additional support your child may need; • discuss with you any referrals to outside professionals to support your child's learning.
How is extra support allocated to children and how do they progress in their learning?	The school budget, received from the Education and Skills Funding Agency, includes money for supporting children with SEND. A child with an EHCP receives additional top up funding to cover the support detailed in Section F of the plan. • The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. • The Head Teacher / SENDCo considers all the information they have about SEND in the school, including: ◦ the children getting extra support already; ◦ the children needing extra support; ◦ the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed; ◦ the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development. • Schools identify the needs of their pupils on a school provision map, which for SEND pupils identifies all resources/training and support, and are reviewed regularly and changes made as needed.
Who are the other people providing services to children with SEND in this school?	School provision • School staff – teachers, teaching assistants, SENDCo • School clubs Local Authority Provision delivered in school • Autism Outreach Service • Educational Psychology Service • Sensory Services for children with visual or hearing needs • Parent Partnership Service • Behaviour Intervention Team

	• EYFS Team • Attendance Officer Health Provision delivered in school • Speech and Language Therapy • School Nurse • Occupational Therapy • Physiotherapy • CAMHS • CHUMS • SpLD Specialist Private Provision delivered in school • Play Therapy
How are the teachers in school helped to work with children with SEND and what training do they have?	The SENDCo's job is to support the class teacher in planning for children with SEND. • The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder (ASD) and Speech and language difficulties. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach Team.
How will the teaching be adapted for my child with SEND?	Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
How will we measure the progress of your child in school?	Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term in English and Mathematics. • If your child is in Year 1 or above, there are different screening materials in school to help do a more in-depth diagnostic check. • Children may have an Individual Learning Plan (ILP) which will be reviewed, and a future plan made. • Teachers meet with the SENDCo on a half-termly basis as part of SEND pupil progress meetings. • The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. • The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
What support do we have for you as a parent of a child with a SEND?	The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. • The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • ILPs will be reviewed with your involvement. • Homework will be adjusted as needed to your child's individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
How is WLS accessible	• The school is fully compliant with the Equality Act 2010. • The school is on one level with double doors.

to children with SEND?	• There is an accessible toilet. • We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs. • After school provision is accessible to all children including those with SEND. • School trips and extra-curricular activities are accessible for children with SEND.
How will we support your child when they are leaving this school OR moving on to another class?	We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: • We will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: • Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. ILPs will be shared with the new teacher. • If your child would be helped by a book to support them understand moving on then it will be made for them. In Year 4: • The SENDCo will discuss the specific needs of your child with the SENDCo of their Middle school. • Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
What Emotional and Social Development support do we have for a child with a SEND?	We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. • The Emotional Health and Well-being of all our pupils is very important to us. • We have a robust Safeguarding Policy in place; we follow National & LA Guidelines. • We have a robust Behaviour Policy in place. • The Head teacher and all staff continually monitor the Emotional Health and Well-being of all our pupils. • We are a Values education based school. • We are an Anti-bullying school. • We have members of staff who work with pupils on an individual basis to support their Emotional Health and Well-being, as appropriate. Mrs Dean is the Wellbeing lead for the school and Mrs Boyle is the Senior Mental Health Lead.