

Westacre Infant School



SEND Information Report

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Governor: *Mrs A Dalton* Chair of Governors

Westacre Infant School- Information Report

Introduction

Welcome to our information report, which is part of the [Wolverhampton Local Offer](#) for learners with Special Educational Needs and Disabilities ([SEND](#)). At Westacre Infant School, we are a three-form entry; we believe that all children have an equal opportunity to participate in a broad and balanced curriculum that is differentiated to meet the individual's needs, abilities and interests. We aim to remove barriers to achievement and support children with difficulties with their communication and interaction, cognition and learning, social, emotional and mental health and sensory or physical needs.

We have children in the 4 categories. There are around 7% of our children who have either a Special Educational Needs support or have EHCP's (Education, Health and Care Plans). Within our school there are 0.4% of children that have Cognition and Learning Difficulties, 1% of children have Social, Emotional and/or Mental Health, 5% of children have a Communication and Interaction Need and 1% Sensory and/or Physical Needs. This proposes that all teachers expect to have children with SEND in their classes. All children benefit from 'Quality First Teaching'. This means teachers are expected to assess, plan and teach all children at the level that allows them to make progress with their learning. In addition, we implement interventions to target particular skills. We are working closely with parents and children to ensure that we have a child centred vision and to include their parent's aspirations. Parents are also involved at every stage of the planning and reviewing of the SEND provision for their child.

Who are the best people to talk to about my child's difficulties with learning?

The Class Teacher

- They will ensure the 'Quality Teaching' is imbedded within the classroom environment, this will then indicate whether your child needs support which can be identified using the provision wave map.
- Monitor the progress of your child and identify, prepare and provide any additional help your child may need which can be done through additional support or intervention. These interventions can range from supporting with skills throughout the year group to pre teaching. There are different interventions that occur such as maths, writing and reading.
- Consult with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) when necessary.
- Differentiation, for example scaffolding tasks appropriately or personalise the teaching and learning for your child and implement the strategies that have been recommended by other external agencies within the classroom.
- Ensure that the school's [SEND Policy](#) is followed within their classroom for all pupils they teach with any additional needs.

The SENDCo

- Develop and review annually the schools SEND policy and SEND Information Report.
- Co-ordinate all of the support for children with a SEND.
- Ensure you and your child are involved in supporting your child's learning, kept informed about the support your child's getting, involved in reviewing their progress and attending EHCP reviews.
- Liaise with all other professionals who may come into school to help support your child is learning.
- Update the schools SEND register and make sure that records of your child's progress and needs are kept up to date.
- Provide specialist support or training for teachers and support staff in the school, so they can help children with SEND to make the best progress possible.

The Headteacher

- Run the day-to-day management of all aspects of the school including support for children with SEND.
- Mrs Anna Dalton (Chair of Governors) ensures the Governing Body is kept up to date about issues relating to SEND.

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

Quality First Teaching

- Teachers have the highest possible expectations for your child and all the pupils in their class.
- All of the teaching is built upon what your child already knows, can do and understand.
- Lessons are differentiated through scaffolding to ensure that all children are supported with a range of resources so they are able to make progress within the lesson. For example, in maths children may find it difficult therefore the teacher would be able to support the child with a range of resources that they have used previously to then progress.
- Also that curriculum tasks have tasks that challenge all children at a level that is appropriate for them.
- Different multi-sensory teaching methods such as visual, auditory, reading/ writing and kinaesthetic are in place to support your child and is fully involved in their learning. These teaching methods can be prompts, mats, communicating individually, physical and concrete resources.
- The teacher will monitor the progress and will identify any gaps and decide on extra support that would be required for your child to make the best possible progress.

Group work or Interventions

- This can be done within the classroom or around the school.
- They will be delivered by either the teacher or a teaching assistant.
- Outside agencies such as Speech and Language Therapy, Occupational Therapy or the Inclusion Team.
- Local Authority services such as the Special Needs Early Years' Service
- Outreach service from one of the local Special Schools.

These multi- professionals can then set and monitor intervention/ progress with targets and give next steps for teaching professionals.

Referrals to External Agencies

- You might be asked to give your permission for the school to refer your child to a specialist professional. This will help us all understand your child particular needs better and to support these more effectively in school and at home.

- The specialist professional will work with your child to assess their needs and will make recommendations, with the best interests of your child.

One to One Support

This support would take place most of the time in the classroom and would be personalised to each individual child.

- This type of support is for children who have complex needs and is usually provided with an EHCP.
- Your child would have been identified, by multi professionals as having specific high levels of needs.
- Children who have specific barrier to their learning, which cannot overcome using interventions or quality first teaching.

How is extra support allocated to children, and how do they progress in their learning?

The school budget, received from Wolverhampton LA, includes money for supporting children with SEND. The Headteacher and SENDCo then decide on the deployment of the resources for SEND on the needs across the school.

We identify specific targets for particular groups of children and interventions take place to meet their needs. The Headteacher and SENDCo monitor and review the effectiveness of interventions that take place across the school ensuring that the correct provision is provided to individual children with SEND.

Which other services provide support for children with SEND in our school?

At Westacre Infant School, we follow a graduated approach in which strategies would be put in place within the classroom to support your child. These strategies would range from multi-sensory approach to pre-teaching. However, if the teacher has put all the strategies in place and doesn't feel that progression is being achieved, then the SENDCo will make a referral to professionals (stated below) and you as parents/carers will be informed of this happening.

Multi- Professional Provision

- [Specialist SEND Teacher](#)- supports us with advice and strategies.
- [Educational Psychologist](#)- supports us with assessment and strategies for meeting the needs of children with SEND.
- [Special Needs Early Years Service](#)

- [Wolverhampton Information, Advice and Support Service](#)
- [Wolverhampton Outreach Service](#)
- [Believe to Achieve](#)
- [Sensory Inclusion Service](#)
- School Nurse
- [Speech and Language Therapy](#)
- [Occupational Therapy](#)

How does the school support teachers in teaching children with SEND?

The Headteacher and SENDCo are responsible for ensuring that all staff are able to plan and deliver teaching that is appropriate for the needs of children with SEND. The SENDCo is obtaining the National Award for SENDCo qualification and continues to attend local training events and network meetings to ensure that up-to-date and important information is circulated to all school staff regarding children with SEND. Training that has been completed previously is; trauma and attachment by an Educational Psychologist and graduated approach and strategies by a Specialist Service. There will be training commencing in the new year from Wolverhampton Outreach Service.

How will teaching be adapted for my child with SEND?

Class teachers differentiate using scaffolding resources. This means that although the class might be working towards the same objective the activities will be differentiated to match the ability levels. Teaching might be adapted by the use of specific resources, strategies and interventions which will be used to support individual children.