Special Educational Needs and Disability (SEND) Information Report

Version	Date	Author	Comments
1	Sept 26	A Sawyer	

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Approved By:	FGB
Statutory Policy	Yes
Review Cycle	Annual

What is the Local Offer?

Following the Children and Families Act (2014), the Special Education Needs and Disability Code of Practice: 0 to 25 years (2014) became effective from the 1st September 2014. From this date Local Authorities (LA) and schools were required to publish information about services they expect to be available to support children and young people with special educational needs and/or disabilities. The LA refers to this as the 'Local Offer'. More information can be found on the following webpage:

https://www.suffolklocaloffer.org.uk/

The purpose of the Local Offer is to provide choice and transparency for families. It is an important resource for parents/carers in understanding the range of services and provision in the local area and should support them in making informed choices and decisions regarding their child's education.

What is the SEND Information Report?

The SEND Information Report is specific to the school and includes information regarding the provision for pupils with SEND that is available at that school. The School SEND Information Report forms part of the LA Local Offer.

Westgate Community Primary (CP) School SEND Report

Our school is committed to providing support for children with SEND in line with the requirements of the SEND Code of Practice: 0 to 25 years. The aim of our SEND Information Report is to provide an outline of the provision and support available at our school to meet the needs of pupils with Special Educational Needs and/or disabilities.

SEND Information and the School Website

All Governing bodies have a legal duty to publish information on their website about the implication of the governing body's policy for pupils with SEND. The school website includes the SEND policy, the school offer, a link to the LA offer and the SEND Governors information report. The SEND policy is reviewed yearly and ratified by the Governing body.

Key Questions relating to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014 section 6.79) SEND Code of Practice: 0 to 25 years.pdf

What is SEND and what kinds of SEND are provided for at Westgate CP School?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice: 0 to 25 years - 6.15)
Schools in Suffolk are supported by the Local Authority to be as inclusive as possible, with the needs of children with SEND being met in a mainstream setting wherever possible, where families want this to happen. Westgate CP School is an inclusive school which aims to ensure that all children, regardless of their specific needs, make the best possible progress in school.

The following broad areas of SEND give an overview of the support provided at Westgate CP School. The aim of our SEND support is to recognise and identify the kinds of support a child needs and to plan, implement and review the action that the school needs to take to meet the needs of the child. It is recognised that a child may have needs in more than one of these broad areas and that a child's needs may change over time.

Communication and Interaction
Children are supported in the development of their speech, language and communication by a Learning Support Assistant (LSA) with extensive training in Speech, Language, and Communication. They also work closely with the NHS SALT team. These needs also include children with Autism Spectrum Disorder as these children may have particular difficulties with social interaction.

Cognition and Learning
A range of strategies are used to support children with learning difficulties here at Westgate CP School. This includes 1:1 interventions as well as resources to support individual learning needs such as Specific Learning Difficulties (e.g. Dyslexia).

Social, Emotional and Mental Health Difficulties
At Westgate CP School, we recognise that children may experience a range of social and emotional difficulties. We provide a highly nurturing learning environment to support children in their social and emotional development and we are able to offer emotional support through our Emotionan Literacy Support Assistant (ELSA) trained staff.

We also recognise that sometimes there may be underlying mental health difficulties and seek support from outside agencies to identify needs and provide appropriate support through ongoing conversation with parents.

Sensory and/or physical needs
At Westgate CP School, we seek advice and guidance from specialist teachers and health professionals on supporting children with visual impairments, multi-sensory impairments and/or a physical disability.

We have a Deaf Resource Base within our school that is staffed by an expert Teacher Of the Deaf and experienced deaf-aware LSAs who are able to support the children through the use of British Sign Language (BSL).

Medical needs

We also seek advice and guidance from health professionals on supporting children with medical needs and formulate an Individual Medical Care Plan for the child.

How are Special Educational Needs identified and assessed?

Here at Westgate CP School we listen carefully to parents/carers. Where a parent/carer has a concern about their child's learning or progress, we listen and work with the parent/carer to identify any particular difficulties or factors which may be important in the identification of any Special Educational Needs.

The class teachers at our school know the children in their class very well. When children transfer to new teachers as they move through the school, their new teacher already has an understanding of the child's learning from information passed on by the previous teacher and from each child's individual learning records. Our marking and assessment policy supports teachers in monitoring learning and regular assessed pieces of work means that class teachers have a very good understanding of where every child is with regards to their learning and can help identify where there may be cause for concern.

We aim to identify any Special Educational Needs as early as possible in order to provide appropriate support and early intervention. However, we recognise that Special Educational Needs can become apparent or affect a child at any point during their school career and so we continually monitor progress to ensure every child is progressing in their learning.

Where a concern is raised by a parent/carer, a teacher or the child themself, we may then monitor progress or carry out specific assessments of the child's learning to identify any possible Special Educational Needs. The SENDCo and school staff can carry out a range of assessments to help identify possible areas of difficulty or Special Educational Needs.

Where a Special Educational Need is identified, we then plan and implement a SEND Individual Support Plan (ISP) which identifies desired outcomes and the support and provision needed to achieve these outcomes. The SEND ISP is formally reviewed termly, it is used to support the teacher and other adults working with the child on a day to day basis and can be amended as a working document. Parents /carers and the child are fully involved in the review. We may also seek specialist advice or support from outside agencies in order to meet the child's individual needs.

The majority of children with SEND will have their needs met by the school through the school's SEND budget. Where the cost of the necessary provision to meet a child's needs exceeds this, the school applies for additional top-up funding. This is known as High Needs Funding.

Where a child has significant needs, it may be appropriate for a request to be made to the Local Authority to carry out an Education, Health and Care Needs Assessment. Requests can be made by the child's parent or the school. Where the LA agrees to carry out an Education, Health and Care Needs Assessment (EHCNA), they will then decide whether it is necessary for it to make additional provision through an Education, Health and Care Plan (EHC Plan) – formerly referred to as a Statement.

Who should parents/carers contact if they are concerned about their child's learning or progress?

If a parent/carer is concerned about their child's progress they should speak to their child's class teacher in the first instance.
If a parent/carer would like to discuss their concerns further, the parent/carer should make an appointment to meet with the SENDCo.

How will parents/carers be informed if the school is concerned about their child's learning or progress?

If the school is concerned about a child's learning or progress these concerns will be shared with parents/carers either at a mutually convenient time or at the next Consultation Evening. Teachers will also explain the action that school will take to support the child's learning and progress and offer advice on how parents/carers can support their child at home. A follow-up meeting will then be arranged to review the child's progress.

Where there are significant concerns regarding a child's learning or progress, parents/carers may be invited in to meet with the SENDCo, Assistant Head, or Head Teacher.

How are parents/carers of children with SEN consulted regarding their child's progress and how are they involved in their child's education?

As part of our parent/carer/teacher consultation and reporting arrangements, parents/carers of children with SEND are consulted regarding their child's education through regular reviews of the child's SEND ISP. During these reviews, progress towards the previously agreed desired outcomes for the child are discussed and new outcomes agreed. Information is shared regarding how the school will meet the child's needs and monitor progress. Ideas are given regarding possible ways parents/carers can support their child at home. The SENDCo may be involved in these discussions. In addition to these meetings, parents/carers or the school may request additional meetings to discuss progress as appropriate.

How will a child be informed of their Special Educational Needs? How will they be consulted and involved in their education?

Our ethos of celebrating everyone's successes and also recognising that everyone finds some things more difficult supports children in recognising their own strengths and areas of difficulty. Where a child has a specific Special Educational Need or disability, school is happy to support parents in discussing this with their child in a positive way and at an age appropriate level. Please speak to your child's class teacher or the SENDCo if you would like support in this.

Children are encouraged to be reflective and self-evaluate their work and learning. In addition to this, children with SEND are involved in agreeing the desired outcomes for their SEND ISPs at an age appropriate level. During review meetings children are encouraged to self-evaluate their progress towards the outcomes.

Children with Education, Health and Care Plans (EHCP) are invited to attend their Annual Review meetings.

How will the child's progress towards outcomes be assessed and reviewed and how will the child and his/her parents/carers be involved in this review?

The child's progress towards the agreed outcomes in their SEND ISP or EHCP will be assessed by the class teacher under the guidance of the SENDCo. Ongoing assessment of the child's learning will take place during lessons and marking of work. In addition to this, specific assessments may be carried out in order to measure the child's progress towards the outcomes. The SENDCo may be involved in carrying out specific assessments, especially for pupils who have an EHCP.

During the review, where an outcome has been achieved, successful strategies, approaches and interventions will be discussed and recorded. Where an outcome has not yet been achieved, the extent to which it has been achieved will be discussed together with any limiting factors. The provision that was made in order to support the child in achieving the outcome will be considered and amendments made as appropriate. This may include breaking down the outcome into smaller steps or alternative provision made to support the child. The child and their parent(s)/carer(s) will be invited to attend regular review meetings.

This graduated approach model of "Assess, Plan, Do and Review" ensures that children are making progress at their own rate and allows for desired outcomes and next steps to be carefully planned and evaluated.



What support is available for children moving between phases of their education?

All children at Westgate CP School are supported in moving between the phases of their education whether it is when moving on to a new teacher for the new academic year or when moving phases, such as from Early Years Foundation Stage to Key Stage 1, then from Key Stage 1 to Key Stage 2.

Special arrangements and provision however is made for supporting children with SEND during these transitions. These arrangements may include:

- Close liaison between current and new staff
- Opportunities for the child to meet their new teacher/work with their new learning support assistant (LSA). This may begin before the child knows their new teacher/LSA, for example, opportunities may be made for the child to work with the new teacher/LSA or for the new teacher to take the class so that the child begins to get to know new staff.
- Opportunities for the child to visit their new classroom. Again, this may begin before the child is aware of which class they will be in, for example, the child may be supported in taking messages or resources to their new classroom so that they become more familiar with their new surroundings before transition.

- Careful consideration is made regarding support staff and whether it is appropriate for support staff to move up with the child. Decisions are made on an individual basis based on needs.
- Photo books of key staff and rooms are also used to support children during transition.

Year 6 to 7

Transition from primary school to high school is a key time for all children. Children at Westgate CP School are supported through visits to their high school and additional sessions with their year 6 class teacher to talk about moving on to high school where available. Children with an EHCP will be involved in their annual review with Westgate and their new school.

There are, in addition to this, a number of arrangements that are made to support children with Special Education Needs. Our SENDCo meets with the SENDCo of our catchment high schools to discuss each child's individual needs. Where children are moving on to a school other than the catchment school, our SENDCo makes contact with the SENDCo of the receiving school to discuss the child's individual needs and any additional support needed to aid a smooth transition. Each child's needs are considered on an individual basis and their transition support is then planned around their individual needs. As part of the Bury School Partnership the initial sharing of information is recorded on a form used throughout the Partnership schools.

This may include:

- Participating in additional transition sessions, whether as part of a small group or on an individual basis.
- Additional visits to high school supported by a Key Stage 2 member of staff or SENDCo.
- Additional meetings with the SENDCo of the receiving school for parents and the child. Again, supported by a Key Stage 2 member of staff if parents/carers wish.
- Liaising with outside agencies to ensure children's individual needs are met at high school, e.g. mobility considerations / physiotherapy.
- The use of photo books of key staff and areas of the school can also be helpful for some children.

What is the school's approach to teaching children with SEN?

Most children will have their learning needs met through 'High Quality First' teaching and exciting learning opportunities at Westgate CP School. Where children need provision that is 'different from or additional to' that normally available to children of the same age, this will be provided wherever possible at our school. We work closely with parents/carers, the Local Authority and outside agencies, such as health professionals, to be as inclusive as we possibly can in order to meet the needs of every child in our school.

Our approach to teaching children with SEND depends entirely on the needs of the individual child. Where a child has SEND, the provision to meet the child's needs is considered and

carefully planned and reviewed alongside the child's parents/carers and advice from other professionals as appropriate.

For some children, this could include:

- Adapting the curriculum to meet the needs of the child.
- Specialist equipment to enable the child access to the curriculum.
- Particular teaching and learning styles and approaches suited to the individual child.
- Access to additional support in class.
- Access to intervention programmes to support learning. There are a wide range of interventions available at Westgate CP School to support children in different areas of the curriculum
- Additional access to pastoral and nurture group support.

Some children's needs are met within their mainstream class all of the time. Where it is felt beneficial, a child may be withdrawn from their class for individual or group support for particular elements of the curriculum.

What adaptations are made to the curriculum and the learning environment of children with SEN?

Adaptations are made to the curriculum and learning environment to meet the individual needs of a child wherever these are possible and reasonable. Advice is sought from appropriate professionals to ensure appropriate adaptations are made wherever possible.

These could include:

- Individualised curriculum planning to meet specific needs, e.g. individualised PE planning for a child with a physical difficulty.
- Adaptations to the curriculum to suit a particular learning style e.g. visual, auditory/kinaesthetic.
- Adaptations to the curriculum to meet particular sensory needs, e.g. to meet the needs of a visually/ hearing impaired child
- Adaptations to the learning environment to meet the individual needs of a child e.g. work cards and prompts to support children with working memory difficulties, enlarged text to support children with impaired vision, etc.

How accessible is our building?

Our building is mainly on one level, but has internal stairs. There is wheelchair access via an external ramp to the lower areas, and all corridors and doorways are wheelchair accessible. There is a disabled access toilet at each end of the school.

What expertise and training do staff have in supporting children with SEN and how can specialist expertise be secured for children who may need it?

All teachers at Westgate CP School are teachers of children with Special Educational Needs and/or Disability. Support and advice for class teachers is available from the SENDCo to ensure the needs of individual children within each class are met. The SENDCo is an experienced teacher who has completed the National Award for SEN Coordination. They have extensive experience of supporting children with a range of Special Educational Needs and Disabilities.

Where more specialist training is required to meet the needs of an individual child, advice is sought from the relevant agency. The SENDCo, class teacher and staff supporting the child may attend additional training as appropriate. Where specialist expertise is needed to assess and/or provide support for a child, the SENDCo will make a referral to the appropriate specialist. We currently work closely with a number of specialist professionals to ensure the needs of our children are met, e.g. specialist teachers for visually or hearing impaired children, staff from the Specialist Education Service and Speech and Language Therapists.

How is the effectiveness of the provision made for children with SEN evaluated?

The effectiveness of provision made for children with Special Educational Needs is evaluated on an individual basis. The progress an individual child makes when accessing a particular provision is tracked via pupil progress meetings to ensure that the provision is having an impact for the individual child.

Where progress is made, next steps are considered to ensure the child continues to make progress. Where the provision does not have the desired impact, the SENDCo is informed and reasons are considered. It may be that the support did not suit the individual child or it may be that the child's needs require further investigation/assessment. Appropriate action is then planned, carried out and reviewed on an individual basis.

How are children with SEN enabled to engage in activities available with children who do not have SEN?

As an inclusive school, children at Westgate CP School have equal access to activities irrespective of their individual needs. Children have regular opportunities to work in mixed ability groups and all extra-curricular activities are open to all children irrespective of individual needs.

What support is available for improving emotional and social development of children with SEN?
What extra pastoral support is available to listen to the views of children with SEN and what measures are in place to prevent bullying?

At Westgate CP School, we recognise that most children need support in their social and emotional development from time to time and that some children need more support in this

area than others. We are committed to providing support for all children whenever it is needed.

We have a very caring staff who are skilled in spotting children who may be having difficulties and we have a vast range of strategies and support we can put in place to support individuals. This can range from a named member of staff to meet and greet a pupil on an individual basis to ensure their day gets off to a good start, to accessing support from outside agencies on an individual basis.

We have break time and lunchtime nurture groups, enabling children to access a variety of resources in school under the supervision of an LSA.

We recognise that children with Special Educational Needs and/or Disabilities are vulnerable to factors that may impact on self-esteem. We are alert to this and celebrate the achievement of all. Where the child, parent/carer or school have concerns we action this and plan to support the child as appropriate. The views of children with SEND are listened to and actioned on an individual basis as part of the child's review of their SEND ISP.

The achievements of all children are celebrated and any concerns regarding bullying are dealt with immediately in accordance with our anti- bullying policy.

How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the special educational needs of children and in supporting their families?

The school makes referrals to other bodies, including health and social care, local authority support services and voluntary sector organisations as appropriate to support the needs of an individual child and his/her family. A referral will be made, where appropriate, with the consent and support of the child's parents/carers and taking into consideration the views and opinions of the child and the child's parents/carers.

SEND at Westgate Community Primary School (Autumn term 2026)

There are currently 48 children on our SEND register, this is approximately 17.5% of the school roll and is broken down as follows:

EHCP: 24 children. This is 8.7% of the school roll.
This can be further broken down into those children in the Deaf Resource Base (7 children), and those children not in the Deaf Resource Base (17 children). Additionally, 1 child has an EHCNA in process. All those included equates to 25 children (9.1% of the school) with an EHCP or EHCNA.

School support: 24 children. This is 8.7% of the school roll.

These numbers will change over the school year as additional children may be identified, children with SEND may join our school or some children may leave us or be removed from the register as they are no longer deemed to need the additional support.

National statistics published by the Department of Education (Sep, 2025) show the following trends:

	EHCP	SEN support
Westgate CP School	8.7% (inc. EHCNA: 9.1%)	8.7%
National	3.5%	14.8%

Source: https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

What arrangements are in place for handling complaints from parents/carers of children with SEND about the provision made at the school?

If a parent wishes to make a complaint about the provision made at our school for children with Special Education Needs the parent could:

- Speak to the child's class teacher initially.
- Write to or make an appointment to see the SENDCo Mrs A Sawyer
- Write to or make an appointment to see the Head Teacher Mrs R Kidd
- Write to the SEND Governor (Mr Adam Barton) or Chair of Governors (Mr R Russell) at the school address.

We hope you have found the information contained in this report helpful and informative. If you have any questions or comments about the provision for children with Special Education Needs and/or Disabilities at our school, please do get in touch.

Further information, advice and support about SEND is available on:
https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiass/

Mrs A Sawyer
Special Educational Needs and Disability Co-ordinator (SENDCo),

Mrs R. Kidd
Headteacher, Westgate CP School
September 2026