

Special Education Needs and Disability (SEND) Information Report



Reviewed: September 2025

Rationale:

At West Drayton Academy (WDA) all children are equally valued and respected. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We recognise that many children will have SEND at some time during their school life and believe that children can be helped to overcome their difficulties if they are provided with a differentiated broad and balanced curriculum and appropriate intervention. We endeavor to ensure that the necessary provision is made to meet the needs of pupils with SEND in accordance with the Code of Practice (2015).

Provision for children with SEND is a matter for the whole school. In addition to the governing body, the Headteacher, the SENCO, and the class teacher, all staff have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs.*** Teaching children is therefore a whole school responsibility.

Aims:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for children with SEND
- To ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities
- To ensure that everyone has the highest expectations of the progress which can be made by all pupils, regardless of their individual needs
- To enable all children, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement
- To ensure that parents or carers are partners in their child's education and feel able to contribute and play their part in supporting their child
- To ensure, where appropriate, our children have a voice in deciding how their individual needs might best be met
- To ensure that all necessary resources are made available to meet pupils' individual needs.

Legislation and guidance

This information report is based on the statutory SEND Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Code of Practice 2015 sets out schools' responsibilities for Education, Health and Care Plans (EHCP), SEN Coordinators (SENCOs) and the SEN Information report
- It incorporates the SEN provisions of the SEN and Disability Act 2010 and with the government consultation on provision for children with SEN, support and aspiration which is a new approach to SEN and disability

Definitions:

SEN: A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is

- a significant greater difficulty with learning than the majority of others the same age, or
- A disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means educational provision that is in addition to or different from that made generally for others of the same age in a mainstream school in England.

This SEND Information Report details how at WDA, we will do our best to ensure that the necessary provision is made for any pupil with SEND and that children with SEND are able to join in with all school activities with pupils who do not have special educational needs.

Roles and Responsibilities:

The SENCO is responsible for:

- Supporting the headteacher and governors with the strategic direction of the school, with a particular focus on inclusion
- Promoting a culture of inclusion within the school community where all views are valued and taken account of
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Over-seeing the day to day operation of the SEN policy
- Coordinating the provision for children with SEN including those with EHCPs
- Helping to train and support staff in all areas of inclusion
- Line managing the Inclusion Team

- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEN support
- Contributing to the Continuing Professional Development of staff
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensuring that Records of SEN Support or My Support Plans are in place and that relevant background information about children is collected, recorded, updated and disseminated
- Being the point of contact for external agencies, especially the local authority and its support services
- Working with the Principal, Assistant SENCO and Senior Leadership Team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Familiarising themselves with children's records and information regarding their SEN
- Differentiating the curriculum and providing appropriate scaffolding to meet the needs of children with SEN
- Planning and assessing work for children with SEN even where the child has an allocated LSA working on a 1:1 basis
- Working closely with support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping the SENCO informed of any changes to need or circumstance
- Identification through observation and ongoing assessment of other children with SEN
- Informing the SENCO of any concerns expressed by parents/carers
- Setting appropriate targets for children with SEN and discussing them with parents and children and recording these on the child's SEN Record of Support or My Support Plan
- Ensuring that parents receive a copy of the child's SEN Record of Support

LSAs are responsible for:

- Liaising with class teachers to ensure they have a full understanding of individual needs and are supported appropriately
- Liaising with the class teacher and SENCO to contribute to Records of SEN Support, Behaviour Plans or My Support Plans
- Supporting children to achieve their targets
- Implementing interventions and reporting back to the class teacher and SENCO
- Working with groups and individuals to help them to become independent learners
- Attending review meetings where necessary

Governors are responsible for:

- Ensuring provision is made for children with SEN and that children with SEN join in with all pupils in the activities of the school as far as is reasonably practical
- Reporting to parents on the implementation of the SEN policy
- Keeping up to date about the provision, deployment of funding, equipment and personnel
- Taking due regard to the staff structure to ensure children's needs are met

(6.79 SEN Code of Practice) SEN Information Report

What kinds of SEN do we make provision for?

At West Drayton Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We recognise that many children will have SEN and believe that children can be helped to overcome their difficulties if they are provided with a differentiated, broad and balanced curriculum and appropriate intervention.

The Governing Body has agreed with the LA admissions criteria which does not discriminate against pupils with SEN or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice, 2015 which accompanies the Equality Act, 2010.

We provide additional and/or different provision for a range of needs including:

- Communication and interaction, e.g. Autistic Spectrum Disorder, speech , language and communication difficulties
- Cognition and learning, for example difficulties with learning to read and write, difficulties remembering new concepts, dyslexia, dyspraxia

- Social, emotional and mental health difficulties e.g. Attention Deficit Hyperactivity Disorder
- Sensory and/or physical needs for example visual impairments, hearing impairments, processing difficulties, epilepsy

Identification and assessment of pupils with SEN

WDA implements a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. A range of evidence is collected through the usual assessment and monitoring arrangements e.g. Early Years Foundation Stage Profile, National Curriculum objectives, Pre-Key Stage Standards, Language Link screening programme, reading and maths tests. Pupil Progress Meetings are held every term from which we identify and track children who are not making expected progress or who are working below the level of their peers.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment such as social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When a teacher is concerned about a child because they are not making satisfactory progress, despite having a differentiated curriculum, they raise the issue with the SENCO who offers advice and decides whether the child needs to be placed on the SEN register. If a child does not make satisfactory progress after receiving appropriate intervention, advice from outside agencies may be sought and further intervention may be put into place. If satisfactory progress is not made at this stage, a request for Early Support Funding or an Education, Health and Care Plan may be made by the SENCO. The register is reviewed on a termly basis in line with school assessment arrangements.

Our partnership with parents and carers

We work to enable and empower parents and carers by;

- Making parents and carers feel welcome
- Encouraging parents and carers to play an active role in their child's education

- Encouraging parents and carers to communicate any concerns or difficulties they perceive their child may be having
- Striving for excellent communication between school and parents or carers and demonstrating that school will listen and act appropriately
- Focusing on their child's strengths as well as areas of additional need
- Keeping parents and carers informed of any assessments and interventions put in place to support their child
- Keeping parents and carers informed of all external support services which may be benefit to them
- Keeping parents and carers informed of their child's targets and the outcomes they are working towards
- Parents and carers are invited to attend review meetings as well as a termly parent/teacher meeting and their views are actively sought and recorded
- Parents and carers are invited to meet any professional from external agencies who may be supporting their child

At all states of the special needs process, the school keeps parents and children fully informed and involved. We take account of the wishes, feelings and knowledge of the parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil involvement

The SEND Code of Practice highlights that all pupils have the right to be involved in making decisions and exercising choice. We aim to fully involve pupils wherever possible by:

- Involving them in target setting and writing their provision map
- Helping them understand their strengths and areas of development
- Teaching them how to self-assess their work against success criteria
- Including and recording their views during formal reviews

We actively encourage pupils to share their views, concerns or worries with adults.

Assessing and reviewing pupils' progress towards outcomes:

When a child is identified as having SEND and is placed on the register at SEN Support we follow a four part cycle called the Graduated Approach through which earlier decisions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

1. **Assess:** We regularly assess all pupils' progress and attainment. We listen to

the views of parents and carers and the pupil. In some cases we will draw on assessments and guidance from other education or health professionals such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists

2. **Plan:** Where SEN Support is required, the teacher, with advice where needed from the SENCO, puts together a Record of SEN Support detailing expected outcomes and the strategies, approaches and interventions that are going to be put into place in order to achieve the expected outcomes. Parental views are sought and recorded on the SEN Record of Support
3. **Do:** The teacher then implements the plan, liaising closely with any LSAs or specialist teachers who are involved in providing the support set out in the plan
4. **Review:** At the end of each term, the plan is reviewed. The impact of any interventions are reviewed. The review then informs the planning of next steps. If a child achieves the outcomes and no longer requires SEN Support, they are removed from the register. If they continue to require SEN Support the cycle begins again. Parents are invited to contribute to the review process three times per year during scheduled Parents' Evenings but are encouraged to speak with the teachers whenever they have a concern or an achievement to celebrate.

School's arrangements for supporting pupils with SEN in transferring between phases of education

The school consults with parents about how best to meet the needs of children transferring between phases. The school liaises with previous schools or settings and with schools that children are moving to. Where children are moving to a secondary school, a member of staff from the new school is invited to Annual Reviews. Where appropriate, additional opportunities are created for children to visit the school that they are transferring to.

Our approach to teaching pupils with SEN

We are a fully inclusive school that uses a range of approaches to meet the needs of pupils with SEN. High quality teaching is our first step in responding to pupils who have SEN. Some of the approaches we use to ensure all children's needs are met include differentiation of the curriculum, scaffolding e.g. through the use of visual support, small group work, 1:1 support or teaching. Approaches are reviewed on a termly basis and adapted to ensure that each child is receiving the most appropriate support.

Additional support available for pupils with SEN

The school provides various interventions and types of support in order to meet the individual needs of the children. Specific interventions may be delivered in small groups or on an individual basis by a Teacher, Learning Support Assistant or Mentor. Children

requiring a higher level of support may have access to a Learning Support Assistant who may support the child in class or outside of the classroom on an individual, pair or group basis.

Records of SEN Support are written for children receiving SEN Support which detail the desired outcomes and provision. Children requiring a higher level of support may be placed on a My Support Plan.

How we adapt the curriculum and learning environment for pupils with SEN

Teaching and the curriculum is adapted to meet the needs of individual pupils. The school takes all reasonable steps to modify and adapt the learning environment to meet the individual needs of the pupils e.g. through the provision of specific equipment. Children with SEN are enabled to engage in activities available with children in the school who do not have SEN; this is facilitated through additional adult support, use of appropriate equipment or by adapting the activity.

Expertise and training of staff

The school has two Specialist Learning Support Assistants who deliver interventions aimed at improving speech and language and literacy. Learning Support Assistants are trained to deliver a range of interventions. Staff delivering interventions receive ongoing training and support in order to develop their practice. The school has two Learning Mentors who support with emotional, social and behaviour difficulties and pastoral needs, and one Life Skills Leader who support children experiencing difficulties in the playground. The school has a Family Liaison Officer who supports children and families across the school.

Monitoring arrangements

The monitoring and evaluation of the effectiveness of our provision for children with SEND is carried out in a number of ways, including through observation, planning and book scrutinies, pupil voice, monitoring of records of SEN Support and Pupil Plans, data tracking and Pupil Progress Meetings.

This policy and information report will be reviewed every year by the SENCO. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

Enabling pupils with SEN to engage in activities available to those in school who do not have SEN

We ensure that pupils with SEND enjoy the same opportunities as other children in the school. It is important that we meet the diverse needs of pupils to ensure inclusion for all

and that all pupils are prepared for full participation. All of our extra-curricular activities are available to all of our pupils. All pupils are encouraged to go on the Year 6 residential trip. No pupil is excluded from activities because of an SEN or a disability.

Support available for improving the emotional and social development of pupils with SEN

The school train all staff in identifying and supporting children experiencing difficulties with their mental health or wellbeing. Children identified as needing support with their emotional and social development may be given extra support by the class teacher or LSA or may be referred to the mentoring team. The mentoring team offer nurture support in and out of class for pupils with pastoral needs. This may include support to develop friendships, to manage anger or to improve their confidence and may take the form of small group work, 1:1 work or specific intervention e.g. Lego Therapy and Drawing and Talking. We have implemented the Zones of Regulation framework to support children's emotional regulation. The WDA Anti-Bullying Policy details school measures to prevent bullying.

Working with other agencies

In order to meet the individual needs of a child the school may seek advice from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist, medical professional or Advisory Teacher. Where a child has an Education, Health and Care Plan, the school liaises with all appropriate agencies including the named Case Officer in the Local Authority SEN team.

The school provides appropriate equipment and facilities for children with SEN following advice from outside agencies or discussion with parents.

Arrangements for parents of children with SEN who may wish to complain about the provision

Parents are encouraged to raise concerns regarding the SEN Policy or the provision made for their child with the class teacher or SENCO. If this does not resolve the issue they should request to speak to the Principal regarding their complaint. If the issue can not be resolved, or if the complaint is about the Principal, the parent would be directed to the school's complaints procedure which is available on the school website.

Parents/carers of pupils with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available upon request.

Contact details of support services for the parents of pupils with SEN including those for arrangements made in accordance with clause 32

London Borough of Hillingdon SEND Advisory Service, Inclusion Team: 01895 277653

SASinclusion@hillington.gov.uk

London Borough of Hillingdon Inclusion Team: 01895 250516

Children's Integrated Therapy Service (CITS): 01895 488 200

Email: citsadmin.cnwl@nhs.net

Parents can seek impartial advice from SENDIASS (Special Education Needs Disabilities Information Advice & Support Service) on 01895 277001,

sendiass@hillington.gov.uk

Information on where the local authority's local offer is published

The Hillingdon Local Offer can be found at

<https://hillington.gov.uk/send>

Links to other policies and documents

This policy links to the following policies and guidance:

- SEND Policy
- Accessibility Plan
- Behaviour for Learning Policy
- Supporting pupils with medical conditions
- Intimate Care Policy
- Children with health needs who cannot attend school
- Positive Handling Policy

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