

Special educational needs (SEN) information report

Westlea Primary School and Inclusion Base



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Brunel Academies Trust (BAT) is a company limited by guarantee with registration number 10074054 and registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN; BAT is the parent company and Sole Corporate Member of the subsidiary company, Brunel Education (BE) is a charitable company limited by guarantee with registration number 11991915, registered with the Charities Commission of England Wales (Charity Number 1214820) and with registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN

Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	Section	Amendment

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Westlea school is an inclusive mainstream primary school.

On site, Westlea has 'The Orchard', an Inclusion Base (previously known as a Complex Needs Unit).

The Orchard supports learners with an EHCP, ASC profiles and Communication and Interaction needs. Placement in the Orchard is decided by the local authority SEND Panel.

Further information about the Orchard Provision and designation can be found [here](#).

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Processing difficulties, including working memory difficulties, information processing difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) – inattentive, hyperactive-impulsive and combined type
	Attachment disorders and other mental health needs related to trauma
	Anxiety, low mood and other well-being needs
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Lucy Smith. Lucy is an experienced teacher and SENDCO and achieved the National Award in Special Needs Co-ordination in June 2016.

Our SENDCO is allocated 4 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All staff have Basic Autism Awareness training and are trained to use 'Signalong' communication techniques.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Individual TAs working with children with specific SEND receive available up to date training from specialised advisory services.

We have one member of staff trained in delivering a range of specialist interventions to meet the social, emotional, and behavioural needs of individual children known as an ELSA (Emotional Literacy Support Assistant). Our ELSA continues to receive on-going supervision for her work from the Educational Psychology Team.

Other members of staff have had training in delivering speech & language support from Speech & Language Therapists (SALTs). This includes Intensive Interaction and Total Communication Approach training.

We have received training and support visits from the advisory teachers for Physical Disability, ASD, Visual Impairment and Hearing Impairment.

All our TAs have had training in delivering reading and spelling/phonic programmes.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. Class teachers can be contacted through the school office. They will pass the message on to our SENCO, Lucy Smith, who will be in touch to discuss your concerns. You can also contact the SENCO directly on senco@westleaschool.org.uk	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include:

Child performing below age expected expectations

- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. She will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

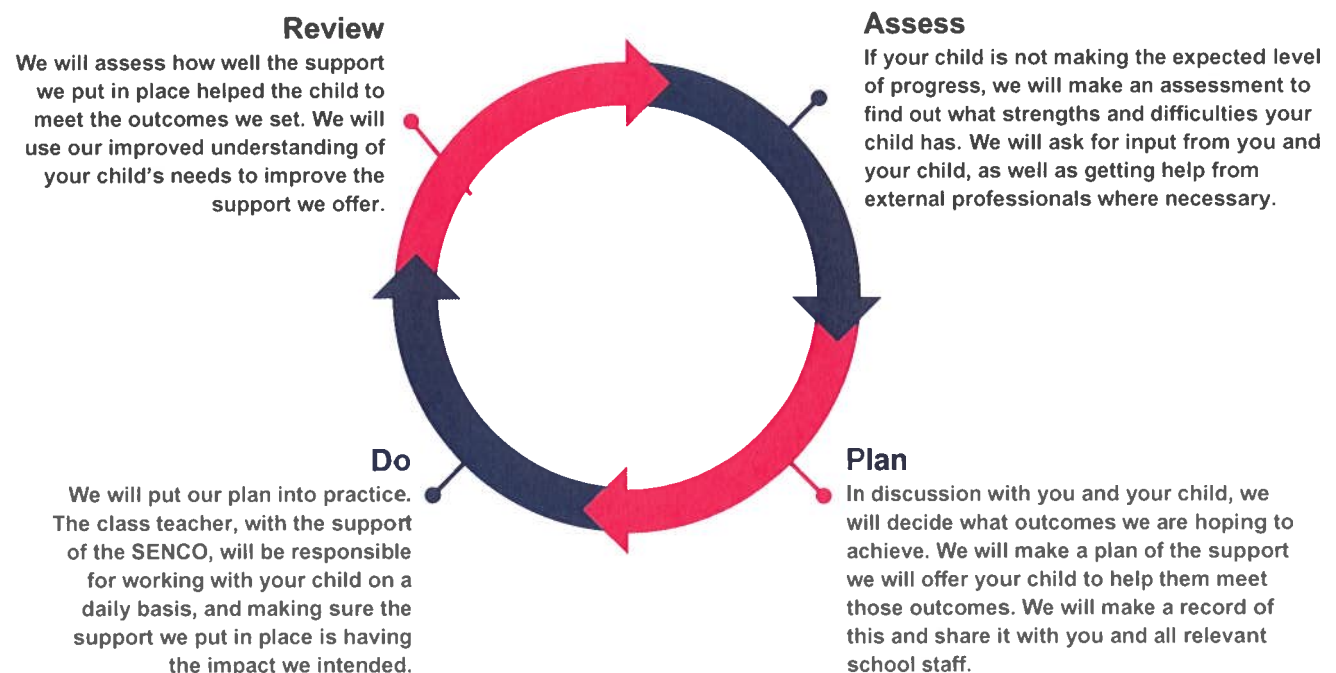
Based on all of this information, the SENCO will decide whether your child needs SEN support, or continued monitoring. You will be included in the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual written reports on your child's progress.

Your child's class teacher will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher through the school office (admin@westleaschool.org.uk)

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes. These include ability groups, skills based groups, paired work, individual work, pupil choice and whole class groups.
- Teaching assistants may support children one to one or small group basis, depending on their needs.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term, as set out in their Learning Plan
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

If your child is making progress academically against national/age expected levels and the gap is narrowing, then they are catching up to their peers or expected age levels.

Children may move off of the SEND register when they have 'caught up' or made sufficient progress.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority, which may include an application for an Education, Health and Care Needs Assessment, which may result in your child having an Education, Health and Care Plan (EHCP).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trip.

We will make reasonable adjustments needed to make sure our learners are included in our school community.

Working together with parents and other professionals we will aim to provide the necessary support to ensure that inclusion in all areas of school life is as successful as possible. If it is necessary to provide 1:1 support during a school trip or visit, then a parent/carer may be asked if they are able to facilitate that support.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Westlea Primary School and the Inclusion Base are committed to providing an inclusive education for all pupils. The school welcomes applications from prospective pupils with Special Educational Needs and Disabilities (SEND) and does not discriminate against pupils on the grounds of disability or additional needs. We are committed to making reasonable adjustments to the curriculum, teaching approaches and the physical environment to ensure that pupils with SEND and disabilities can access education and participate fully in school life.

Admissions are managed in accordance with the School Admissions Code, the Children and Families Act 2014, the SEND Code of Practice 2015 and the Equality Act 2010. We work closely with parents, carers, the Local Authority and relevant professionals to ensure that appropriate provision is in place for any pupil joining the school, including those requiring specialist support through the Inclusion Base (previously known as the Complex Needs Unit).

Westlea Primary School recognises its statutory duty to admit any child whose Education, Health and Care (EHC) Plan names the school. In accordance with the School Admissions Code, all children with an EHC Plan naming Westlea Primary School or the Inclusion Base will be allocated a place before any other places are offered through the normal admissions process. These pupils are admitted as a priority and are considered separately from the school's published admission number and oversubscription criteria.

The school's oversubscription criteria are applied fairly and transparently and do not disadvantage prospective pupils with SEND or disabilities. Admissions decisions are made in accordance with the School Admissions Code and Equality Act 2010. The school ensures that children with SEND and disabilities are not treated less favourably than other applicants and that reasonable adjustments are considered where required. Admission arrangements focus on the published admissions criteria and do not take account of a child's disability or special educational needs, except where a pupil's EHC Plan names the school, in which case admission is guaranteed.

13. How does the school support pupils with disabilities?

Westlea Primary School and the Inclusion Base are committed to ensuring that disabled pupils are not treated less favourably than their peers and are able to participate fully in all aspects of school life. We actively promote equality of opportunity and inclusion through our policies, practices and provision. The school complies with the Equality Act 2010 and makes reasonable adjustments to teaching, learning, the curriculum and the physical environment to ensure pupils with disabilities can access the same opportunities as other pupils.

To ensure disabled pupils are not disadvantaged, Westlea Primary School:

- Provides an inclusive learning environment where diversity is valued and celebrated.
- Makes reasonable adjustments to teaching approaches, resources, routines and the physical environment.
- Ensures staff receive training to meet a wide range of additional needs.
- Works closely with parents, carers and external professionals to identify and remove barriers to learning.
- Uses a graduated approach to support pupils' individual needs and promote participation in all aspects of school life.
- Regularly reviews provision and pupil progress to ensure support remains effective and appropriate.

Westlea Primary School and Inclusion Base provide a range of facilities and support to enable disabled pupils to access education and school life. These may include:

- Adapted teaching resources and differentiated learning materials.
- Specialist communication systems and visual support where required.
- Access to specialist equipment recommended by health or educational professionals.
- Individual healthcare plans and support for pupils with medical needs.
- Support from trained teaching and support staff
- Close partnership working with external agencies including Educational Psychology, Speech and Language Therapy, Occupational Therapy and specialist advisory services.

The school's Accessibility Plan is available on the Westlea Primary School website and sets out how the school will continue to improve access for disabled pupils. The plan is reviewed regularly and includes actions to:

- Increase participation in the curriculum.
- Improve the physical environment.
- Improve the availability of accessible information

Through these arrangements, Westlea Primary School and the Inclusion Base seek to ensure that all pupils, regardless of disability, can access education, participate fully in school life and achieve their full potential.

14. How will the school support my child's mental health, and emotional and social development?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents/carer's first point of contact. If further support is required, the class teacher liaises with the SENCo / Senior Mental Health Lead for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

There is one dedicated Emotional Literacy Support Assistant (ELSA) who is timetabled to support vulnerable children during the school day.

We also have access to support from Be U Swindon.

15. What support will be available for my child as they transition between classes or settings?

We encourage all new children to visit the school prior to starting when they will meet their teacher and be shown around the school. Staff may visit the child at home or in their current school prior to transition.

For children with SEND we would encourage further visits to assist with the acclimatisation to the new surroundings. We may prepare social stories or visual resources if necessary.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, Lydiard Park Academy, they run a programme specifically tailored to aid transition for the more vulnerable pupils.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood, to ensure the best possible start for the pupil. If your child has complex needs then an Education, health and Care Plan review will be used as a transition meeting, during which we will invite staff from both schools to attend.

16. What support is in place for looked-after and previously looked-after children with SEN?

Lucy Smith (SENDCo) is also the designated teacher for Looked After and Previously Looked After Children at Westlea.

She will work with class teachers to make sure that they understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents/carers have concerns about the SEND provision at a school in our trust, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in any of our schools should be made to Headteacher in the first instance. They will be handled in line with the trust's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Swindon's Local Offer. Swindon publishes information about the local offer on their website:

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[SEND Information, Advice and Support – Providing free and accurate information, advice and support about SEND to help you feel confident in making decisions about your education or the education of children and young people you have responsibility for.](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

20. Monitoring arrangements

This document will be reviewed **annually** by the Education Team. At every review, it will be approved by the BAT Standards Committee.

21. Links with other policies and documents

This report links to the following policies and procedures:

- Special educational needs (SEN) and disability policy
- Safeguarding and Child protection policy and procedures
- Supporting pupils with medical conditions Policy
- Behaviour Policy
- Attendance Policy

This report is adopted by the BAT Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed:



CEO

Signed:



Chairman of BAT Board of Trustees

Date:

24th September 2025

This report is adopted by Westlea Primary School and Inclusion Base (part of the Brunel Academies Trust) and will be reviewed every year or earlier if change to legislation.

Signed:



Headteacher/Manager

Signed:



SEND Inclusion Lead

Date: 4.9.26