

Westerton Primary Academy



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Trust

Schools are required to publish a SEND Information Report. Westerton Primary Academy's report has been created using Leeds City Council's recommended template, which parents/carers and young people in Leeds helped to design. This SEND Information Report is updated annually.

SEND Information Report

2025 – 2026

Date of SEND Information Report: September 2025

SENCo: Miss Emma Hewitt (e.hewitt@westerton.leodis.org.uk)

What is a Special Educational Need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

(Special Educational Needs and Disability Code of Practice – January 2015)

What is a disability?

A disability is defined under the Equality Act 2010 as a physical or mental impairment which has a substantial and long-term negative effect on your ability to do normal daily activities.

A physical or mental impairment includes: learning difficulties (including specific learning difficulties); medical conditions (including epilepsy, diabetes, more severe forms of asthma and eczema); autism; speech, language and communication impairments.

What are the areas of SEND?

Westerton Primary Academy, as an inclusive school, do not seek to closely define the special educational needs for which we make provision, as every child's needs are unique.

We have had success in providing for a wide range of different needs. This has included pupils with Social, Emotional and Mental Health Needs, Autistic Spectrum Condition, Moderate and Specific Learning Difficulties, Speech, Language and Communication Needs and also Physical Disabilities. In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family, specialist agencies and the Local Authority, to ascertain the suitability of our provision before a place is offered.

Westerton Primary Academy support pupils with a range of SEND needs, these can be categorised as follows. Westerton Primary Academy welcomes all pupils warmly and strives to be inclusive.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(Special Educational Needs and Disability Code of Practice – January 2015)

What do I do if I think my child may have special educational needs?

- Westerton Primary Academy welcomes communication from parents and carers.
- The Class Teacher is the initial point of contact for responding to parental concerns and queries. If you have any concerns, you should initially raise these with the Class Teacher, either in person or by phone/email. A discussion can then be held to determine appropriate next steps.
- Our Inclusion Leader and SENCo, Emma Hewitt, can be contacted for phone discussions and/or to arrange a meeting. Please contact Miss Hewitt by phone call or email if you would like to discuss any concerns relating to SEND and inclusion, including medical needs.
- If you are concerned regarding your child's emotional health and wellbeing, Mrs Sayers (Mental Health and Wellbeing Lead) should be contacted.
- Phase Leaders (EYFS: Mrs Dufton, Years 1 -2: Miss Daniels, Years 3 - 4: Mrs Downes and Y5 - 6: Mr Pool) can also be contacted, if you wish to speak with them regarding your child.
- Members of the Senior Leadership and Management Team are contactable via the main school office.
- On occasion, parents / carers may be signposted to other professionals, if the school feel it necessary. A collaborative and holistic approach is taken to ensuring that all children achieve their potential and that any difficulties or additional needs are identified.
- Where concerns have been raised regarding pupils with possible SEND needs, the Class Teacher, SENCo and parents will work in partnership to gather together information to develop a good understanding of the pupil's areas of strength and difficulty. Collaborative and supportive discussions will take place around the agreed outcomes sought for the child and the next steps. This will be monitored carefully as part of our graduated approach. If it is decided that a pupil does have SEND needs, we will inform parents/carers and record this information on the school records as the pupil receiving 'SEN Support'.

How will school support my child's learning and how will the curriculum be matched to my child's needs?

- Westerton Primary Academy offers an inclusive curriculum and all children will access Quality First Teaching, led by their Class Teacher, following long term curriculum plans, agreed by Subject Leaders and Senior Leadership and Management.
- Where pupils' experience difficulties, a graduated response will be used, beginning, where appropriate, with adapted Quality First Teaching within the classroom, using a cycle of assess, plan, do and review. At Westerton, pupils are taught in class groups with individual needs being taken into account. It is expected that the majority of all pupils needs can be met through Quality First Teaching. A Pupil Passport will be created for pupils, who require adaptations to Quality First Teaching. This one page overview details a pupil's strength, difficulties and required classroom provisions.
- Sometimes, pupils may require further support and a more structured approach. In this case, the SENCO and Class Teacher will create a SEN Support Plan. This will include short, measurable, achievable and realistic targets, which pupils can work towards. Support Plans are reviewed regularly using an 'Assess, Plan, Do, Review' cycle, to inform next steps and ensure pupil progress.
- Pupils with more complex SEND needs may require a personalised curriculum, to enable them to access learning and make progress. Their SEND Support Plan will detail such provisions. If a child requires a more personalised and specialist curriculum, we will work in partnership with parents and external agencies to discuss this and create child centred planning and provision, designed to meet individual needs and enable progress.
- If a child requires extra support they may be placed into an intervention group, designed specifically to meet particular needs. For example Phonics Intervention, Speech and Language Intervention or Social Groups.
- Advice from external agency professionals will always be sought and implemented when planning and adapting provision for pupils with SEND needs. Occasionally, a pupil may require specialist support from an outside agency, such as the Complex Needs Team, Special Educational Needs and Inclusion Team or Speech and Language Therapy Service. A referral will be made, with your consent and forwarded to the most appropriate agency. After consultation and assessment, a programme of support is usually provided to the school and parents / carers. Westerton Primary Academy liaise and work in collaboration with a range of education, health and social care professionals in order to provide personalised support to all pupils.
- Where a pupil is presenting with complex SEND needs, an Education Health and Care Needs Assessment may be requested, by the SENCo or Parents. Details of EHCP assessments can be found on the school website. Following consultation with Leeds City Council's Special Educational Needs Statutory Assessment & Provision (SENSAP) service, it may be decided that an Education and Health Care Plan (EHCP) is required. If agreed, an EHC Needs Assessment will take place. Following assessment, an EHCP will be issued and support matched to the needs of the child, with appropriate provisions identified. This statutory

document will guide all school provisions, intervention and support. This will be reviewed annually.

How accessible is the school?

- Westerton Primary Academy is built on one level, with a small number of steps to access the KS2 corridor (a lift is available).
- An appropriate and accessible learning environment is provided and is adapted, where possible.
- Westerton Primary Academy has the following facilities ensuring access to those with disabilities: fully accessible entrances, wider corridors (wide enough for wheelchairs), a stair-lift, a hygiene suite complete with track hoist, disabled toilets in KS2 and in EYFS.
- The school car park has 2 marked, accessible parking spaces.
- The playground is fully accessible.
- Our outdoor field space is accessible via a ramp from the playground. This enables all pupils to be able to access outdoor learning safely.
- We also have a number of dedicated spaces designed for pupils with SEND and who require 'calm' space at particular times.
- We engage with healthcare teams, such as Physiotherapy and Occupational Therapy, to provide an inclusive environment whereby all pupils can enjoy and achieve.
- The school's accessibility plan can be accessed on our website.

How are children with medical and physical needs supported?

- If your child has a specific medical need, which may require emergency medical treatment, the Inclusion Lead/SENCo, would request a meeting with you to write an 'IHP - Individual Health Plan', to ensure that all staff in the school are made aware of daily care requirements and any emergency procedures, should they be required. The SENCo will arrange the necessary training from appropriate professionals, as advised. The SENCo may also write an Individual Pupil Risk Assessment, in collaboration with a child's Class Teacher and Phase Leader, if deemed necessary, particularly if the child is going on a school visit.
- Children with medical or physical difficulties, may also require a Personal Evacuation and Exit Plan, in case of a fire or emergency procedures. This will be created by Class Teachers, Phase Leaders and the SENCo. Copies of any plans will be discussed and shared with parents.
- Staff supporting pupils with medical or physical needs will receive regular advice and support from external agency teams, including: NHS Epilepsy Nurses, Deaf and Hearing Impairment Team, Visual Impairment Team, Physiotherapy and Occupational Therapy.
- Medical needs training is always provided by medical professionals when a child has a known medical need, for example Epilepsy or allergies requiring an EPI-PEN.

How will I know how well my child is doing and how will you help me support my child's learning?

- Your child's class teacher will be available at the start and end of most days, if you wish to raise a concern or discuss progress. We warmly welcome parental engagement.
- Advice can be sought on an informal and formal basis from your child's Class Teacher, SENCo or Phase Leader. We strive to create opportunities to work in partnership and welcome you into school for meetings and discussions.
- At the beginning of each academic year, parents / carers are invited to attend Induction Meetings, which offer a chance to meet the staff and gain an overview of the forthcoming year with ideas of how best to support your child.
- We hold twice yearly Parent Consultation Evenings, where you can discuss your child's learning with their Class Teacher.
- In addition to Parent Consultation Evening, parents of children with SEND are invited to attend an annual SEND Review Meeting, attended by the SENCo, Class Teacher and any wider professionals involved. This will review a child's EHCP or SEND Support Plan.
- Where outside agencies and wider professional teams have been involved for SEND pupils, they will meet with parents to share assessments and observations. Advice and signposting to wider support will be provided.
- Westerton Primary Academy warmly welcomes parents to visit the academy and come along to our coffee mornings and curriculum focussed workshops, which are held on a regular basis.

What support will there be for my child's overall well-being and social, emotional and mental health development?

- Westerton Primary Academy are proud to have a nurturing ethos. We meet the emotional and social needs of individual children and ensure that our children have the highest level of pastoral care possible.
- Jane Sayers is Westerton's Designated Safeguarding Lead and Mental Health and Wellbeing Team Leader.
- Westerton Primary Academy have 8 Designated Staff for Child Protection
 - Mr Livie (Principal), Mrs D'Aubney (Deputy Principal), Mr Pool (Vice Principal/Y5/6 Phase Leader), Mrs Downes (Vice Principal/Y3/4 Phase Leader), Miss Daniels (Y1/2 Phase Leader), Mrs Dufton (EYFS Phase Leader), Miss Hewitt (SENCo) and Miss Severn (Pupil and Family Engagement Mentor).
- School staff are all trained in Child Protection procedures.
- Jane Sayers (Designated Safeguarding Lead and Mental Health and Wellbeing Team Leader) is the first point of contact for pastoral, social and emotional needs, for both school staff and parental concerns.
- Class Teachers are usually the first people who really 'get to know your child' and they will closely monitor their overall well-being. They will contact you if they are concerned for any reason. If a teacher is concerned about the wellbeing of your child they may involve our Mental Health and Well-being Leader - Jane Sayers, or SENCo, Emma Hewitt.

- Following a discussion in school it may be considered appropriate for your child to access group or 1:1 sessions with a member of the Mental Health and Wellbeing Team in School - Jane Sayers, Claire Maskery (Emotional Literacy Support Assistant) or Tyler Severn (Pupil and Family Engagement Mentor). Parents are always consulted in these instances for further discussion, before any intervention takes place.
- Westerton Primary Academy is part of the Leodis Support Services, who provide access to Counselling Services, Targeted Mental Health Services and other Social, Emotional and Family support, should the school request this. Sometimes, a child may require more specific counselling or wellbeing work, and when this is the case, we would consult with parents before applying to our Leodis Support Services Cluster.
- For children who have experienced loss, bereavement or a significant change in their lives, Mrs Sayer's and her team also run the 'Seasons for Growth' programme. Seasons for Growth is an early intervention grief education programme aimed at helping children through grief, brought about through loss or significant change in their lives.
- The SENCo may request advice and support from outside agencies if a child's emotional and social difficulties become of significant concern. Such signposting to further agencies will enable your child's needs to be fully understood and met.
- All staff at Westerton, are regularly trained to deal with basic first aid, although we have specifically trained staff in school who have undertaken more in-depth mental health first aid training. Mrs Goddard, the Office Manager is our designated lead for First Aid and Mental Health First Aid.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

- In order to access the appropriate and relevant support for all pupils, we have access to a range of external agency professionals.
- As a school, we contract a Speech and Language Therapist from Interactions Speech and Language Therapy, to work one day each week, during term time. Anne-Marie Owen (Speech and Language Therapist) assesses individual pupils, provides and delivers speech and language therapy plans, delivers staff training and modelling sessions and works in partnership with the SENCo to support with the development of whole school communication friendly approaches. Anne-Marie works in partnership with parents and carers, who are warmly welcomed into school to attend meetings and modelling sessions.
- Where a pupil requires a 1:1 Speech and Language Therapy programme, they will receive this from either, Denise Harrop (Early Years Language Leader based in Nursery) or from a Learning Support Assistant, following training. In Reception, KS1 and KS2, Learning Support Assistants are supported and advised by Interactions SALT and the SENCo to deliver SaLT interventions.
- In addition to the above, the SENCo can advise on referrals into Mainstream NHS SLT, if required.

- As an academy and trust, we have access to an Educational Psychologist who can support with statutory assessments, and individual casework, as allocated by the service.
- We have access to the Local Education Authority SEND Inclusion Team to provide training, support and advice regarding pupils with learning and / or emotional and social difficulties.
- When required, we are able to access support from the necessary professionals, such as the Hearing Impaired Team, Visually Impaired Team, Occupational Therapists, Physiotherapists and other agencies such as STARS, (Specialist Teachers in Autism Response Service) and CAMHS (Child and Adolescent Mental Health Service). This support is bespoke to individual pupils.
- Jane Sayers (Mental Health and Wellbeing Team Leader) alongside Mrs Maskery (Emotional Literacy Support Assistant) and Tyler Severn (Pupil and Family Engagement Mentor) are available in school, they can provide individual and group support to pupils, with identified social, emotional and mental health needs. We are also able to access specialist services, via a referral to the LEODIS Support Service Cluster.

What training and development is done by staff supporting those with SEND?

- Our Inclusion Leader and SENCo, Emma Hewitt has undertaken the National Award for SEN Coordination (NASENCo Award), completed with Distinction.
- Emma Hewitt (SENCo) has completed both Tier 2 and 3 Autism Education Trust training and is the Lead Practitioner for Autism.
- All staff have accessed Autism Awareness Training.
- All of our Teachers and Learning Support Assistants have and will continue to undertake training relevant to support our pupils with SEND.
- Interactions Speech and Language Therapy attend school weekly and liaise with the SENCO, Teachers and LSAs to develop staff training and provide advice. LSAs working on Interactions Speech and Language Therapy plans receive advice and modelling session training.
- Staff also have receive regular advice and support from Deaf and Hearing Impairment Team, Visual Impairment Team, Physiotherapy and Occupational Therapy, to support with the implementation of support plans for children with physical or sensory needs.
- Training is always provided by medical professionals when a child has a known medical need, for example Epilepsy or allergies requiring an EPI-PEN.

How will my child be included in activities outside the classroom?

- Westerton Primary Academy is fully committed to inclusion.
- All children are involved in all activities in school. No child will be excluded because of an educational, SEND or physical need, except in rare cases where health and safety would take precedence.
- We always aim to include all pupils, regardless of their SEND, on every school visit and include them in all activities. We make reasonable adaptations to ensure participation for all.

- Each activity is risk assessed by The Health and Safety Leader and Senior Management Team. Where an activity is deemed too high a risk, we would always consider the options available to ensure that the child is included as much as possible. Parents/ Carers are involved in the discussions regarding the visits and / or activities. Only on a rare occasion would a pupil not be included on a visit and this would be for Health and Safety reasons.

How will the school help children and young people transfer to the next phase of education?

- Transition support for all pupils is considered in the summer term, whether they are moving to the next year group, key stage or new school setting. All pupils have opportunities to meet their new Class Teacher and visit their new classroom. Individual pupils requiring a higher level of transition support access a 'transition programme' in the summer term. This can include pupils making transition books to take home over the summer, additional transition visits, possible group interventions and other activities.
- It is school practice to ensure that all pupils are given opportunities in Y5 and Y6 to visit the main receiving secondary school, Woodkirk Academy.
- For pupils with additional needs or significant anxieties around transition, we can arrange extra visits to new settings, with a member of the Mental Health and Well-being Team, or SENCo. We can also organise visits to take pupils, who may be transferring to schools other than Woodkirk, for a visit. This helps to ensure that the new teachers become familiar with the pupils and helps to reduce any anxiety the pupil may have.
- Our SENCo and Mental Health and Wellbeing Team, together with Class Teachers, identify individual pupils who would benefit from a transition programme.
- The SENCo and Phase Leader pass on relevant SEND information to the SENCo of KS3, or new settings. This ensures that the receiving school are aware of the pupil's strengths and difficulties, in order to plan for the appropriate support and ensure a smooth transition.
- Pupil Passports and SEND Support Plans are an essential means of ensuring that the receiving school are able to build a picture of the child before they start.
- Pupils who are receiving support from external agency professionals, will continue to access this in their new setting.

How are the school's resources/funding allocated and matched to children's needs?

- The school is funded on a notional formula per pupil. Schools are funded with blocks of £6,000 which is within the school's budget. The school can apply for 'top-up' funding, based on a strict criteria, if it is felt that a child's needs are above that which can be provided through the notional budget and universal mainstream provision. Please do note however, that the Leeds Local Authority have changed this process for the 2024 academic year.
- Pupils with complex needs and those who currently receive additional SEND funding, through 'Funding For Inclusion' (FFI), will have their needs met via the relevant support, as advised by professionals, or as deemed appropriate, to meet outcomes usually on EHC Plans

or on SEN Support Plans. Where a specific school need has been identified, the SLMT (Senior Leadership and Management Team), may decide to use school resources to contract professional services, e.g. Speech and Language services, such as Chatterbug.

- Teachers, together with Phase Leaders, the SENCo and SLMT, monitor the progress of all pupils and ensure that school resources are used appropriately, in order to enable pupil progress.
- SEN funding is used to provide appropriate resources, including Learning Support Assistants in classes. It is also used to provide relevant and necessary equipment for individual pupils as advised by professionals. Where a child has social, emotional and / or mental health needs, our SEN funding allows access to the Mental Health and Wellbeing Team.

How are parents and carers involved in the school?

- Westerton Primary Academy warmly welcomes parental involvement and we work together to ensure the needs of all of our children are met.
- Parents are invited to attend progress and review meetings with Class Teachers. Parent Consultation Evening takes place twice yearly. For pupils with an identified SEND need, an additional annual SEND Review Meeting will take place. This is attended by parents, Class Teachers and the SENCo. On occasions, the school or parents may also wish to invite wider professionals to ensure a partnership approach.
- Parents and carers of pupils known to our Speech and Language Therapy team are invited to attend meetings with our Interactions Speech and Language Therapist. The Interactions Team, alongside Mrs Harrop (Early Years Language Leader in Nursery), Class Teachers and Emma Hewitt (SENCo) warmly welcome parents to attend speech and language therapy modelling and demonstration sessions. These can be booked in consultation with Anne-Marie Owen (Interactions) or Emma Hewitt.
- Emma Hewitt, SENCo, welcomes regular contact with parents / carers via phone calls, emails and meetings to ensure that a partnership approach is taken to ensuring holistic wellbeing and development.
- Parents and carers are welcome to attend our school celebration assemblies, performances, community events and coffee mornings. Details of these are shared on our weekly school newsletter.

What do I do if I have concerns or wish to make a formal complaint?

- If you have concerns, we would welcome you to discuss these with a member of Senior Leadership and Management. In many instances, we can work together to resolve concerns.
- If you wish to make a complaint, please contact the school office directly and request to speak with a member of the Senior Leadership and Management Team.
- For complaints made to the Governing Body, you are able to request this information via the school office.

Who can I contact for further information?

The first point of contact is the school office, to make an appointment to speak to or arrange a meeting with a member of staff.

Should you require any further information or wish to discuss your concern, you may also contact the following, by call to the school office or email:

- Emma Hewitt (Inclusion Leader / SENCo) e.hewitt@westerton.leodis.org.uk
- Jane Sayers (Designated Safeguarding Lead / Mental Health and Wellbeing Team Leader) j.sayers@westerton.leodis.org.uk

Where can I seek further advice and support locally?

- Leeds City Council also have a range of support available to parents and carers of children with SEND.
- The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies, including education, health and social care.
- The Leeds Local Offer is about providing families with information to make informed choices about services they chose to use. To access the Leeds Local Offer for SEND, please [click here](#).
- For additional information and support, please refer to the Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) in Leeds. SENDIASS support children and young people with special educational needs and disabilities (SEND) and their parents and carers to help with any concerns or questions. They do this by providing a free, impartial and confidential service through their website and online resources. They can also be contacted through their advice line. Please [click here](#) to access this information.