



West View Primary School SEND Information Report - September 2025



West View Primary School is committed to a genuinely holistic approach to supporting all children - actively promoting a fully inclusive curriculum. We believe that children with Special Educational Needs or Disabilities (SEND) have the right to a broad and balanced curriculum and to be fully included in all aspects of school life (DfE Special Educational Needs Code of Practice 2015). We believe that all children should be encouraged and supported to achieve their full potential within a safe, nurturing and enriching learning environment. We actively encourage parents and carers to be involved in the education of their child and see effective home school partnerships as key to a child's success.

At West View Primary School, we are proud to be recognised as a Communication Friendly Setting as well as a Flagship School for Inclusion. We have also achieved the Dyslexia Friendly Schools Quality Mark, which recognises our hard work in developing dyslexia provision across the school.

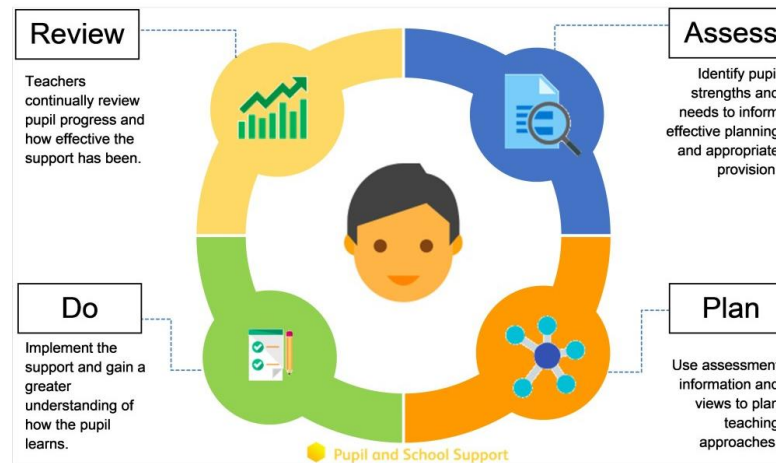
What are Special Educational Needs and Disability (SEND)?



Special Educational Needs is the term that is used to describe children who have needs over and above those that can be met by quality-first classroom teaching. These needs may be within areas of:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

How does the school identify children with Special Educational Needs?



We are continually assessing, reviewing and monitoring the progress of our children. We describe this as a cycle of **Assess**, **Plan**, **Do** and **Review**. This process enables us to address the individual needs of pupils with difficulties or disabilities.

Assess: This involves identifying and assessing the child's specific strengths and needs. It may include evaluations, observation and discussions with parents, teachers and other professionals in order to gain a better understanding of the child's strengths and challenges.

Plan: Once the assessment is complete, the next step is to complete an Individual Education Plan (IEP). This plan outlines goals, strategies and support that will be put into place to address the child's needs effectively.

Do: In this phase, the strategies and support outlined in the plan are put into action. Teachers, support staff and specialists work together to implement the plan, making necessary adjustments as they go along to ensure that the child receives the best possible support.

Review: This phase involves regular review and evaluation of the child's progress. This step helps to determine whether the strategies in the plan are effective or need adjusting. If needed, the plan can be modified to better meet the child's evolving needs.

What should I do if I think my child may have a Special Educational Need or Disability (SEND)?



Parents and carers of children with SEND, or parents and carers who may have concerns, should contact their child's class teacher in the first instance.

The person responsible for overseeing the provision for children with SEND is Mrs Natalie Boagey (SENDCo). Mrs Boagey has successfully achieved the National Award for SEND Co-ordination (NASC). She can be contacted via phone on 01429 267466 or via email at: Office@westview.adastraschools.org

We employ a Social Inclusion Manager (Ms Michelle Clarke) and two Inclusion Assistants (Mrs Leanne Brown and Miss Nichol Billyard) who work as a team to support inclusion across the school.

West View Primary School is part of Ad Astra Multi-Academy Trust. The Trust Specialist Lead for SEND is Mrs Rebecca Rathmell. She can be contacted via email at: enquiries@adastraacademytrust.com

Our school link Local Academy Committee member for SEND is Mrs Julie Sutton. Mrs Sutton meets regularly with the SENDCo and wider school team in order to collaboratively review practice in school.

All staff recognise the need to identify children's difficulties quickly in order to ensure that action is taken to meet their needs.

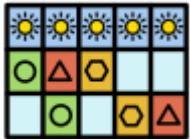
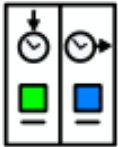
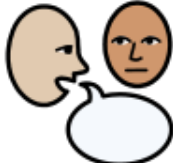
Complaints for parents/carers of children with SEND follow the same procedures as all other complaints and are outlined in our Complaints Policy.

How will we support your child with Special Educational Needs or Disabilities?



- West View Primary School is a fully inclusive school, committed to ensuring that all children receive a high-quality education and realise their potential, regardless of any barriers that they may face.
- Children with SEND are educated in the classroom as part of our inclusive policy but will receive intervention and support by teachers and teaching assistants on a personalised level, as appropriate and matched to their need.
- We operate a graduated response to supporting all children, including those with additional learning needs.
- Children with more significant needs may have some support from outside professionals - this is always done in consultation with parents and carers.
- Children who have undertaken statutory assessment and have an Education, Health and Care Plan (EHCP) receive the necessary provision stated within their plan.
- All children on the school's SEND Register have an Individual Education Plan (IEP) with targets to support their need. The plans are developed and reviewed termly by the child's class teacher, parents/carers and the child - these plans are overseen by the SENDCo.
- Parents/carers are informed of any support received and are given feedback about the progress their child has made during consultation evenings as well as in the end of year report.

- Teachers also regularly meet with parents and carers at other times, where necessary, and are available to answer any questions they may have at the end of each day.
- Curriculum workshops and activities are held regularly and families are invited into school to see how their children learn.
- Additional support is available for children who are vulnerable, and for those who experience a range of social, emotional and mental health (SEMH) needs.
- Sometimes, an application is made for 'Top Up' funding from the Local Authority 'High Needs' budget.
- Teachers meet with the Headteacher (at least) termly to share pupil data and discuss individual pupil progress.
- We have a robust system of reviewing provision through our School Self Evaluation Form (SEF) using the OFSTED Framework. The Local Academy Committee are involved in this process and receive regular reports.
- Adaptations to our curriculum may include:

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

How will I know how my child is doing?



- A wide range of assessments are undertaken and data is collated termly or at an earlier point, if appropriate.
- Children with an EHCP will have an annual review during the school year to which parents/carers and supporting agencies attend.
- Children with SEND will have review meetings, as needed, as part of our coordinated multi-agency approach to support.
- Child and parent questionnaires are also completed during the academic year.
- Termly reviews of pupil progress take place and feedback is given to parents and carers via reports and through discussion at parents' evenings.
- Individual Education Plans (IEPs) are reviewed termly and progress and attainment is discussed with parents and carers.
- As a school, we operate an 'open door' policy whereby parents and carers are welcome to meet with members of staff to review any issues, at any point in time, with regards to the progress and attainment of their child.

What training have the staff supporting children and young people with SEND had or are having?



- Additional training for staff is secured where necessary; this may be delivered internally by the SENDCo or by external training providers. All staff access training delivered by our Educational Psychologist, Teacher of the Deaf and from the Visually Impaired service. Additional bespoke training is also accessed by staff throughout the year.
- All staff have accessed training around Trauma Informed Practice. Our Inclusion Manager is currently completing a Diploma in Trauma and Mental Health Informed Schools and Communities (Trauma Informed Schools UK).
- As a school, we have access to a range of services for advice, where necessary. This includes the School Nursing Team, Educational Psychology Team, Occupational Therapy, Speech and Language Therapy, ABC Counselling Services, social care and CAMHS.

What specialist services and expertise are available at or accessed by the school?



- We have been awarded the Inclusion Quality Mark (IQM) and we are recognised as a Flagship School for Inclusion.
- Mrs Boagey holds a Postgraduate Certificate in the National Award for Special Educational Needs.
- Teaching staff and teaching assistants are highly experienced in supporting children with SEND and have undertaken training in a wide spectrum of needs - as set out below:

Sensory needs	Autism	Team Teach	Elklan	Play Therapy	Mindfulness
Targeted interventions	Phonics - Little Wandle	Complex Needs training	Dyslexia	Mental Health	ELSA

- We have excellent relationships with external agencies and work closely with:
 - Local Authority SEND team and Educational Psychology Team
 - Speech and Language Therapy (SALT)
 - Occupational Therapy (OT)
 - Social care
 - CAMHS
 - Visually-impaired and hearing-impaired services
- We commission a full-time package of support from ABC counselling services. This means that we have a trained therapist on site all day, every day. Therapists are highly trained and experienced in leading: play therapy, counselling, cognitive behavioural therapy and staff supervision. Further information can be accessed here: [ABC Counselling Services | Counselling, Play Therapy and Family Solutions](#)
- Mrs Brown and Miss Stokell are trained ELSAs - Emotional Literacy Support Assistants. Further information in relation to ELSA can be accessed here: [What is ELSA Intervention? - Elsa Support \(elsa-support.co.uk\)](#)