Westmorland Primary School

SEND Information Report

Autumn 2026



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Memorable learning Oracy skills (talking) Reading skills Experiences (real)

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The definition of Special Educational Needs



Special educational needs and disability code of practice: 0 to 25 years

"A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010."

"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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable. "

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

Staffing…

The designated teacher responsible for coordinating SEND provision (The SEND Coordinator or SENCo) is Liz Garner. You can contact her via the office at any time.

Jeanette Braithwaite is the school governor with specific oversight of the school's arrangements for SEND. Jeanette meets regularly with Liz to review the school's arrangements for supporting SEND across school.

Admission Information

Pupils with Special Educational Needs will be admitted to Westmorland in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act's requirements. Induction meetings will be used to work closely with you to ascertain whether your child has been identified as having Special Educational Needs and we will endeavour to collect all relevant information about your child's development and plan a successful induction.

Westmorland ensures it meets the duties under the Local Authority Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan unless
    - "it would be unsuitable for the age, ability, aptitude or SEN of the child or young person"
    - "the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources"

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

- Adopting fair practices and arrangements in accordance with the Local Authority Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Identifying Needs:

Assess each pupil's current skills and level of attainment. Are they making expected progress?

Consider barriers to learning that the pupil faces and if these are an indication of SEND.

Consider evidence that a pupil may have a disability, as defined by the Equality Act 2010, and, if so, make reasonable adjustments.

Ongoing assessments and termly data, seek to identify pupils who are making less than expected progress. This can be categorised by progress which:

- 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

NB: Slow progress and low attainment does not necessarily mean that a child has SEN. Equally, attainment in line with the child's chronological age does not necessarily mean there is no additional needs in other areas.

High quality teaching targeted at the pupil's areas of need. Class teachers ensure that they are employing adaptive teaching strategies and following the graduated response set out in our school provision map for all 4 areas of SEN.

SENCO to work alongside the class teacher, child's parents and pupils to gather further information.

How does Westmorland Primary School support my child?

The 'School Offer', detailed in our provision map (available on the school website), outlines the support that will be put into place. The following information within this information explains this offer in more detail, explaining how we support children under the four broad areas of need. Many children have needs which fall into more than one of these areas and therefore your child will access support from one or more according to their particular profile.

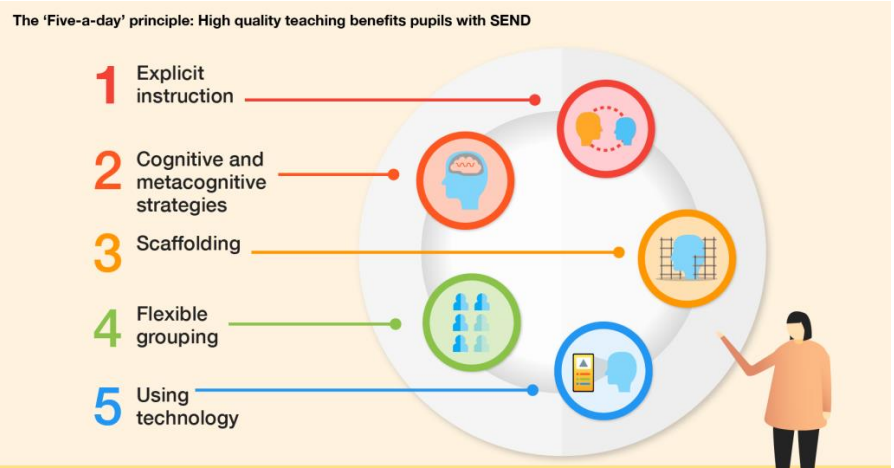
Cognition and Learning **Communication and Interaction**

Social, emotional and mental health (SEMH) **Physical and/ or sensory**

Cognition and Learning

Westmorland Primary recognises the importance of high-quality teaching and that adapted teaching is the first step to supporting a child who may have a Special Educational Need.

All pupils at Westmorland Primary have access to a broad and balanced curriculum. Teachers have high expectations of all pupils and plan lessons to address areas of difficulty and remove barriers to learning so that everyone can achieve.



EEFs Five-a-day principle for adaptive teaching strategies

Identifying Need

The class teacher's know their children well and complete ongoing teacher assessments through their daily teaching. Data is also added to the child's file termly. Teachers are able to quickly identify children who are not making the expected progress.

Class teachers share any concerns that they have with the SENCo and discuss strategies from the school's provision map that are working well and what else may be needed to support that child. The class teachers are accountable for the progress and development of the children in their class and this progress is reviewed by the Senior Management Team and Governors at the end of every term through pupil progress meetings. It is important to note though, that concerns can and should be raised at any time so that timely intervention can be put in place.

The school's open-door policy, alongside the various parental engagement activities e.g., coffee mornings, parents' evenings and class assemblies, ensure that parents and carers also have opportunities to express any concerns that they have about their child's development.

Support Available

Westmorland Primary employs 14 Learning Support Assistants (LSAs) and 4 Higher Level Teaching Assistants (HLTAs), all of whom access a high level of continuous professional development. HLTAs and LSAs are planned for by teachers to ensure all children receive a targeted and supportive package of provision to enable them to achieve their full potential. EEF guidance on the effective deployment of TAs is followed so that the independence of the child is prioritised at every opportunity.

HLTAs and LSAs work with different groups of children in every lesson. These sessions are planned by the teacher to meet a wide variety of outcomes, e.g., to provide appropriate learning for a child working significantly below their age-related expectations; to support children whom assessment has shown are struggling to grasp a concept; to push children to complete mastery work; to promote independence when completing tasks. All children access the greatest proportion of learning time with their class teacher.

HLTAs and LSAs are also familiar with the one-page profiles of children on SEN support or with an EHCP and work with the children to develop their skills and ultimately work towards achieving their targets.

In addition, the school employs two Reading Teachers, Roz Entwistle and Elaine Owen, who both work three days a week.

Westmorland's Reading Teachers work with Key Stage 2 readers who need to develop their fluency and confidence with reading as well as a boost of their phonics skills. The goal is for children to develop effective reading and writing strategies in order to work within the classroom.

Our school provides a vast universal offer to all children. As part of our graduated response, a small range of key interventions take place outside the classroom. Children will access an intervention for up to a term so that opportunity is also given to embed new skills within the classroom environment. Attendance and progress is recorded on CPOMs so that a clear log of the impact of targeted intervention is available for each child.

An overview of the interventions specific to cognition and learning are summarised below:

Skills for learning	Phonics and reading support	Maths
Memory Magic (10 – 12 weeks) Yr 1 – Yr3 Small group intervention with activities that are divided into 7 "Magic Tricks" that help children discover how to support their working memory and learning: Focus / Rehearse / Group / Picture It / Map / Link / Your Spell.	**Phonics Boost (As needed) Yr 2 & Yr3** Children who are identified through phonics screening as needing ongoing support with gaps in their phonic knowledge or skills access targeted phonics sessions. **Reading phonics boost (As needed) Yr1 & Yr2** 1:1 reading sessions with children who need a boost with reading fluency and phonics application. Aiming to get children from red reading books to blue/ green as a boost.	**Number Stacks (As needed) Rec-Yr6** Intervention to identify and close gaps in mathematical knowledge and skills across 5 key areas (place value & number, addition & subtraction, multiplication & division, fractions, decimals & percentages) using CPA and repetition of learning. Can be a short block or as Maths lessons for targeted children.
Working Memory Programme (10 – 12 weeks) Yr4 – Yr6 1:1 intervention following assessment to identify level of need. The programme works through a progression of skills in recall and memory of words, colour patterns and digits giving children strategies to improve their working memory abilities which can be applied to learning in class.	**Extra reading support (As needed) Yr4 – Yr6** Children who are identified through their data as continuing to read below age related expectations access 1:1 sessions. The aim is for children to build on the important decoding skills learned in Key Stage 1 by identifying specific gaps in skills and knowledge and creating a positive attitude to reading, increased confidence and reading stamina. **Fred's Fluent in Five (10 - 12 weeks) Yr2 – Yr6** Aimed at developing fluency through a programme of extracts which have accompanying questions focused on retrieval, vocabulary understanding and inference skills. The programme works best with three 10 minute sessions a week.	

In addition to the support offered by school's targeted intervention, class teachers and the SENCO may identify that your child would benefit from a further observation of their learning from Stockport's Inclusion Service. The school receives a visit every 3 weeks from the Inclusion Service from our learning support teacher, Jillian Warburton.

After discussion with the class teacher and SENCo, Jillian carries out observations to help determine the needs and best provision for the identified pupils. She works closely with class teachers, LSAs and the SENCo to ensure that any recommended provision is put into place in the classroom and, if deemed necessary, appropriate SMART targets are set on a SEN Support Plan. She may also work 1:1 with students to support their learning journey.

If we are concerned that your child is continuing to make less than expected progress, the SENCO may decide that a further assessment from the Educational Psychologist may be beneficial. School directly employs a private Educational Psychologist, Dr Lisa Quinn-Ferguson.

Lisa works closely with children that we have identified as making limited progress despite a high level of intervention. After consultation with family, class teacher and SENCo, Lisa meets with the child and assesses the exact nature of their struggles with learning. This is then written in a Confidential Record of Involvement which is shared with parents, class teacher and SENCo. As part of this process, Lisa provides school with a range of provision and approaches to individualise the pupils package of provision and enable them to work towards their aspirations.

Communication and Interaction

Oracy is central to our MORE intent at Westmorland and is reflected in our extensive package of support.

Westmorland employs Anna Badcock 3 days a week through a Service Level Agreement. Anna is an NHS highly specialist speech and language therapist. Anna supports staff at Westmorland Primary to correctly identify and support children who have speech, language and communication needs.

> 'A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations and discussion, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write.'
>
> The Reading Framework 2023
> DfE

In addition, school also employs Georgia Baxter as a speech and language assistant for 4.5 days a week and Veronica Dajani for 5 days as part of the school's balanced system allocation. As part of the school's offer, Anna, Georgia or Veronica may see your child at school.

This high level of staffing means that children receive timely therapy at school, rather than needing time away from school to attend therapy sessions. It also ensures effective multiagency working between SALT and school with the sharing of targets with teachers.

Your child's class teacher will let you know if he/ she is being seen by the Speech and Language team and Anna will also meet with you to find out your views of your child's speech, language and communication needs. School also offers family speech and language sessions which parents/ carers are invited to attend alongside their child.

The following information explains how your child is supported throughout the school…

Your child may have already been identified as needing speech therapy before they start nursery. If your child is already attending the NHS clinic or the Child Development Unit (CDU) then the school will follow the Individual Therapy Plan (ITP) set by the speech therapist. This will mean that your child will be given 1:1 support, every week, to follow the targets and work set by the therapist.

If your child is attending speech therapy, they will need to continue to attend these appointments as therapy at school is in addition to the therapy provided by the NHS.

Nursery

Every child completes a Wellcomm age standardised assessment when they start Nursery.

This looks at your child's:

- Attention and Listening
- Understanding of language
- Spoken language
- Vocabulary
- Speech sounds
- Social use of language
- Play skills

The language screen, alongside your child's class teacher's observations and your parent views, allows your child to be supported correctly.

No concerns

Your child will be supported through the whole school approach to Makaton and the principles of Every Child a Talker (ECAT) being followed in the nursery.

Identified needs

Your child will take part in a weekly language group from October until July. They will also have a weekly follow-up session with a teaching assistant.

You will be invited to attend a parents' information session. This will explain what your child will be doing in their language group. You will also be given advice on how you can help your child at home and will be provided with a speech and language activity pack.

Your child may have further observations and assessments by Anna. Anna will write an Individual Therapy Plan (ITP) for your child and work closely with all staff to address targeted areas.

Alternatively, with your consent, it may be decided that a referral to the Child Development Unit would help your child. Anna will complete a referral form with you.

The language screen will be completed again in June/July to see the progress your child has made and identify any further areas of difficulty that your child may be experiencing.

You will be invited to attend parent workshops while your child is in nursery. This will help you to use the same strategies as school to support the development of your child's understanding and vocabulary. You will also be shown the symbols we use to support the development of speech and language in Nursery.

Reception

Every child has a NELI (Nuffield Early Language Intervention) assessment in September.

This assessment looks at your child's understanding and use of language.

A class profile is generated from this assessment. This gives advice to the class teacher on inclusive strategies that will support all the children in the class with their understanding of language.

If your child shows that they are experiencing 'significant difficulties' or 'mild/moderate difficulties' (under the 16th centile) in this assessment then they will access further support.

Your child will take part in a weekly NELI intervention group which will target their area of need.

All children who achieved under the 16th centile will be re-assessed in June. Children who still show that they have 'significant difficulties' understanding language will have further support in Year 1 through targeted SALT intervention.

All children in Reception take part in a weekly, whole class NELI session which is led by Georgia Baxter. This session supports all children in the development of language and provides good role models for children who are identified as having additional needs in this area.

As well as the NELI programme, children in Reception may also take part in narrative groups, social skills groups, vocabulary groups or phonological awareness. Class teachers regularly monitor children's progress in this area and recommend children to attend these targeted interventions throughout the year.

These flexible, needs led groups ensure an early identification of need is acted on quickly to achieve good outcomes.

Key Stage One (Years 1-2)

If your child leaves Reception showing that they have a 'significant difficulty' in understanding language then he/she will continue to receive a weekly SALT intervention.

Key Stage Two (Years 3-6)

If your child leaves Key Stage 1 with a 'significant difficulty' in understanding language then he/she will continue to receive a weekly SALT intervention.

If your child requires a higher level of SALT support, then they will be monitored by Anna Badcock with a termly review of targets and regular therapy work to support their progress.

All teachers and TAs are SALT trained and support your child to work on their targets within the classroom. Individual targets are shared, with all adults who work with your child and, where relevant, are recorded on their SEN Support plan. As part of your child's cycle of support, targets are assessed and new targets set at least termly.

Throughout school, if you or your child's class teacher has concerns about the following:

- Fluency of speech
- Speech sounds
- Spoken Language
- Social use of language

Anna will complete an informal speech and language assessment and meet with the child's parents to gain their views. If needed, Anna will write an ITP and arrange/support staff to follow the programme.

Target Room



Westmorland Primary School has a 12 place, Local Authority funded resource provision for Key Stage 1 and 2 children who have speech, language and communication needs that are impacting their cognition and learning.

This resource provision class is available to children who access SEN support or have an EHCP and are making limited progress despite the targeted and personalised offer they have received. The SENCo and wider senior leadership team work together with teachers to allocate places to children in school.

Target Room is open every morning and is taught by our SENCo, Liz Garner. The class also has a dedicated TA, Hannah Walker, as well as SALT assistants Georgia and Veronica who share the role across the week.

Children who access Target Room are registered with their mainstream class daily, they join in with playtimes, lunchtimes and attend any special events or trips with their class. It is essential that they are included with their mainstream class in this way so that they can continue to develop peer relationships and have a sense of belonging with their class.



Whilst in Target Room, the children access discrete sessions in Word Aware, Phonics, Handwriting and Maths as well as NELI, Narrative or 1:1 SALT work depending on their need. Due to the high level of staffing within this room, the children are taught in small groups. They access short, focused activities within each of the sessions and also have independent challenges to complete around the room.

An overview of the interventions specific to communication and interaction are summarised below:

WELLCOMM (Ongoing as needed) Nursery Assessments on entry to Nursery are then used to group children or provide 1:1 sessions which target areas of need within their language, communication and interaction.	**Narrative** Narrative Therapy is a structured programme for teaching questions and narrative skills. The programme is split into different age groups. Children are placed in these groups when they are identified as needing to develop their vocabulary knowledge and use, spoken language skills, sequencing and spoken or written narrative/story building skills.
NELI (Ongoing as needed) Reception The Nuffield Early Language Intervention (NELI) is a language support programme designed to improve children's vocabulary, listening and narrative skills. As with Wellcomm, assessments are used to group children into areas of need that they need to work on.	**Language for thinking** Group intervention for children who are able to understand simple and direct language, but when required to 'read between the lines' they struggle. This difficulty with questions may impact on their understanding of social situations as well as reading comprehension. Language for Thinking is a structured approach to develop children's language from the 'here and now' to the 'how and why'.
Language for behaviour and emotions Intervention to target children who have gaps in language and emotional skills which can have a negative impact on behaviour as well as mental health and self-esteem. The Language for Behaviour and Emotions intervention aims to develop these skills so that children can understand and work through social interaction difficulties in a supportive small group before applying it to real life scenarios that they fac	

Social, Emotional and Mental Health (SEMH)

Westmorland Primary aims to ensure that the school is a caring community where all members of school live and work together in a supportive way and an environment where everyone feels happy, safe, valued and secure.

All children are encouraged to be Westmorland Warriors with all staff having high expectations of behaviour that reflect these core school values which are:



Willpower Achievement Respect Reflection Independence Organisation Reliability

Identifying need

All staff at Westmorland aim to know the children well so that any concerns are quickly noticed and logged. Scaling charts that are linked to zones of regulation are used in every classroom so that children can identify without language how they feel.

Professional curiosity is key to understanding our children's behaviour and what needs are being communicated through it. Teachers and support staff complete Team Teach training. The school invests in training new staff as part of their induction so that an understanding approach and de-escalation strategies are routinely used by all.



Support available

Alongside the universal offer that is available in every classroom, school implements specific SEMH interventions which are summarised below:

<table>
<tr><td><u>Drawing and Talking (As needed) Yr1 – Yr6</u>
1:1 safe space session with the opportunity to open up about difficult life experiences as needed.</td><td><u>Talking Mats (As needed) Yr1 – Yr6</u>
1:1 session sorting a selection of images into likes, dislikes and unsure. Images are selected based on need and offer a way for children to open up who may not verbally communicate a need or issue they are facing.</td></tr>
<tr><td><u>ELSA (8 – 10 weeks) Yr1 – Yr6</u>
1:1 or small group sessions that are tailored to individual needs. Help with self-esteem, anxiety, emotional regulation, bereavement, friendship issues etc.</td><td rowspan="2"><u>Language for behaviour and emotions (10 – 12 weeks) Yr4 – Yr6</u>

Intervention to target children who have gaps in language and emotional skills which can have a negative impact on behaviour as well as mental health and self-esteem. The Language for Behaviour and Emotions intervention aims to develop these skills so that children can understand and work through social interaction difficulties in a supportive small group before applying it to real life scenarios that they face.</td></tr>
<tr><td><u>Lego Therapy (10 – 12 weeks) Yr1 – Yr6</u>
Lego activities are used to support the development of a wide range of social skills (social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts) within a group setting. It can be used to target goals around social skills, language and motor skills.</td></tr>
<tr><td></td><td><u>Turn the Page counselling (10 weeks) Yr1 – Yr6</u>

1:1 counselling sessions that are tailored to individual need.</td></tr>
</table>

Specific, trained staff deliver these interventions so that the children can access a high-quality intervention that is specific to their particular area of need.

Staffing

The school employs a full time Safeguarding and Attendance manager, Tracy Taylor.

As part of her role, Tracy covers all aspects of attendance from initial meetings to referrals into Education Welfare. She liaises with the safeguarding managers to support families to improve attendance as we recognise that this is often linked to SEMH needs.

School also employs Emily Day, our parent engagement officer, who is also ELSA, drawing and talking and talking trained meaning that she can work closely with children who need a key adult to talk to in school. One of our LSAs, Hannah Walker is also ELSA trained and can support the safeguarding team by working with children across all year groups when required.

Westmorland Primary knows that housing, family or domestic circumstances may contribute to presenting behaviours. Therefore, a commitment is made by Westmorland Primary to multi-agency working. This supports the Team Around the Child (TAC) process. Each year the school leads over 100 TAC meetings which involve a range of agencies including: Primary Care Mental Health Worker, Police Community Support Officer, School Nurse, Early Help and Prevention, Education Welfare Officer, Youth Inclusion Worker, Mosaic, Me2, Signpost for Young Carers, Webster Stratton Worker, Behaviour Support Service and Speech and Language Therapy.

Sensory and/or Physical Needs

The school receives approximately 3 annual visits from an Occupational Therapist. The school buys-back an additional half a day visit, every fortnight through a Service Level Agreement.

Westmorland's Occupational Therapist is Colette Monks. Staff and SENCo refer children to Colette who present with gross and/or fine motor needs for further assessment and advice. A report is then written which highlights strengths and needs, along with targets that are then worked on in school and at home where applicable

Support available

As well as the support offered from our OT, school's universal offer ensures that movement is a key part of the day at Westmorland. Each classroom also has an OT box with a range of resources that target specific needs. Resources are also available in school to support sensory needs, with ear defenders, chewellry, wobble cushions and boards being used routinely across school. Teachers are skilled at noticing when children require this support and will offer what they need when they need it.

The table below summarises the interventions that form part of the graduated response in this area:

Motor Skills United (MSU) (As needed) Small group sessions focusing on fine and gross motor skills. Aiming to improve: - balance and co-ordination - confidence and self esteem - handwriting and dexterity - sequencing and organisation skills - visual and auditory perceptual skills	**Sensory circuits** Small group sessions focusing on a three stage circuit which includes alerting, organising and calming activities. These gross motor exercises work on proprioceptive, balance and coordination skills as well as aiming to ensure that children are ready for learning.
Clever Bodies (10 – 12 weeks) OT programme aimed at developing core gross motor skills. The programme consists of activities which build on achieving body control to further develop balance, motor planning, coordination and ball skills.	**Handwriting groups (As needed) Rec – Yr6** Focusing on correct pencil grip and letter formation tailored to individual and group needs with a focus on repeated practise and consolidation from in class activities.

Access plan

The school's access plan details the accessibility of Westmorland and is reviewed regularly to ensure that the school building and the routines and practices within the day to day running of school life are accessible to all. This plan can be found on our school website.

Additional Information

Administration of medicine

The ‘Medicine in School’ policy is in line with the guidance from Stockport Local Authority.

You can contact the school nurse via the school or: Email:MarpleWernethsn@stockport.nhs.uk Tel: 0161 204 5181

You can also ring the HV/SN advice line on 0161 835 6789

If a child has a medical need, which staff need to be aware of and act immediately e.g., a life-threatening condition, then the school nurse will complete a detailed care plan and this will be supported by the school and with your input. The school nurse also arranges annual training for all teaching staff with updates of how to support medical conditions such as asthma and EpiPen training. The SENCO holds a record of all First Aiders in school and arranges training when needed.

Any prescribed medication that should be administered at school requires parents to come to the school office to complete a medicine form. A log of any medicine that has been administered to a child is recorded on CPOMs.

The school has also invested in an Automatic External Defibrillator which is located outside Mr Henderson’s office.

Stockport’s Local Offer

The local authority has a detailed page online which explains what provision and resources are available within the local area for families to access https://www.stockport.gov.uk/landing/send-local-offer

Our school website also has links to a number of SEND resources here https://www.westmorlandprimary.co.uk/resources-for-parents/

Complaints

Should you have a complaint or questions to raise about the SEND provision which your child receives at Westmorland please, in the first instance, speak with your child’s class teacher and/ or SENCo, who will endeavour to answer your questions and resolve any issues. Should this not be satisfactory, please follow the complaints procedure which can be found on the parents section of the school’s website. Stockport’s SEND information and advisory and suupport service (SENDIASS) https://www.togethertrust.org.uk/SENDIASS