



# SEND at Weston Primary School

An information guide for Parents and  
Carers



*At Weston we create a safe, secure and respectful learning environment where every child is encouraged to aspire to reach their potential.*

Weston Primary School's practice is guided by the SEND Code of Practice: 0-25.

What is the SEND Code of Practice?

The SEND Code of Practice is a national document which all schools must refer to when making decisions relating to pupils with Special Educational Needs (SEN) or disabilities. This helps to ensure that children have access to a similar system of support, whichever school they attend.

## What are Special Educational Needs?

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning to ensure that they make progress.

The SEN Code of Practice states:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made... A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of the same age in local schools, 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.

There are four broad areas of SEN need. These are:

- Communication and Interaction (including autism)
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These difficulties can be barriers to learning and a child may have needs that fall into one or more of these categories. Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC Plan

Under the Children and Families Act 2014, schools have a statutory duty to make reasonable adjustments and provide appropriate support for students with SEND. This ensures that every student, regardless of their individual needs, has access to a broad, balanced curriculum and can achieve their full potential.

Students with more complex needs may require an Education, Health and Care Plan (EHCP), which is a legal document that outlines the specific provision required to meet their needs. This plan is reviewed annually to ensure it remains appropriate and effective.

## Our Values and Expectations regarding SEND

At Weston Primary School, there is a shared expectation that responsibility for the provision of pupils with SEND is an integral part of whole school provision and all pupils, regardless of their specific needs, should be offered inclusive quality teaching, which will enable them to make the best possible progress and feel that they are valued members of

the wider school community. We recognise all our class teachers as teachers of SEND children.

We are committed to identifying students who may have SEND as early as possible. Our approach involves careful assessment, monitoring of progress, and collaboration with parents, external agencies, and specialists when necessary. We implement a graduated response, beginning with quality first teaching differentiated to meet individual needs, and progressing to more targeted interventions where required.



## What is SEN Support?

If your child is identified with an additional need, they will be placed on our school's SEN support list. Before this happens, parents /carers will be invited to a meeting with the class teacher, where your child's areas of strengths, needs and proposed targets and support will be discussed. Teacher's will seek advice and input from the SENCO where required.

At Weston, to support SEN children, we look at the individual child's barriers to learning and put the appropriate provision in place to remove those barriers.

SEN support might include:

- Extra adaptations/supports in the classroom
- Adapting and utilising different teaching styles and resources
- Varied and targeted resources to ensure they are accessible
- Small group or one-to-one learning – both within the class and as interventions
- Support from specialists such as speech and language therapists

Progress towards personal targets is monitored closely and adjustments to provision is made as and when needed.

## Who supports my child with their SEN?

Every member of the school team is responsible for supporting children with SEND. However, it is your **child's class teacher** who is responsible for putting the support in place and keeping you up to date with progress and changes.

Our **SENCO** leads teachers, monitors provision, supports and coordinates school policies and procedures: **SENCO**-Mrs L Simpson

## How we support our children identified with SEND?

At Weston Primary School, we regularly assess all children to identify their strengths and needs to identify how they can best be supported. Teachers understand that children learn and develop in different ways, and their needs may change over time. Teachers constantly adapt their teaching

styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is known as Quality First Teaching and is something schools must provide for all children.

Where additional need for support is identified, it is offered through a graduated approach, taking the form of a four-part cycle, assess – plan – do – review. We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This differentiation may involve modifying learning objectives, teaching styles and access strategies. If, following appropriate teacher assessments and support, a child does not make satisfactory progress the class teacher will make a referral to the SENCO who may carry out assessments and observations and then plan next steps as part of the school's Graduated Approach to SEND Support.

Our Graduated Approach is as follows;

Graduated Approach to SEND Support			
WAVE 1	WAVE 2	WAVE 3	WAVE 4
<p>Quality First Teaching</p> <p>Adaptations to learning activities and resources</p> <p>For all children</p>	<p>Quality First Teaching with additional short-term support</p> <p>For children making slower progress</p>	<p>SEN Support:</p> <p>Additional long term, individualised support</p> <p>(Your child will have an individual education plan)</p> <p>For children still making less progress than peers</p>	<p>Education Health Care Plan (EHCP)</p> <p>For children with more complex needs</p>

- **Many children** (Wave 2) may receive support help in class through work, which matches the way they learn and / or short term 'interventions'.
- **Some children** (Wave 3) will have extra help, on a longer-term basis, from members of school staff in order to accelerate progress and ensure they achieve the targets set. They will be placed on the school's SEND support list and targets will be set, monitored and reviewed by the class teacher. This will be shared with parents and carers via a learning support plan.
- **A few children** (still Wave 3) may benefit from support and advice from other sources and specialists which will inform their learning support plan.
- **A very small number of children** (Wave 4) will have exceptional long term and complex needs and will require an EHC plan.



## How will I know how my SEN child is being supported?

We have regular scheduled SEND events throughout the year for Parents and Teachers to meet and discuss progress, support and next steps/targets. They are as follows;

Scheduled Session	SEN Event	Focus
September (New for 2025)	Individual Initial SEND Parent Meeting	Welcome from your child's new teacher and update on support in place.
October	SEND Parent's Meeting 1	How your child is progressing academically and socially. They're strengths and next steps  Teacher will review and update your child's Individual Education Plan (Passport) which requires signing
March	SEND Parent's Meeting 2	
Easter	Written School Report	
June	SEND Parent's Meeting 3	

## Who else may become involved with my child from outside the school?

Experts from outside agencies may be asked to assess your child's needs if, despite the support put into place, their progress is slow and they continue to have difficulties. These assessments are generally focused on giving the school and parents additional advice on the best way to support the child, rather than on giving a 'diagnosis'. The SENCO will ask for your permission to seek additional advice from outside specialists such as health professionals, specialist teachers or an educational psychologist who would:

- Carry out further assessment of your child's needs
- Observe your child
- Provide advice to the school on how best to support your child
- Suggest resources that would help your child to make progress

Parents are, wherever possible, offered the opportunity to meet with these professionals to discuss the results of their assessments / observations.

## Does the school get individual funding for my child's SEN needs?

Unless a child has either an EHC plan or Early Years high needs funding, the school does not receive any additional SEN funding for individuals. The school's budget is used to support all pupils which include those with special educational needs and disabilities. The amount of funding each school receives is based on the number of pupils attending.

A child with an EHC plan may be allocated a set amount of 'top up funding' and this is used to fund the provision outlined in their individual plan.

## What are EHC plans?

If your child's needs are very complex and long-term the school may ask the Local Authority (LA), in collaboration with you as the parent or carer, to carry out an education, health and care needs assessment. This is only appropriate for a very small number of pupils. Schools can make this request when they have undertaken several cycles of support and can demonstrate that they need more than £6000 to support the child's needs. Parents can also make their own request for an assessment directly to the LA.

If the LA agrees that an assessment needs to take place, it should be completed within 20 weeks from when it was requested. This assessment could lead to your child getting an Education, Health and Care (EHC) plan. This EHC plan brings all your child's education, health and social care needs into one legal document.

A child with an EHC plan will have termly reviews and an annual review at least every 12 months. Where a child is not reaching set targets or there are concerns with the progress against the EHC targets, an early review can be held.



## Who can I talk to?

You should always speak to your child's class teacher first calling **01928 574544** or [enquiries@weston.halton.sch.uk](mailto:enquiries@weston.halton.sch.uk) to request a meeting. Your child's teacher knows them well and can inform you of how your child is doing and follow up any queries for you and getting the information to you as soon as they are able.

If you need to speak to another member of the school team including Mrs Simpson our SENCO please contact the school office on [enquiries@weston.halton.sch](mailto:enquiries@weston.halton.sch)

## How can I help my child?

Research shows that children who make the greatest progress are those whose parents support the work carried out at school by:

- Making sure school knows about any major changes in your family or worries you may have.
- Encouraging your child with reading, spelling and home learning.
- Continual encouragement and praise.
- Attending all meetings such as parents' evenings and arrange meetings with the SENCO if you have concerns. We will achieve the best results for your child if we work together!

## Where can I go to for more information?

The school's SEN Policy and information report sets out more detailed information about the support available for children with SEN and disabilities. You can access this information on our website.

### External links

The Government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

**SEND Code of Practice: 0 to 25 years, GOV.UK – DfE**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**SEND: a guide for parents and carers, GOV.UK – DfE**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities:

**IPSEA home, IPSEA**

<https://www.ipsea.org.uk/home>

**SENDIAS** Helps children, parents, carers and young people to take part in decisions

<https://sendiasshalton.co.uk/>

The Halton Local Offer website can give more detail about SEND provision in schools in Halton

<https://www.haltonfamilyhubs.co.uk/send-home>

### Glossary of terms

**EHC plan** - education, health and care plan

**SEN** - special educational needs

**SENCO** - SEN Co-ordinator

**SEND** - SEN and disability

