



Willow Primary Academy SEND Information Report: SEPTEMBER 2025

The SEND Information Report outlines how the SEND Policy offer for SEND will be implemented within Willow Primary Academy. This document provides information about the support Willow Primary Academy offers pupils with Special Educational Needs and Disabilities (SEND) and ways in which parents, children and young people may access the support required. The report should be read in conjunction with the Trust, SEND and Safeguarding policies as well as the school accessibility plan, which can be found on our website. The Local Authority's local offer gives details of services available for pupils with SEND and their families. This can be found at Glos Families Directory www.glosfamiliesdirectory.org.uk.

Head Teacher: Julia Hyde (Interim Headteacher)

SENCO: Annie Martin (Interim SENCO)

SEND Governor: Katie Sweed

1. What kinds of SEND are provided for at Willow Primary Academy?

Willow Primary Academy provides support for pupils with SEND across the four broad areas of need outlined in the SEND Code of Practice (2014):

- **Communication and Interaction** (e.g. speech, language and communication needs; autism)
- **Cognition and Learning** (e.g. specific learning difficulties such as dyslexia; moderate learning difficulties)
- **Social, Emotional and Mental Health (SEMH)** (e.g. anxiety, attachment needs, emotional regulation difficulties)
- **Sensory and/or Physical Needs** (e.g. sensory processing differences, fine and gross motor difficulties, physical disabilities)

While pupils are identified under a primary area of need, the school recognises that many children present with overlapping needs. Provision is therefore planned holistically, taking into account the whole child, including learning, wellbeing, communication, independence, and access to the curriculum.

2. Identification and assessment of pupils with SEND

Willow Primary Academy follows the SEND Code of Practice (2014) when identifying and assessing pupils with SEND.

Concerns may be identified through:

- transition information from nurseries or previous settings
- information shared by parents/carers
- teacher assessment and observation
- progress data indicating slower-than-expected progress
- early screening assessments
- concerns raised by support staff

When a concern is raised, the SENCo will:

- gather evidence from class teachers and support staff



- analyse attainment and progress data
- review behaviour, attendance, and wellbeing information
- consider parental views and pupil voice
- review reports from external professionals, where applicable

If a pupil continues to experience difficulty despite high-quality adapted teaching, the SENCo will work with staff and parents to identify the pupil as having SEND and recommend reasonable adjustments, targeted strategies, and/or additional interventions.

Where needs are complex or require specialist input, referrals to external agencies will be made with parental consent.

3a. Evaluating the effectiveness of SEND provision

The school uses a **graduated approach** (Assess–Plan–Do–Review) to ensure SEND provision is effective.

Effectiveness is evaluated through:

- progress against **My Plan, My Plan Plus, or EHCP outcomes**
- termly reviews (minimum three times per year)
- analysis of attainment and progress data
- observation of engagement, independence, and wellbeing
- feedback from pupils and parents
- reports and recommendations from external professionals

The SENCo monitors SEND provision across the school and reports to the Senior Leadership Team and SEND Governor.

3b. Assessing and reviewing progress

Progress for pupils with SEND is assessed using a range of measures, including:

- Reception Baseline Assessment
- EYFS Profile
- National Curriculum assessments
- teacher assessment and observation
- standardised assessments (e.g. reading, spelling)
- wellbeing, behaviour, and independence tracking

EHCP outcomes and End of Key Stage outcomes are **broken down into small, measurable steps**, which are reviewed at least three times per year. Adjustments to provision are made where progress is limited.

3c. Approach to teaching pupils with SEND

Willow Primary Academy prioritises **high-quality, inclusive classroom teaching** as the first response to SEND.

Class teachers:

- adapt lessons through scaffolding, modelling, and flexible grouping



- adjust resources and expectations
- use visual supports and structured routines
- work closely with teaching assistants to support access and independence

My Plan

If a pupil requires support beyond classroom adaptation, a **My Plan** is implemented. This includes:

- specific, measurable targets
- agreed strategies and interventions
- clear review dates (minimum three per year)

Parents are involved in all stages of planning and review.

My Plan Plus

For pupils requiring a higher level of support, a **My Plan Plus** is implemented through multi-agency involvement. A **My Assessment** is completed, and outcomes are agreed through multi-agency assessment and/ or TAC meetings.

EHCP

Where a pupil requires support beyond the school's available resources, the SENCo may request an **Education, Health and Care Needs Assessment** in consultation with parents and professionals. Annual reviews are held for all pupils with EHCPs.

If the Local Authority agrees to assess, the EHC needs Assessment should take no more than 20 weeks and consist of five stages:

1. Processing your request (weeks one to six)
2. Advice gathering process (weeks six to 12)
3. Decision to issue an EHCP or not (weeks 12 to 16)
4. Issuing final EHCP (weeks 16 to 20).

The final EHCP will then be produced, following multi-professional assessment over the above time period. The EHC plan will ensure additional funding and support for your child and will be reviewed every year. More information about the EHCP timeline can be found here: [EHCP Timeline - Education Advocacy](#)

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3d. Curriculum and environmental adaptations

The school makes reasonable adjustments to ensure pupils with SEND can access learning, including:

- differentiated tasks and resources
- visual timetables and consistent routines
- additional adult support (1:1 or small group)
- targeted interventions delivered flexibly to minimise curriculum loss
- specialist equipment where required

Interventions are time-limited, monitored, and reviewed for impact.

3e. Additional support and interventions

Examples of interventions include:

- Read Write Inc Fast Track Tutoring
- Speech and Language interventions
- Occupational Therapy programmes
- sensory circuits
- pastoral and emotional check-ins
- Play Therapy
- ELSEC
- Thrive and My Happy Mind

Provision is matched to identified need and reviewed regularly.

3f. How do we enable pupils with SEND to engage in the activities of the school alongside pupils without SEND?

Willow Primary Academy is an inclusive school and is committed to ensuring that pupils with SEND are able to participate fully in all aspects of school life.

Reasonable adjustments are made to enable access to:

- classroom learning
- assemblies and collective worship
- school trips and visits
- extra-curricular clubs



- playtimes and lunchtimes

Adjustments may include:

- additional adult support
- adapted resources or equipment
- alternative ways of recording or participating
- flexible routines or access arrangements

Risk assessments are completed for trips and activities, with SEND needs explicitly considered. Where necessary, additional staff are deployed to support inclusion. The school works closely with families to ensure pupils with SEND are able to access activities safely and successfully.

3g. What support is available for improving emotional, mental, and social development?

The emotional wellbeing of pupils is a priority at Willow Primary Academy. All staff use a caring and nurturing approach and are trained to recognise early signs of emotional distress.

Support may include:

- pastoral check-ins
- emotional regulation strategies
- access to calm spaces
- small group or 1:1 support

Targeted SEMH interventions include:

- Play Therapy
- Thrive
- My Happy Mind
- emotions and feelings work

Where concerns are significant or persistent, the school works in partnership with parents and may support referrals to external services such as:

- CAMHS
- Young Minds Matter (YMM)
- Early Help services

The school's anti-bullying policy applies to all pupils and is implemented consistently. Behaviour support plans and reasonable adjustments are put in place where a pupil's SEND impacts their behaviour.

4. What are the name and contact details of the SENCo?

The Interim SENCo at Willow Primary Academy is **Annie Martin**.



The SENCo can be contacted via the school office using the main school contact details. Appointments can be arranged to discuss concerns, provision, or progress.

5. How does the school secure expertise and training for staff?

The SENCo attends Local Authority SENCo network meetings to remain up to date with statutory guidance, local procedures, and best practice.

Staff training includes:

- whole-school INSET
- targeted training linked to pupil needs
- external courses and conferences
- ongoing professional development through staff meetings

Early Career Teachers receive additional support and training relating to inclusive practice. Staff are encouraged to develop expertise in specific areas of SEND, supported by the SENCo and Senior Leadership Team.

Roles and Responsibilities

a) The SENCo will:

- lead the strategic development of SEND provision
- coordinate SEND support across the school
- support staff with planning and provision
- liaise with parents and external agencies
- oversee the graduated approach
- ensure records are accurate and up to date
- advise on SEND funding and resources
- support transitions between settings

b) The SEND Governor will:

- monitor SEND provision and outcomes
- report to the governing board
- support strategic development of SEND

c) The Headteacher will:

- have overall responsibility for SEND provision
- work with the SENCo and SEND Governor to ensure statutory duties are met

d) Class teachers are responsible for:

- progress and development of all pupils
- planning and adapting teaching for SEND pupils
- working with support staff and the SENCo
- contributing to reviews and assessments



e) *Parents and carers will:*

- share relevant information with the school
- attend review meetings
- work in partnership with staff

f) *Pupils will:*

- share their views and experiences
- contribute to reviews where appropriate
- develop ownership of their learning and targets

6. How is the learning environment made accessible for pupils with SEND?

The school environment is designed to be accessible and inclusive. The site is single level and wheelchair accessible, with a disabled toilet available.

Accessibility measures include:

- clear classroom layouts
- visual timetables used consistently
- seating arrangements adapted to need
- risk assessments for trips and activities
- support for specialist equipment

Individualised strategies and reasonable adjustments are implemented as required and reviewed regularly.

7. How does the school support pupils at transition points?

Transitions are carefully planned, particularly for pupils with SEND.

Support may include:

- additional visits
- transition booklets or visual supports
- meetings with parents and professionals
- phased or extended transitions
- liaison with previous or next settings

The school works closely with external agencies and families to ensure transitions are calm, supported, and successful.

8. How are pupils with SEND involved in decisions about their education?

Pupil voice is central to SEND provision at Willow Primary Academy.

Where appropriate, pupils:



- contribute to review meetings
- share views through discussions or alternative methods
- help set targets and identify strategies that support them

The school ensures pupils are supported to express their views in ways appropriate to their age and needs.

9. What should I do if I am not happy with the provision for my child?

Parents are encouraged to raise concerns initially with the class teacher. If concerns remain, parents may contact:

- the SENCo
- the Headteacher
- the Chair of Governors

The school's complaints procedure should be followed if required. Parents may also seek independent advice from **SENDIAS**.

10. How does the school involve other agencies?

With parental consent, the school works with a range of external professionals to support pupils with SEND. Advice is implemented and reviewed to ensure impact.

Agencies may include:

- Advisory Teaching Service
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Health professionals
- Behaviour Support
- Early Help
- Young Minds Matter
- SEN Casework Team

11. Who can I contact for further support?

Parents can contact:

- Class teacher
- SENCo
- Family Support Worker
- Headteacher

Via:

- School office/ Class Dojo
- Telephone: 01452 526442
- Email: admin@willow.sandmat.uk