



West Park Primary School

SEND Information Report 2025 – 2026

Our School

Our School Vision

At West Park Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

September 2025 Information

West Park Primary currently has around 350 children on role.

There are currently around 10% of pupils on our school SEND register with a range of needs from universal to specialist.

Of the pupils on the SEND register around 50% of pupils have needs that can be accommodated through quality first teaching and individual adaptations in class (Band 3 SEN Support)

Around 47% have needs that requires more personalised strategies, specific targeted interventions, Quality First Teaching and bespoke support planned by class teachers. (Band 4 – Higher Needs)

Whilst around 3% of pupils on the SEND Register at Crooks barn have significant or complex need that requires support significantly over and above in class provision. (Band 5 EHCP)



Meet our SENDCO



The named SENDCO is Mrs Price

If you would like to contact Mrs Price please call school on 01429 282090 or email the school office on: school.admin@westpark.adastraschools.org for the attention of Mrs Price and she will aim to respond within 72 hours.



At West Park Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

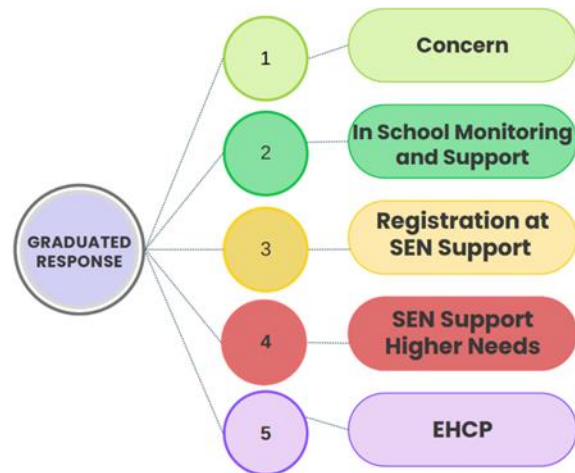
Special Educational Needs

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



Identifying and Assessing Need

A special educational need can be identified at any stage of a child's learning journey; however, research tells us that early identification is vital. West Park follow the 'Ad Astra Academy Trust Graduated Response' when identifying and supporting pupils who may have additional needs. We work collaboratively with a range of professionals and we actively encourage parents to speak to us about their child's needs.



This is used in conjunction with the Hartlepool Brough Council Ordinarily Available Inclusive Mainstream Practice Document which provides guidance specifically for Hartlepool settings on leading inclusive mainstream settings.



Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs.

Concern (Band 1)	Monitoring (Band 2)	Registration at SEN Support Level (Band 3)	SEN Support & ongoing Higher Needs (Band 4)	EHCP (Band 5)
At this stage there may be initial concerns raised by parents/carers or class teacher regarding progress in learning, development in other areas e.g. social/emotional, communication or physical. e.g. immature speech. Pupils' needs will be met through adaptive teaching approaches and the Ordinarily Available Provision (OAP) for the school. Initial concerns are recorded on CPOMS, and pupils are identified as a 1 on the graduated response tracker. This will be formally reviewed each half term by class teachers and the SENDCo.	At this stage there will be growing concerns around progress, gaps in learning and/or development from Parents/Carers, class teachers and/or other professionals such as Speech and Language. It is likely that initial concerns were raised at least 1 term previously and that adaptive strategies monitored over at least one term are not demonstrating impact. This stage is for targeted support and assessment, and it helps to build a picture of the needs of any pupil who may need to be registered at the SEN Support stage. Interventions are monitored for their impact. Pupil needs are met through adaptive teaching and adjustments in the classroom, alongside general interventions. Pupil progress and development are monitored through teacher assessment and dialogue with pupil/parents& carers. A One Page Profile or Pen Portrait is created and uploaded to CPOMS to ensure consistency in approach to meeting needs and to support transition. Pupils continue to be assessed on age related frameworks. Pupils are identified as a 2 on the graduated response tracker. This will be formally reviewed each half term by class teachers and the SENDCo.	If a pupil presents with needs which require provision that is 'additional to or different from' the majority of their peer group, in order make progress within their academic attainment and/or holistic development the pupil's name and primary/secondary needs would be formally added to the SEN Register. Parents are informed and are asked to contribute to the development of a SEN Support Plan/Individual Learning Plan. Pupils at this stage are likely to be involved with external professionals, their advice may lead to more specific or bespoke support/intervention for the pupil, which is also included in their plan. Pupil needs, adaptations, adjustments and interventions will be clearly identified on a SEN Support Plan/Individual Learning Plan and the provision they receive will be additional to or different from what the majority of their peer group receive but is still what is 'ordinarily available' within the school notional SEND budget. Specific interventions within (and sometimes out of) class provide targeted support towards targets or outcomes. Pupils are identified as a Band 3 on the Graduated Response Tracker and as 'K' on the formal SEN Register on SIMS. Pupils in this band are monitored closely during team meeting and pupil progress meeting discussions. SEN Support Plans/Individual Learning Plans are working documents which are reviewed termly in conjunction with parents/carers. Pupils are assessed using 'stage not age' Teacher Assessment Frameworks where appropriate. After a period of intervention and support, some pupils may move off the SEN Register, back down to a Band 1 or 2. Depending on ongoing support needs some pupils may remain on Band 3 for their educational journey.	At this stage pupils are identified with higher levels of need, likely to be evident across more than one area of need from the SEN Code of Practice. Needs and provisions will be outlined in detailed SEN Support Plans/Co-ordinated Support Plans depending on the Local Authority requirements. Needs are likely to require significantly enhanced provision well beyond the descriptors for Ordinarily Available Provision (e.g. very regular small group/small class support, high levels of adult support for most activities) and which cannot be met from resources allocated as part of the mainstream schools' delegated budget share. It is likely the pupil will be involved with one or more external agencies such as Speech and Language Service, Educational Psychology, CAMHS, Early Help, Social Care or counselling services. Recommendations from external agencies are likely to be bespoke and delivered on a 1:1 or 1:2 basis. The school SENDCo is likely to apply for High Needs Funding (HNF) from the Local Authority in order to deliver the more personalised support. Pupils are identified as a Band 4 on the Graduated Response Tracker and as 'K' on the formal SEN Register on SIMS. Any HNF accessed is also recorded on SIMS. Pupils in this band are monitored very closely during team meeting and pupil progress meeting discussions. SEN Support Plans/Co-ordinated Support plans are working documents which are reviewed at least termly in conjunction with parents/carers and where appropriate, external professionals. Sometimes, with the support of HNF, pupils make accelerated progress and through assess, plan, do review cycle it maybe determined they no longer require the same level of support and they may move to a Band 3. It is likely that pupils identified as Band 4 will require a bespoke approach to assessment, which may include the use of a small-step approach such as PIVATS.	At this stage there is a growing picture of evidence in terms of bespoke support, assessments and multi-agency work. The impact and progress at SEN Support is likely to be deemed insufficient and/or there maybe evidence that the pupil requires more specialist and ongoing support. EHCP is often required to access Additionally Resourced or Unit Provisions and is always needed to if pupils require a placement within Special School Provision. In conjunction with parents/carers, the SENDCo will lead the referral and meetings required for the application of an Education, Health and Care Needs Assessment. This is considered by the relevant Local Authority SEND Team. For any EHCP, whether the school have been involved in the original application or they have inherited the EHCP from another setting, Section F outlines the provision that the pupil requires to support them in a school setting. It is up to the Local Authority to ensure that Section F is fulfilled, this is often through resource and funding allocations to the named school in Section I. For any new EHCP admission to the school, prior to the school being named, the LA must consult with the school to ascertain that they can meet the needs of the pupil and what resources may be required to be able to fulfil Section F - identified provision. Parents/carers have a right to request a mainstream education for their child. If an EHCP is granted, the long-term outcomes will be broken down into small steps and monitored termly by class teachers. The school SEND Team/SENDCo will host an Annual Review Meeting each year to evaluate progress against outcomes and update any relevant sections of the EHCP on behalf of the Local Authority, who then have to agree the changes. If needs and provision change significantly (and not within the window of an annual review meeting), it may be that parents/carers or the school wish to hold an Interim Review Meeting. Through this the EHCP can be amended and requests to re-assess need or seek alternative provision to better meet need can be submitted to the Local Authority.



Some children will be monitored using PIVATS assessments, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.



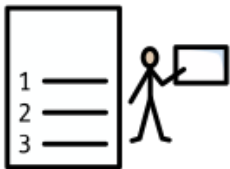
Our approach to teaching children with SEND

We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary which may include some bespoke small group or one to one support for some sessions/interventions.

It is unlikely that a single adult would work with one particular pupil, more likely that a 'Team around a child' approach would be used for those pupils who require higher levels of support. This approach is supported by research and considered a more effective way of working with pupils. It supports independence and reduces reliance on particular members of staff, which can be a limiting factor in the support and development of pupils with SEND.







Staff are trained in the principles of adaptive teaching and these are regularly revisited.



Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

<p>Explicit instruction</p>	<p>Metacognitive Strategies</p>	<p>Explicit teaching of emotional regulation</p>
<p>Flexible Grouping</p>	<p>Pre/Post Teaching</p>	<p>Scaffolding (supporting pupils to access the tasks)</p>
<p>Visual timetables</p>	<p>Task boards</p>	<p>Peer mentoring</p>
<p>Assistive technology</p>	<p>Talk partners</p>	<p>Peer marking</p>

		
Self-assessment	Word banks	Positive behaviour recognised
		
Sensory/adaptive Equipment	Timers	Explicit instruction

Some pupils access specific adaptations linked to their areas of need; these will be detailed in the provision on their SEN Support Plan. These may be based on the advice of outside agencies involved with a pupil or based on the teaching staff's knowledge and understanding of a pupil.

Interventions

		
ELSA (Emotional Literacy Support Assistant)	Alliance (Group work, 1:1 counselling, family practice)	Individual Regulation Plans
		
Sensory Circuits and/ or Individual Sensory Diet	Safe Space or Calming area	Curriculum Intervention Groups -Reading fluency/Maths/Phonics

When appropriate, staff are deployed to give children additional support inside or outside of classrooms, as part of a small group or on an individual basis.



Parent/Carer Consultations

At West Park Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold regular Multi-agency Drop-in Sessions where families can learn about available support within school and beyond to external services. During these sessions we connect with families to find out what additional advice and support they would find useful.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite parents/carers in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps on the SEN Support Plan. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire will be sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess and share their likes, dislikes, strengths and difficulties



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

The SEND provision is a regular discussion in SLT meetings and team meetings. This allows staff opportunities to reflect on what is working well and discussing next steps.

The SENDCo is allocated at least one staff meeting each half term to discuss and share ideas, training and to share up to date research and policies.

Class Teachers, in conjunction with parents, pupils and support staff will review pupils' individual progress towards their goals at regular intervals; as a minimum every term.

Class Teachers establish pupil's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Pupils are involved in evaluating their provision and are asked if they feel the adjustment or intervention is helpful and makes a difference.

The SENDCo and other leaders regularly monitor provision for SEND pupils linked to SEND Plans.

Class Teachers regularly use tracking tools to measure progress of all pupils and for some pupils who require even smaller steps, PIVATS is used to assess progress and identify next steps.

Class Teachers will hold termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

The SENDCo, in conjunction with wider staff and outside agencies, will hold annual reviews for children with Education Health Care Plans.



Staff Training









At West Park Primary, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support every child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The Senior Leadership Team (SLT) plan whole school training to ensure all staff understand the range of needs and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Child Development	De escalation & Positive Handling	Emotion Coaching & PACE	Bucket time (Attention Autism)
			
Autism Awareness	Attachment and Trauma	Phonics (catch-up)	Sensory needs



Specific Learning Difficulties – Literacy, DCD, ADHD



Reading for those who struggle



Nurture support



Speech and Language



Transition Support

In to Nursery and Reception Transition and Settling In

We offer home visits for all children who are new to our school in both Nursery and Reception.

For Reception children who have not attended our Nursery, we visit them in their current setting and speak with their key workers.

For Nursery children joining us from another setting, we liaise with their key workers to ensure a smooth transition.

To support families in making informed choices, we hold early open evenings in the autumn term, followed by a formal information evening in June (for Reception and nursery as this is our largest intake point) and transition sessions in July.

When children start:

- Reception – We are happy to offer a phased start if you request this for your child.
- Nursery – Children begin with two half-day sessions as part of a phased start, before moving to their agreed entitlement. If you feel your child would benefit from a slower introduction, we are always open to individual discussions.

The Areas of Learning are shared with parents/carers and their views on their child's development are collected. At this point, concerns regarding SEND needs or outside agency involvement would be shared and additional meetings or visits may be planned.

In the Summer Term, Nursery pupils will transition to Reception for an afternoon session. Nursery pupils who are anxious or require additional time to familiarise themselves with the surroundings or staff will access an individual plan, such as spending 'story time' in Reception each day. Pupils joining from other settings will also be invited into Reception transition afternoons.

Transition into each successive year-group, is supported by teacher meetings, information hand over and taster sessions in each new class.

End of Year transition

When children move up a year, we hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

For some pupils, we provide transition sheets or booklets which include photos of the teacher, TA and classroom environment.

Class teachers meet with each other during the summer term to discuss the needs of the children and share SEND Support Plans.

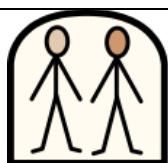
Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Information sharing begins after places are confirmed. All pupils access transition visits to their new schools in July. Some pupils access an enhanced transition package which includes additional visits to their secondary provision at different times, these are personalised, depending on the pupil's needs.

Children who are deemed to need additional support or information sharing sessions may be offered a pupil centred meeting with a member of staff from the secondary school, the primary SENDCo, the parent or carer and the child. This provides the year 6 learner with the opportunity to share their own needs and concerns directly with a member of secondary staff.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. The SENDCo will also speak to the pupil's previous setting to access information and SEND records that may be held.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Speech and Language Therapy (SALT)
Visual and Hearing impairment team (STARS)
Educational Psychology Service (Hartlepool Local Authority)
Occupational Therapy Service (Sunflowers- NHS)
Physiotherapy Service (Bespoke to individual children where applicable)
Alliance Psychological Services (Wellbeing groups/Talking Therapies/ Parent-led CBT/ systemic family practice)
Hartlepool Borough Council SEND & Inclusion Team
Early Help
Virtual School

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call to invite you for a meeting to share the advice or some agencies will contact you directly.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our pupils, including our breakfast clubs and after school wrap around care.

All pupils are encouraged to go on our visits, including residential with their class, where relevant.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. This can be flexible where certain activities are triggering for some children should you deem this necessary.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, playground leaders etc.

No child is ever excluded from taking part in these activities because of their SEN or disability. School visits may be adapted to meet the needs of the pupil and individual risk assessments may be necessary to ensure all pupils and staff are safe.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo, Mrs Price. If she is unable to solve your issue to your satisfaction, an appointment can be made to speak to the Headteacher, Mrs Sheffield, or the Deputy Headteacher, Mrs Marino.

If you are not happy with the response from staff within school, then you may contact the governors through the school office.

Mrs Sue Sharpe– Chair of Governors
Mrs Sue Sharpe– SEND Governor



Hartlepool Local Offer

The Hartlepool Local Authority Local Offer can be found at [SEND Local Offer - Family Hubs in Hartlepool](#)

Early Help – Children's Hub	tel:01429284284
Hartlepool Children's Disability Register	childrensdisabilityregister@hartlepool.gov.uk
Hartlepool Family Hubs	Home - Family Hubs in Hartlepool Rossmere Family Hub – Rossmere Way, Hartlepool, TS24 5EB Hindpool Close Family Hub, Hindpool Close, Hartlepool, TS24 0TB Miers Avenue Family Hub, Miers Avenue, Hartlepool, TS24 9JQ Middleton Grange Family Hub, Middleton Grange, Hartlepool, TS24 7RZ 01429 292444
Hartlepool Carers	01429 283095

	Staff@hartlepoolcarers.org.uk
Daisy Chain – Family Support Service	01642 531248 Family.support@daisychainproject.co.uk
Speech and Language Service	01429 522717 nth-tr.childrenservicesadminhub@nhs.net
Children’s Occupational Therapy Service – North Tees	01429 522717
SEND Information Advice Support Service	https://www.hartlepoolsendiass.co.uk/ sendiass@hartlepool.gov.uk 01429 284876



Feedback

Quotes from some of our parents:

“The SEND team at West Park have been so supportive- they really listen to both me and my child, and work with me to make sure the right help is in place. I’ve been really impressed by how West Park understands my child’s needs and puts strategies in place that actually make a difference.”

“We have been happy with the information provided when attending appointments with the SEND teacher.”

“The SEND journey is a difficult one. There’s highs and lows but the last few years, West Park has been there for us, helped our little one grow with the love and care that every struggling child needs.”