

NEW SEND Information Report 2025-2026

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the [Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.](#)

General School Details:	
School Name:	Widnes Academy
School website address:	www.widnesacademy.co.uk
Type of school:	Primary school, including Nursery
Description of school:	Multi Academy Trust school
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	122
% of children at the school with SEND:	35%
Date of last Ofsted:	March 2023
Awards that the school holds:	Healthy Schools, Active Award, Wellbeing Award
Accessibility information about the school:	The school is spread over 3 floors, with a lift to access the 3 main floors.
Please provide a web link to your school's Accessibility Strategy	equality_policy_2023-2024.pdf
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Autism training delivered February 2023 Termly SEND staff meetings to deliver training to staff about SEND and current issues. Sensory Training delivered April 2024

School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	Yes send_policy_2025-2026.pdf
Safeguarding Policy	Yes widnes_academy_safeguarding_policy.docx
Behaviour Policy	Yes behaviour_policy_2024.pdf
Equality and Diversity	Yes equality_policy_2023-2024.pdf
Pupil Premium Information	Yes pupil_premium_strategy_2024-2025_1.docx
School Complaints Policy/Procedure NEW REQUIREMENT <i>Policy must specify 'Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'.</i>	downloadsbehaviour_policy_2.pdf

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we	When pupils have identified SEND before they start here, we work with the people who already know

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<p>seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>them and use the information they already have available to identify what their SEND need will be in our school setting</p> <p>If you tell us you think your child has SEND we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child.</p> <p>If your child does not appear to making the same level of progress as other children of their age we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages.</p> <p>We are child and family centred so you will be involved in all decision making about your child's support. When we assess SEND we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way.</p> <p>We have activities to promote and monitor positive behaviour in the classroom.</p> <p>We use homework to repeat and practise activities that are new and present an achievable challenge.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>Our school SENDCo attends termly training from Inclusive learning North and accesses their SEND forum termly.</p> <p>Each half term we attend Educational Psychologist Group consultations</p> <p>We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties.</p> <p>We get support from local authority services and local special schools who provide outreach work</p> <p>We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</p> <p>We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy.</p> <p>We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning</p>

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	<p>more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability. As part of the Wade Deacon Trust we also work with SENDCOs across the trust to share expertise and skills.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Access to ICT resources such as iPad and computers/laptops Prompt and reminder cards for organisation Symbols and visual prompts Use of specific supports as recommended by professionals (ie coloured overlays, adjustment of IWB, writing slopes) Visual timetables Support from classroom assistants within class working on social stories to support children with Autism. We also source outreach work from Halton's autism team which 1:1 workers deliver to children Support from SENCO/specialist TA for small group or individual Additional school support from Communicate for speech and language SEN service where required</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>Support from classroom assistants within class working on social stories to support children with Autism. We also source outreach work from Halton's autism team which 1:1 workers deliver to children Support from SENCO/specialist TA for small group or individual Additional school support from Communicate for speech and language SEN service where required</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Children assessed on Wellcomm in EYFS and interventions put in place through continuous provision or 1:1 where appropriate Referral into SALT team where appropriate Intervention from speech and language therapist Delivery of personal speech and language programme Wellcomm assessments and interventions in KS1 and beyond where children need</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Small group support in class for guided reading / writing Individual daily reading with/ to teaching assistant / teacher</p>

Range of Provision and inclusion information:	
	<p>Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</p> <p>Streamed Phonics across EYFS, KS1</p> <p>Additional Phonics sessions in KS2</p> <p>Use of structured handwriting support scheme</p> <p>Use of Lexia reading programme</p> <p>Use of precision teaching to support spelling</p>
Strategies to support the development of numeracy.	<p>Small group support in class through guided teaching</p> <p>Pre-teaching maths sessions</p> <p>Withdrawal in a small group for 'catch up' maths activities</p> <p>Mastering number programme delivered in across the school to develop maths fluency</p>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<p>All teaching staff have received training in delivering the curriculum from the view of a SEND child. Staff carefully design lessons so our children with SEND can access all areas of the curriculum.</p> <p>We prioritise interventions to take place in the lesson and within the same subject wherever possible.</p> <p>We ensure that SEND children have a broad and balanced curriculum offer and ensure they have access to all foundation lessons.</p> <p>Personalised and differentiated curriculum</p> <p>Small group support in class from classroom assistant or teacher</p> <p>1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources</p> <p>Specialist equipment</p> <p>Individual Support plans (educational, behaviour, pastoral)</p> <p>Strategies put into place as provided by professionals / specialist services / outreach</p>
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<p>Edukey is used to monitor children's individual learning plans, which parents are invited to contribute to.</p> <p>We use regular pupil progress meetings to monitor all children's progress and look at strategies to assist learning.</p> <p>For children working significantly below age related expectations we assess them using PIVATS.</p> <p>Interventions are monitored regularly to check effectiveness and to alter them as needed.</p>
Strategies/support to develop independent learning.	<p>Use of individual timetables and checklists</p> <p>'Chunking' of activities</p> <p>Now and Next boards</p> <p>Small group work with TA to focus on gaining skills of independence</p>

Range of Provision and inclusion information:	
	<p>Individual success criteria</p> <p>Visual prompts</p> <p>Fidget toys</p> <p>Balance cushions</p> <p>Movement breaks</p> <p>Sensory circuits</p>
Support /supervision at unstructured times of the day including personal care arrangements.	<p>Auxiliary staff employed responsible for personal care for named pupils if required</p> <p>TA support during break times and lunch times</p> <p>Teacher on duty if required</p>
Extended school provision available; before and after school, holidays etc.	<p>All children can access the school's breakfast club, which they can book via the schools booking system.</p> <p>After school clubs are available for children to attend and these will change termly.</p>
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<p>Planned support from teaching assistants or a designated teacher during trips</p> <p>Pre visits where feasible</p> <p>Parental contact to plan for suitable activities on trips and residentials</p>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>We use CPOMS as a recording system to record any incidents reported and this is closely monitored to prevent bullying.</p>
What strategies can be put in place to support behaviour management?	<p>Use of the schools behaviour policy</p> <p>Individual Positive Behaviour monitoring</p> <p>Individual behaviour plans in place</p> <p>Social skills / behaviour group using social skills programme</p> <p>Reward system</p> <p>Support and intervention from outreach behaviour specialist if required.</p> <p>Strategies in place for unstructured times of the day e.g. alternative location for break time.</p> <p>Pastoral mentor in place offering SEMH support to identified children/groups</p>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<p>Regular meetings with parents</p> <p>Transition plans for individual children</p> <p>Risk assessments completed</p> <p>Work with parent partnership</p> <p>Social stories and visual prompts for pupils</p> <p>Work through PSHE on managing and preparing for change</p> <p>Programme of visits</p> <p>Longer term links with secondary schools to increase familiarity</p>
Access to strategies, resources, programmes, therapists to support	<p>We work closely alongside Woodview to support children's medical, physiotherapy and occupational therapy needs and support these therapy sessions</p>

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occupational therapy/ physiotherapy needs and medical needs.	<p>within school and timetable extra therapy sessions throughout the school day.</p> <p>For children with medical needs we work closely with the specialists involved to ensure staff have appropriate training.</p> <p>To support children with speech and language we follow the programmes developed by Communicate and work alongside their therapists.</p>
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<p>We offer a termly drop in with the SENDCo for parents. In addition to this all learning plans are shared with the parents and we encourage all parents to participate in the review of these learning plans.</p> <p>We also actively seek support from local services to help parents of SEND children</p>
How additional funding for SEND is used within the school with individual pupils.	<p>Children who are in receipt of an EHCP have their funding spent in a variety of ways depending on their targets. This could be through class support, small group support, adults support for sensory/movement breaks, support with SEMH, specific intervention such as SALT interventions, free time support e.g lunch.</p>
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<p>Specific interventions</p> <p>Additional enrichment opportunities</p> <p>Additional classes after school</p> <p>Subsidised trips/residentials/clubs</p> <p>PEP in place and monitored termly through meetings with carers and Virtual School</p>
SENCO name/contact: Anna Myles 0151 424 2799	
Headteacher name/contact: Laura Kirchin 0151 424 2799	
<p>ANNUAL REVIEW 2025-2026</p> <p>Completed by: Anna Myles Date: 3rd September 2025</p>	