

**Weston Infant Academy**

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 Stoke-on-Trent  
 Staffs  
 ST3 6PT  
 01782 319607

**Principal**

Mrs J Birchall

**Weston Junior Academy**

Princess Drive  
 Weston Coyney  
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**Principal**

Mrs J Birchall

**WESTON JUNIOR ACADEMY**

**Principal:** Mrs J Birchall

The Government's new reforms for Special Educational Needs (SEN) came into force in 2014. In response to these reforms, Stoke-on-Trent Local Authority produced a 'Local Offer'. This Local Offer gives information for families to help them to understand the various services they can expect from a range of local agencies as well as statutory entitlements. These include education, health and social care. Knowing what is offered gives more choice and therefore more control over what support is right for families. The 'Local Offer' for SEND at Weston Junior Academy forms part of our School SEND Information Report below.

Weston Junior Academy recognises that every child is different. We have an inclusive ethos and place great emphasis on working in partnership with children, parents and other agencies to provide the best possible educational outcomes for children. All SEND provision is overseen by the Senior Leadership Team (Mrs Birchall – Principal, and Mrs Campbell – Vice Principal) and is coordinated by the SENCO (Special Educational Needs Coordinator) Mrs Brown. All SEND provision and progress is monitored, reviewed and evaluated on a regular basis throughout the year and is reported annually to the school's Governors.

The school policies, available on our website reflect our commitment to inclusion, safety and wellbeing.

**School SEND Information Report**

<p>What kinds of Special Educational Needs does our school provide for?</p>	<p>At Weston Junior Academy we provide education for pupils with          Cognition and Learning difficulties          Social, emotional and mental health difficulties          Communication and interaction difficulties          Sensory and/or physical difficulties</p>
<p>How does our school know if children need extra help and what should parents do if they think that</p>	<p>We have high expectations of all our children. The majority of children transfer at the end of KS1 from Weston Infant Academy and prior to their start in the school meetings are arranged to enable teachers from both schools to effectively share relevant information in relation to your child. Numerous transition events are planned during the Summer term and numerous opportunities to interact with</p>

<p>their child may have Special Educational Needs?</p>	<p>members of staff (details of these can be provided on request). If pupils join our school from elsewhere information is gathered from the previous setting.</p> <p>Rigorous monitoring and assessment throughout each year group ensures that any difficulties your child may experience which may indicate a special educational need are identified promptly and discussed with the SENCO (Special Educational Needs Coordinator).</p> <p>If you have a concern regarding your child's progress or think that your child may require extra support, please discuss this initially with your child's class teacher. The SENCO (Mrs Brown) will be happy to discuss any concerns that you may have.</p> <p>The SEND policy and other relevant documents can be found on the school website.</p>
<p>How will our school support children with Special Educational Needs and Disabilities?</p>	<p>All our children are treated as individuals. In the first instance, class teachers are responsible for planning appropriate interventions to support any children experiencing difficulties or making below expected progress. This is carefully monitored and if it is felt that your child will benefit from additional interventions or support, a discussion between the class teacher and SENCO will take place. If necessary, you will then be consulted and a 'SEND 'Pupil Passport' created to identify clear and measurable targets for your child. This support plan will also outline the frequency and duration and nature of support that your child will receive as well as the person responsible for its delivery. This support will be regularly reviewed by the class teacher and other adults who may support your child and progress shared with you termly.</p> <p>Sometimes, despite high quality school based interventions, your child's progress may continue to be below what is expected. With your permission, advice will then be sought from external agencies to ensure that your child's specific needs are met.</p> <p>For a small number of pupils, a request may be made to the Local Authority for an Education, Health and Care Assessment of need to be carried out. Parents will be fully consulted if this is thought necessary.</p>
<p>How will the curriculum be matched to your child's needs?</p>	<p>In our school, children with Special Educational Needs and Disabilities make good progress, through a curriculum modified to suit their particular needs. Within each class all work is differentiated by the teacher to match children's differing needs and abilities. This enables all children to access tasks with an appropriate level of challenge, ensuring that no child finds work too easy or too challenging.</p> <p><b>Pupils with special educational needs and/or disabilities (SEND) are supported well. Their needs are quickly identified, and appropriate support is put in place. For example, teaching assistants provide skilful support for pupils in lessons. Pupils with SEND make good progress. (Ofsted, April 2022)</b></p>

	<p>All classrooms have a Promethean/Smart board and each pupil is provided with a 1:1 iPad as a tool to support their learning. This can also be used to provide additional support for pupils with SEND.</p> <p>The provision of specialist equipment e.g. specially designed chairs, caring cutlery, specialist scissors and pencils, workstations and physical adaptation of the classrooms, promotes the independence and integration of pupils with SEND.</p> <p>If your child has a Pupil Passport, this will be taken into account during the course of daily lessons. This may involve the use of specialised equipment and resources or 1:1 and small group support.</p> <p>In addition to usual monitoring of progress by teachers and the Senior Leadership Team, all children with Special Educational Needs and Disabilities are also closely monitored by the SENCO.</p>
<p>How will school and you as parents know how well your child is progressing? How will school help you to support your child's learning?</p>	<p>We acknowledge parents as vital partners in a child's journey throughout our school. You will be regularly informed of your child's progress and encouraged to be involved in supporting this.</p> <p>Termly reviews of Pupil Passports with you and your child enable targets to be evaluated and reviewed. There is also opportunity for a review of your child's progress at termly Parents' Evenings where the SENCO is also available for appointments.</p> <p>New targets and further strategies will be identified and agreed if necessary. Regular dialogue between parents and staff is encouraged and appointments can be made with the SENCO at any time.</p> <p>The SENCO is always happy to talk to you about any concerns that you may have. She can also discuss your child's progress, offer advice and share tips and strategies that are used in school or have been recommended by outside agencies. The SENCO can also direct you to other services that may be able to support you and your child as well as accessing specialist advice within school.</p>
<p>What support will there be for children's overall wellbeing?</p>	<p>At Weston Junior Academy we provide care and support for children with social, emotional and medical requirements.</p> <p>If your child has medical needs, we liaise carefully with yourself and Health Care Professionals to develop individual Care Plans. These ensure that all staff in school are able to fully support your child's needs with regard to their medical condition. Mrs Brown (SENCO) will liaise with you regarding any concerns that you may have.</p> <p>If your child has social and emotional needs, we are able to provide flexible arrangements as well as necessary support. We recognise that there are rare occasions when children may display anxiety or become dysregulated so may not be able to respond to the school rules in the same way as other pupils. In these instances, we will</p>

	<p>work closely with parents/carers to create a supportive plan e.g. a Reducing Anxiety Management Plan (RAMP).</p> <p>Pupils are provided with many opportunities to have their voices heard within our school, via questionnaires and elected school council members. Our positive behaviour reward system encourages children to reflect upon how choices affect outcomes for themselves and others.</p> <p>The school nurse and health visitor can be contacted through the school to discuss any health related concerns that you may have and Mrs Brown regularly liaises with parents of pupils with medical needs.</p>
<p>What specialist services and expertise are available to and accessed by our school?</p>	<p>At our school we are able to access support from a range of specialist services including:</p> <ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Stoke on Trent Inclusive Learning Services (SENDSS)</li> <li>• Inclusion Services for Hearing Impairment</li> <li>• Inclusion services for Visual Impairment</li> <li>• Speech &amp; Language therapy</li> <li>• Mental Health Support Practitioner</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Educational Welfare Officer</li> <li>• School Nurse</li> <li>• Health Visitor</li> <li>• DOVE service</li> <li>• Special School Outreach services</li> </ul>
<p>What training have the staff who work with SEND pupils accessed?</p>	<p>At Weston Junior Academy we have experience in many specific learning needs. Learning Support Practitioners support children with Pupil Passports and EHCPs along with the teaching staff and are trained accordingly. All Staff regularly attend Safeguarding Training and selected staff are first aid trained (identifiable by a red lanyard) Certain members of staff are also trained in the delivery of specific interventions or have had training to support specific difficulties for example; ASD awareness, Attachment and Trauma Training, Precision Teaching, Cognitive Behaviour Therapy and CAMHS training.</p> <p>The Senior Leadership Team attend extended training in relation to pupils with SEND and Disabilities.</p>
<p>How do we include children with SEND in activities outside the classroom and school trips?</p>	<p>All children with SEND are fully included in all aspects of school life and are well supported to reach their potential by dedicated and experienced staff.</p> <p>When Educational visits outside school, including residential visits in Upper Key Stage 2, are made, we will liaise carefully with parents to assess the child's needs and discuss any adjustments that may need to be made. As every child is seen as an individual, we are</p>

	<p>very flexible with arrangements and encourage parents to be fully involved in these.</p> <p>All school trips are fully risk assessed with extra consideration for pupils with additional needs and requirements. Please speak to the SENCO or Principal if you have any concerns regarding visits and activities outside the school grounds.</p> <p>We have a fully trained cross-site Educational Visits lead who liaises with the SENCO and Principal.</p>
<p>How accessible is the school?</p>	<p>The school building is fully compliant with the disability and discrimination act. Ramps are provided where steps and changes of ground level are located. Where a pupil is unable to access the stairs the pupil and their peers will be taught in a ground-floor classroom.</p> <p>A toilet with disabled facilities is located on the ground floor. Adjustments are made where required for children with medical needs.</p> <p>Children with visual or auditory difficulties are well supported through Professional outside agencies and adjustments are made within school under their guidance.</p> <p>We monitor languages in addition to English that may be spoken by our children and/or families. We can then offer translation of documents and key language displayed in school where necessary. The use of class dojo also facilitates dialogue between teachers and parents of pupils for whom English is an additional language as it offers the option to translate conversations</p> <p>Our Accessibility plan can be found on our website.</p>
<p>How will we prepare children with SEND to join our school? How will we prepare them to leave our school?</p>	<p>Prior to their start in our school, the majority of children transfer at the end of KS1 from Weston Infant Academy. Meetings are arranged to enable teachers from both schools to effectively share relevant information in relation to your child. Numerous transition events are planned throughout the year that your child is in year 2 at the Infant Academy. This includes visits to our school and numerous opportunities to interact with members of staff (details of these can be provided on request when your child is in year 2. If your child is joining us from another setting opportunities to attend these transition events will be offered.</p> <p>If your child has an identified special educational need which indicates that they may require extra transition, this will be arranged. They will have the opportunity to visit the Junior Academy prior to the usual transition visits, in a small group to take photographs around the school and of members of staff. This enables a booklet to be made to help children over the summer holidays. It may also be considered beneficial for some children (including nervous children who do not have a special educational need) to have extra visits with their parents and the end of the school day when the</p>

	<p>school is quieter. This ensures that their transition into our school is carefully planned and adapted as required.</p> <p>All relevant SEND records are shared and thoroughly examined by the SENCO who liaises with the SENCO at Weston Infant Academy and SENCOs from other settings. This includes all Healthcare plans and medical information.</p> <p>Your child will also be supported with transition when they leave our school at the end of Key stage 2. Children with SEND are given extra consideration at this time and will access extended transition as necessary into Key stage 3 (secondary school) similar to that arranged for transition from Key stage 1, including careful liaison with the Secondary school SENCO. For children with EHCPs, the SENCO from their chosen Secondary school will be invited to their transition review in year 6.</p> <p>Some children with SEND may leave our school to access alternative provision, for example special school. Again this transition is carefully managed in close liaison with parents/carers and the setting involved.</p> <p>Special arrangements for children with SEND may involve for example: meetings with parents and agencies already involved, meetings between schools and settings, extra visits, photo books/ social stories to enable familiarity with the new setting/classroom. As every child is different, the amount of support and intervention around transition is personalised for each child as necessary following meetings with parents and advice from any outside agencies involved.</p>
<p>How are our resources allocated and matched to children's needs?</p>	<p>Resources and interventions are allocated according to need, either from the school's allocated funds, through Pupil Premium funding (where eligible) or through additional educational needs funding for children with more complex needs who have an EHCP.</p> <p>Resources and materials for interventions and assessments are purchased as well as specialist services and school support staff.</p>
<p>How is the decision made about the type and amount of support that will be given to children with SEND?</p>	<p>We have high expectations of all our children, and prior to their start in our school close liaison with other agencies takes place to ensure that any difficulties that your child may have are discussed and support is put in place at the earliest possible stage where required.</p> <p>Close liaison with any setting that your child currently attends and any agencies already involved with them is carried out. This ensures that their transition into our school is carefully planned and adapted as required.</p> <p>Rigorous monitoring and assessment throughout each year group ensures that any difficulties your child may experience which may indicate a special educational need are identified promptly and discussed with the SENCO (Special Educational Needs Coordinator). A decision on the level and type of support that your</p>

	child will receive will be made in full consultation with you as parents and other specialist agencies if required.
How will our child and young person be involved in the decisions about their learning?	Within school, children's views are regularly sought by means of questionnaires, pupil voice and the school council. Pupils are encouraged to review their own progress in lessons and to review any SEND targets that they have. Pupil's with EHCP's are consulted in regard to their Annual reviews if appropriate to do so.
How will we be involved in the decisions about the learning of our children and young people?	We work in partnership with parents and carers to support children with SEND through: <ul style="list-style-type: none"> <li>• Discussions with class teachers, SENCO or Principal</li> <li>• Parents evenings where appointments to speak to the SENCO are also available</li> <li>• SEN Pupil Passport reviews</li> <li>• Annual Reviews of EHCPs</li> <li>• Appointments to speak to the SENCO which can be arranged to suit parents via the school office.</li> </ul>
How are parents involved in the setting? How can I be involved?	Parents are welcome to speak to class teachers at a convenient time with regards to their child's progress and provision. Appointments to see the SENCO and Principal are also available upon request.  The SENCO is available should you wish to discuss any medical matters. Termly consultations are held to review the progress of children with Special Educational Needs with parents. Where appropriate, home school diaries can be set up to ensure close liaison with parents in certain situations.
What do I do if I want to make a complaint?	If your child has a Special Educational Need or Disability and you are unhappy with any aspect of their care, support or provision in school: <ul style="list-style-type: none"> <li>• Please ask for a meeting to speak to the school's SENCO (Mrs Brown) in the first instance.</li> <li>• The Principal or Vice Principal may also be involved in this meeting depending upon the nature of the meeting.</li> <li>• Every effort will be made to resolve the situation and ensure that you are happy with our response. However, should you continue to be unhappy with the situation you are welcome to:</li> <li>• Refer to the SBMAT Complaints Procedure which can be found on the Weston Federation website. This provides details as to the official school procedure for complaints.</li> <li>• Contact SENDIASS (SEND Information, Advice &amp; Support Service) for impartial and confidential advice. Website <a href="https://www.sendiass-stoke.co.uk/">https://www.sendiass-stoke.co.uk/</a> Telephone 01782 234701</li> </ul> <p>The fundamental objective of our school is to create and maintain a safe, happy and healthy learning environment where every pupil can achieve their full potential. Our ethos is to work in a spirit of co-operation between parents, carers, staff and governors.</p>

It is recognised that from time-to-time parents or carers may have issues with the way the school discharges its responsibilities to meet its obligations, and these issues may be raised as complaints directly with the school. In line with the requirements of the Education Act 2002, Weston Junior Academy will: -

- Have a complaints procedure that is easily accessible, simple to use and easy to understand.
- Promote an open-door policy where every parent can express their concerns to any member of staff.
- Encourage resolution of problems by informal means wherever possible.
- Resolve all issues swiftly to established timescales, impartially and in a spirit of co-operation.
- Ensure a full and fair investigation by an independent person where necessary.
- Respect people's desire for confidentiality.
- Provide an effective response and appropriate redress where necessary.
- Ensure that the Governing Body regularly monitors complaints received by the school.

Weston Junior Academy prides itself on the quality of the teaching and the pastoral care provided for its pupils. However, if parents do have concerns, they can expect any issues raised to be treated seriously by the school in accordance with this policy document.

The Complaints Procedure:

Informal Stage 1 - Review by Class Teacher /SENCO - Parent/carer discuss their concerns with child's class teacher or SENCO. If a resolution cannot be sought at this level or the complainant is dissatisfied at the outcome of these initial discussions, then the parent/carer may wish to escalate the complaint to the next level of the procedure.

Informal Stage 2 - Review by the Principal - The parent/carer should request an appointment to see the Principal. This should be as soon as reasonably practical to avoid any possible worsening of the issue. The Principal will investigate fully and communicate findings and/or resolution to the complainant(s) verbally or in writing depending on the nature of the issue. If the parent/carer is not satisfied with the outcome at this stage, then the complaint can be moved to the next level for an independent review by the Governing body Panel.

Formal Stage 3 - Review Governing Body Panel - The complainant should write to the Clerk of the Governing body clearly stating their complaint\* and why they feel the matter has not been resolved. The process will follow the time scales:

1. Letter acknowledged and Governing Body Panel informed within 5 school days on receipt.
2. The Panel sets a date to meet as soon as reasonably practical but no longer than 15 school days from the acknowledgement date of the letter.

	<p>3. Governors Panel obtains a report from the Principal and any further information/documentation required within 5 school days before the meeting.</p> <p>4. If the Panel cannot meet because the end of term is less than 15 days from the date of acknowledgement of the letter of complaint, it must meet within 10 days of the start of the new term.</p> <p>5. The Governing Body Panel will communicate their findings to all parties concerned within 10 school days.</p> <p>After the Panel has met, the Governing Panel will write to all concerned explaining their decision and may suggest a resolution if appropriate. The decision of the Panel is final.</p> <p>If the Complainant feels that the School or Governors have not followed the school's procedures correctly, then they may request the Local Education Authority to look at the issue and see whether the School and Governors have acted within the terms of their agreed procedures.</p> <p>In extreme circumstances, the complainant may refer the issue to the Secretary of State for Education under the Education Act 1996 on the grounds that the Governing Body and/or the Local Education Authority is acting or proposing to act unreasonably or has failed to discharge its duties under the Act.</p>
<p>What other support is available to parents and how can I contact them?</p>	<p>Further advice with regards to SEND can be sought from:  SENDIASS - SEND Information, Advice &amp; Support Service  Telephone - 01782 234701  Website - <a href="http://www.sendiass-stoke.co.uk/">www.sendiass-stoke.co.uk/</a></p> <p>Stoke on Trent Safeguarding Children Board  <a href="http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/">http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/</a></p> <p>Stoke-on-Trent Local Offer :  <a href="http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page">http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page</a></p> <p><u>If you have English as an additional language and require this information in a different language, please contact the school office and this can be arranged.</u></p>