



Western House Academy Special Educational Needs/ Disability (SEND) Information Report 2025/2026

Our School

Western House Academy is a mainstream primary school and Nursery with over 650 pupils aged 3 – 11. It is nestled within the heart of Cippenham, on the Western edge of Slough. We are one of eight schools that form [The Park Federation Academy Trust](#). Our community is culturally diverse and rich in aspiration giving our school a family centred quality with a values based approach at the heart of everything we do. Our children are encouraged to celebrate difference and diversity and to develop into caring, respectful young citizens who actively participate in all areas of life. At WHA, 'Every Opportunity Shapes a Life.'

The Local Offer

The Children and Families bill (April 2014) outlined the Government's plans to require Local Authorities to publish information about their services and provisions for education, health, and social care for children and young people aged 0 -25 with Special Educational Needs and Disabilities (SEND). The purpose of the local offer is to enable families to see more clearly what services are available for children with SEND in their local area and how to access them. **The Slough Local Offer** for Special Educational Needs can be found at:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

Our school's contribution to this local offer is outlined below:

Area	Response
Special Educational Needs Policy	<p>Western House Academy provides every opportunity for all pupils to reach their full potential by creating a positive environment which recognises the achievements of all individuals in our school community.</p> <p>Our Special Educational Needs and Disabilities Policy can be found on our school website here.</p> <p>Policies linked to the SEND policy – Equality and Accessibility Plan, Equality Objectives Statement, Behaviour Regulation and Management, Anti Bullying, Intimate Care and Child Protection & Safeguarding.</p> <p>The SENDCo who oversees the implementation of these policies is Mrs J Costelloe.</p> <p>We aim to be able to support pupils with a varying degree of difficulty over a range of needs from:</p> <ul style="list-style-type: none"> ✓ Speech and Language and Communication Needs ✓ Moderate Learning Difficulties ✓ Sensory and Physical Impairments e.g. hearing and visual difficulties Physical Disability ✓ Social and Emotional Difficulties ✓ Autism Spectrum Disorder/Attention Deficit Hyperactivity Disorder ✓ Attachment difficulties
Teaching and Learning	<p>It has been continuously proven that all children learn and develop at different rates. We meet our children's needs by ensuring high quality teaching and striving for outstanding classroom practice. We have a variety of support systems and strategies in place to aid children who may be finding it harder than their peers to succeed in any area of learning. These include:</p> <ul style="list-style-type: none"> • Scaffolding learning • Adapting resources • Working closely with parents

- Provision plans /Individual Learning Plans
- Identify and respond – where children who may have found a concept difficult in a lesson can be given support with it the same day by the year group HLTA.
- Additional adult support
- Behaviour support plans

Children who have been identified as having special educational needs may have certain barriers which prohibit and hinder their learning. We support those children identified through:

- Targeted and individualised planning and teaching of the curriculum
- Small group work covering a range of skills such as literacy, numeracy, developing fine and gross motor skills
- Individual learning support through specific programmes such as Literacy Gold, IXL and Lego Therapy
- Support for behaviour challenges
- Support for health needs (including Mental Health)
- 1:1 tutoring as appropriate
- Communication groups focusing on speech and language development.
- Careful liaison with outside agencies
- Bespoke support from our school Educational Psychologist
- Individualised provision and learning plans
- Individual timetables
- Behaviour support plans

Identifying and Assessing Special Educational Needs

At Western House Academy, we believe that early identification of a pupil's needs is crucial to being able to offer the help the child needs to overcome their difficulties and to make progress with their learning as early support can often help children to succeed.

Children may be identified as having a special educational need by:

- Concerns raised by parents/carers
- Concerns raised by teachers/staff, including previous schools
- Lower than expected levels of achievement
- Information shared by professionals such as health professionals, speech and language therapists or educational psychologists etc.
- School refusal
- Avoidant behaviour
- Dysregulation

In the early stages teachers are best placed to assess the child's progress and highlight areas where support may be needed.

Pupils who are not making progress and for whom teachers are concerned, are discussed with the Inclusion Team. Their progress is monitored at regular inclusion and pupil progress meetings.

Interventions and or support are put in place and the impact of the support is reviewed after 6 weeks. Next steps are discussed and put in place as appropriate.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

All support staff and the SENDCO have regular meetings with professionals such as Educational Psychologists, Speech and Language Therapists and health services where the needs of pupils are discussed and information is shared. The professionals can offer advice or more direct support.



<p>Assessing and reviewing pupils' progress towards outcomes</p>	<p>We will follow the graduated approach and the four-part cycle Assess, plan, do, review</p> <p>The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment or behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • Formal observations • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant
<p>Involving parents and C/YP in Planning and Reviewing Progress</p>	<p>We value and respect each child's view. We strive to fill each child with confidence so that they can make their voice and opinion heard. We encourage communication through verbal and non-verbal means. Children can use sign language, drawings, photographs or visual aids to express themselves as well as verbal expression, depending on the needs of the child. During reviews, children's opinions are sought and parents are encouraged to share their goals for their child.</p> <p>Parent's views, their knowledge and experience of their child are invaluable to us in providing a fuller picture of their child's abilities and needs. Parent's views and opinions are sought at every step.</p> <p>Translators can be provided for any parent requiring this service.</p> <p>Children identified as having an additional need will be given a Learning Plan. This will have small SMART targets for the child, these will be discussed with parents and reviewed once a term. Provision maps are also used to demonstrate any additional support the pupil requires in order to make progress.</p> <p>Parents of pupils with special educational needs are also invited to regular parent's evenings but are welcome to request a meeting at any time to discuss their child's progress. Parents may be asked to attend meetings with outside agency professionals who might be supporting the school or working directly with their child to discuss the impact of the support and the child's progress. We will formally notify parents when it is decided that a pupil will receive SEN support.</p>
<p>Additional Support</p>	<p>For some children with special educational needs, the involvement of specialist outside agency support will be needed. Parents will be involved in the referral process and the referral will only proceed with parental permission. The support may be sought from any of the following agencies who support schools in Slough:</p> <ul style="list-style-type: none"> • Speech and Language Service • Educational Psychology Service • School Nurse • Services Supporting Behaviour - SEBDOS • Autism Outreach Service • Physiotherapy and Occupational Therapy Services • Sensory Consortium Service • Parent Partnership • Slough Children First (Local children services)
<p>Expertise and Training of Staff</p>	<p>Our SENDCO is Mrs Costelloe. She started at WHA in September 2024 and has worked previously as a SENDCO in other settings. She is a senior mental health lead and a qualified Mental Health youth First Aider. She is also our designated safeguarding lead and holds a Level 3 certificate.</p> <p>The role of SENDCO at Western House Academy is currently a 0.8 FTE</p>



	<p>role and the SENDCO/DSL is allocated 4 days a week to manage and safeguarding provision. We have a team of Keyworkers including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.</p>
<p>Securing Equipment and facilities</p>	<p>The type of support, equipment and facilities needed to support children with SEND is led by the child's individual needs and is assessed on an individual basis. Where a child has an Education, Health Care Plan, we will endeavour to meet the needs of this plan by securing all necessary equipment, resources and facilities.</p>
<p>Evaluating the effectiveness of SEND provision</p>	<p>We evaluate the effectiveness of SEND provision in the academy by:</p> <ul style="list-style-type: none"> • Reviewing pupils' progress towards individual targets each half term. • Reviewing the impact of interventions every 6 weeks. • Pupil Voice (Questionnaires, discussions) • Monitoring by SENDCO and SLT • Using documents such as Provision Maps and Learning Plans • Discussions with outside professionals • Annual reviews of EHC plans.
<p>Extra Activities</p>	<p>Children at Western House Academy are encouraged to attend Extra Curricular activities and trips regardless of any disability or difficulty they may have. The school will make reasonable adjustments to include all its pupils in the extra activities and trips on offer.</p> <p>Thorough risk assessments are carried out to identify any areas of risk or potential difficulty before the trip or activity takes place. Individual Risk Assessments are carried out for those pupils who may require additional support to access an extra activity or trip.</p> <p>Additional funding for additional support to enable pupils with Education Health Care Plans to participate can be sought. Our school's Accessibility Plan and Equality Policy can be found on our website.</p>
<p>Meeting the Social and Emotional Needs of C/YP with SEN</p>	<p>One of our school's core principles is to nurture every child and ensure they develop in self-esteem and confidence. Every member of staff is responsible for the emotional and social well-being of each child under their care.</p> <p>We have a Behaviour Management and Regulation Policy and maintain high expectations at all times. All staff have taken part in Emotion Coaching training as an ongoing scheme of professional development relating to trauma informed practice.</p> <p>Our values based approach across the school encourage children to be well mannered, kind and considerate towards one another and to take pride in themselves and their behaviour.</p> <p>For children who may need some assistance in this area we are able to offer:</p> <ul style="list-style-type: none"> • Support from Ms Gregory – our child and family support worker • Social skills groups • Specialist SEN Key Worker support • Peer mentoring <p>If required, referrals can be made to outside specialists such as:</p> <ul style="list-style-type: none"> • Slough Children First (Social Care) • Early help - including the Getting Help team • SEBDOS – In school and at home family support services <p>Children are taught about bullying – what it is, what causes it and what to do if you are worried. Where necessary, additional support given to children for their understanding of appropriate touch and personal space through social stories.</p>
<p>Outcomes for Pupils</p>	<p>There are high expectations for all children at WHA.</p>



	<p>There are high expectations for children with SEND both academically and socially in line with their individual needs outlined in their Learning Plans and EHCPs.</p>
<p>Keeping Up to Date with knowledge and skills.</p>	<p>Once training needs have been highlighted, relevant training for teachers and support staff are organised to ensure the child with additional needs has their requirements met as soon as possible.</p> <p>The SENDCO attends regular network meetings organised by the local authority as well as The Park Federation.</p> <p>We have regular INSETs where staff (Teachers, HLTAs and Key Workers) can develop their skills and knowledge.</p> <p>We have external support from our Educational Psychologist who provides tailored support for our professional development.</p>
<p>Transitions</p>	<p>At Western House Academy we make every attempt to make the transition points through the child's school career as smooth as possible. For some children, transition plans may need to be organised.</p> <p>Nursery – Reception Our Nursery staff make contact with all parents and home visits are carried out for all new starters.</p> <p>For Reception, children and parents are invited in for a transition morning, to meet the new teacher, see the classroom and meet the team. The SENDCO is available for parents to speak to and any additional transition is planned as deemed necessary.</p> <p>Between Year Groups – Visits to new classrooms, new teacher visits children Transition books and/or social stories Meet with parents, introduce new teacher, show classroom and cloakroom</p> <p>To Secondary School – Annual review – secondary school SENDCO visits Visits to new school SENDCO has strong links with secondary SENDCO Use of transition books – photos Transition support for some of our more vulnerable Year 6 pupils</p>
<p>Helpful Contacts for further information</p>	<p>Your first point of contact is your child's class teacher.</p> <p>The SENDCO Mrs Costelloe: whasend@theparkfederation.org 01753 526 326</p> <p>Our school website provides some information with regards to SEND.</p> <p>If your child has an EHCP, your SEN Officer at Slough Borough Council will be able to support you.</p> <p>Slough Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) can also be contacted to provide further independent advice https://www.sendirect.org.uk/providers/information-advice-and-support-servicesnetwork/my-services/slough-parent-partnership-sendiass/</p> <p><u>Key members of staff</u></p> <p>Mrs Snowden – Principal Mrs Kearney – Deputy Principal Mrs Costelloe – SENDCO & DSL Mrs Gregory – Child and Family Support Officer</p>



	<p>Mrs Webster – Admissions Officer Mrs El Kashef – Attendance Officer</p>
<p>Feedback, compliments and complaints</p>	<p>Parents are invited to regular review meetings where they are able to ask questions about, or comment on the support their child is receiving. If concerns are not able to be addressed in this way parents are welcome to make additional appointments with the SENDCO or the Principal. We also welcome written feedback about how well we are doing.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services
<p>The local authority offer</p>	<p>Our contribution to the local offer can be found here.</p> <p>The Local Offer for Slough can be found here.</p>