



WESTCOTT
PRIMARY SCHOOL

WESTCOTT
PRIMARY SCHOOL

Respectful • Confident • Aspirational

SEND Information Report 2026-2027

SENDCO & Assistant Head: Mrs M Green

Email: Michaela.green@hcat.org.uk

Telephone: 01482 783576

Vision

At Westcott Primary School, we are committed to ensuring that all pupils, including those with SEND, are fully included in school life and have the opportunity to achieve their full potential. We believe every child deserves high-quality teaching, ambitious expectations and the support they need to succeed academically, socially and emotionally.

We value and celebrate individual differences, creating an inclusive environment where barriers to learning are identified and removed. Pupils with SEND and their families are at the heart of decision-making, and we work in partnership with them to ensure support is tailored to their strengths, needs and aspirations.

This SEND Information Report should be read alongside the HCAT Special Educational Needs and Disabilities Policy.

Aims

- To identify and respond to SEND as early as possible, ensuring pupils receive timely and effective support.
- To maintain high aspirations and expectations for all pupils with SEND, enabling them to achieve their full potential.
- To provide access to a broad, balanced and inclusive curriculum that meets individual needs.
- To work in partnership with pupils, parents and carers, ensuring their views, wishes and aspirations inform decision-making and provision.
- To promote a culture of inclusion where all pupils feel valued, supported and able to thrive.

Areas of Need

We support children with a wide range of special educational needs and disabilities (SEND) across the four broad areas of need identified in the SEND Code of Practice:

Communication and Interaction – including speech, language and communication needs, and Autism Spectrum Disorder (ASD).

Cognition and Learning – including specific learning difficulties such as dyslexia, and general learning difficulties.

Social, Emotional and Mental Health (SEMH) – including conditions such as ADHD, anxiety and other social, emotional or mental health needs.

Sensory and/or Physical Needs – including visual or hearing impairments, physical disabilities and sensory processing difficulties.

We recognise that some children may require support before a formal diagnosis is obtained. By focusing on individual needs, we can put appropriate support in place at the earliest opportunity.

Identification

Some children join our school with their needs already identified from their previous setting. For others, additional needs may become apparent during their time with us.

We regularly monitor children's progress and wellbeing through assessment, pupil progress meetings and discussions with parents and carers. This helps us to identify emerging needs at the earliest opportunity.

Where additional support may be required, we gather information from observations, assessments, discussions with families and, where appropriate, advice from external professionals. Any identified needs are discussed with parents and carers and supported through our graduated approach.

Graduated Approach

We follow the graduated approach of Assess, Plan, Do, Review to ensure that support for pupils with SEND is carefully planned, delivered and reviewed.

Where a child requires SEND support, a Graduated Response Support Plan is developed in partnership with parents, carers and, where appropriate, the child. The plan outlines the child's strengths, areas of need, desired outcomes and the provision that will be put in place to support their progress.

Graduated Response Support Plans are reviewed termly with parents and carers to celebrate progress, discuss next steps and ensure that support continues to meet the child's needs. Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

Through this ongoing cycle of assessment, planning, support and review, we ensure that children receive the right support at the right time.



Parent Partnership

At Westcott Primary School, we believe that working in partnership with parents and carers is essential to achieving the best outcomes for children with SEND. Parents know their children best, and we value their knowledge, views and aspirations.

We are committed to keeping parents informed and involved in decisions about their child's support. The class teacher is usually the first point of contact and will provide regular updates on progress. Parents are also invited to termly SEND reviews and can contact the SENDCo at any time to discuss their child's needs.

By working together, we can ensure that children receive consistent support both at school and at home.

Pupil Voice

We believe that children should be actively involved in decisions about their education and support. We encourage pupils to share their views, celebrate their successes and contribute to discussions about their next steps.

As part of our Graduated Response Plans, children complete an 'All About Me' section, which helps us understand their strengths, interests, aspirations and the support they feel works best for them. This ensures that their voice is central to planning and reviewing provision.

Where appropriate, pupils may also be involved in review meetings and discussions about their future goals.

Inclusion

At Westcott Primary School, inclusion is at the heart of everything we do. We are committed to ensuring that all pupils are fully included in every aspect of school life and have the opportunity to participate in educational visits, residential trips, clubs, sports events, performances and wider enrichment opportunities.

Where needed, reasonable adjustments and additional support are provided to ensure that all pupils can thrive, experience success and access the same opportunities as their peers.

We are proud of our inclusive culture and promote respect, equality and understanding throughout the school. Through our curriculum, assemblies and wider school experiences, pupils are encouraged to celebrate differences, recognise individual strengths and develop an understanding of the diverse needs of others.

Adaptations

We recognise that some pupils require adjustments to support their learning and access the curriculum. Adaptations are tailored to individual needs and may include visual supports, adapted resources, structured routines, additional processing time, small group work and additional adult support.

We offer a range of interventions including phonics and reading support, speech and language activities, fine and gross motor programmes, social skills groups, wellbeing support, and targeted English and mathematics interventions.

For some pupils with more complex needs, personalised provision may be delivered through The Hub to ensure support is matched to individual needs and outcomes.

Staff are supported through ongoing professional development, guidance from the SENDCo and advice from external agencies.

Transition

We place a strong emphasis on ensuring smooth transitions for pupils with SEND at every stage of their education. This may include transitions into nursery or reception, between year groups and key stages, and from primary to secondary school.

Transition arrangements are tailored to individual needs and may include additional visits, transition booklets, social stories, opportunities to meet new staff and enhanced support from familiar adults. For pupils with more complex needs, individual transition plans and multi-agency meetings may be arranged.

We work closely with families and receiving settings to ensure that children feel supported, confident and prepared for the next stage of their education.

Emotional Wellbeing

Supporting pupils' social, emotional and mental wellbeing is a priority at Westcott Primary School. Our trauma-informed and nurturing approach helps children feel safe, valued and supported. Pupils can access support from our full-time Wellbeing Worker, targeted interventions, social skills groups and individual wellbeing support where appropriate.

We work closely with families and external agencies, including Early Help, the Mental Health Support Team (MHST), CAMHS and Dove House, to ensure that children and families receive the support they need both in and beyond school.

External Agencies

We work collaboratively with a range of external professionals to ensure that pupils receive the support they need. These may include Speech and Language Therapy, Educational Psychology, Northcott Outreach, the Early Communication Team, the Sensory Processing Hub, Early Help, the School Nursing Team, the Mental Health Support Team (MHST) and IPASS.

Advice and recommendations from external agencies help us to understand and meet pupils' needs more effectively. Referrals and involvement from external professionals are always discussed with parents and carers and form part of our graduated approach to SEND support.

Staff Training

Staff at Westcott Primary School receive regular training and guidance to ensure they are equipped to meet the diverse needs of pupils with SEND. Professional development is provided through school-based training, support from the SENDCo, external specialists and trust-wide professional development opportunities across HCAT.

The SENDCo has dedicated time to oversee SEND provision and support staff across the school, ensuring that practice remains inclusive, effective and responsive to pupils' needs.

Monitoring and Evaluation

The quality of SEND provision is regularly monitored and reviewed by school leaders, including the SENDCo, to ensure that support remains effective and meets pupils' needs.

Pupil progress meetings, reviews and ongoing assessment help us to evaluate the impact of support and make any necessary adjustments. SEND provision is also reviewed through HCAT trust-wide monitoring and support, helping to ensure continuous improvement.

The views of pupils, parents and carers are valued and play an important role in evaluating the effectiveness of our provision.

Complaints

If you have any concerns about your child's progress or the support they receive, we encourage you to speak to your child's class teacher in the first instance. You may also contact the SENDCo/Assistant Headteacher, Deputy Headteacher or Headteacher through the school office or by emailing admin@westcott.hull.sch.uk.

Should you wish to make a formal complaint, please refer to the school's Complaints Policy, available on the school website.

For further information, advice and support for children and young people with SEND, please visit the Hull Local Offer website:

<https://hull.mylocaloffer.org>