Waterloo Primary Academy

SEND
Information Report

Approved: October 2025
Responsible Personnel: Miss W Gold
Review Period: Annual
Review Date: October 2026

Zest Academy Trust

The following document is the Special Educational Needs and/or Disabilities (SEND) Information Report for Waterloo Primary Academy. It is in keeping with the requirements which can be found in the SEND Code of Practice on page 106, section 6.79.

Who are the best people to talk to at Waterloo Primary Academy about my child's difficulties in learning/special educational needs and Disabilities (SEND)?

The class teacher is responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Co-ordinator (SENDCo) know, as necessary.

Ensuring pupil targets are based on the smaller steps outlined in assessment tools.

Personalised teaching and learning for your child as identified on Individual Education Plan (IEP)

Ensuring that the academy SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo is Miss Wendy Gold who is responsible for:

Developing and reviewing the academy SEND policy.

Coordinating all the support for children with Special Educational Needs or Disabilities (SEND).

Ensuring that parents and carers are:

i) involved in supporting their child's learning
ii) kept informed about the support their child is getting
iii) involved in reviewing how they are progressing

Liaising with all the other people who may be coming in to the academy to help support your child's learning, e.g. Speech and Language Therapists, Educational Psychologist.

Updating the academy SEND information (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of pupil progress and needs are kept.

Providing specialist support for teachers and support staff in the academy, so that they can help children with SEND in the academy to achieve the best progress possible.

Miss Gold (SENDCo) can be contacted via the school office on 01253 315370 or by email: admin@waterloo.blackpool.sch.uk.

The Head of School is Mrs Jenny Brown who is responsible for:

The day-to-day management of all aspects of the academy; this includes the support for children with SEND.

The Head will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that pupils needs are met.

The Head must make sure that the Governing Body is kept up to date about issues relating to SEND.

The nominated SEND Governor is Gillian Bruce who is responsible for:

Making sure that the necessary support is given for any child with SEND who attends the academy.

Pupils are at the centre of all the SEND provision.

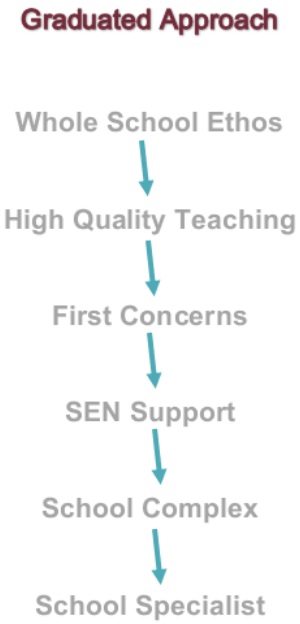
What kinds of Special Educational Needs and Disability do we provide for?

As a mainstream primary academy, we provide for a wide range of Special Educational Needs and Disabilities.

During previous and the present academic year, we have supported children with the following needs:

- Social, Emotional and Mental Health Needs
- Speech, Language, Communication and Interaction Difficulties
- Autistic Spectrum Condition
- Cognition and Learning
- Specific Learning Needs (including dyslexia)
- Physical Needs
- Visual Impairment
- Hearing Impairment
- Sensory Needs

How do we identify a child with SEND and how do we assess their needs?



At Waterloo Primary Academy, when we have concerns about a child, we will follow the graduated approach outlined by Blackpool Local Authority.

Whole school ethos
Class teachers and learning support assistants (LSAs) continually reflect upon the whole school ethos to ensure it is reflected in the teaching and learning for all children. Enabling all children to feel valued and supported to give them a sense of safety and belonging as well as the tools they need to develop and thrive.

High Quality Teaching
High quality teaching is adapted for individuals, is the first step in responding to pupils who have or may have SEND. We regularly review the quality of teaching for all pupils to ensure it is effectively adapted, including the curriculum, delivery, and support, so that the child can access learning successfully. Once the child has been identified as being significantly behind their peers or expected progress, the teachers and LSA will record initial concerns.

First concerns
Concerns may be raised by teachers. At this stage, the teacher will closely monitor the child's progress while making reasonable adjustments within the classroom to meet the child's needs. They will trial strategies recommended by their observations, following the Blackpool Council's graduated approach toolkit. The teacher will raise concerns with parents/carers and discuss outcomes to support the child appropriately. At this moment, we will explore various areas of SEND. After a set period of time, the child's targets will be reviewed. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

SEND support
Following the teacher's close monitoring of the child, if it becomes clear the child requires provision that is additional to, or different from the lessons provided as part of the 'universal offer' involving high quality teaching, then the child will be referred to the SENDCo. The SENDCo will consult with parents/carers, class teacher and pupil to discuss concerns. At this point, further testing from a GP or paediatrician and the LA's SEND Service may be requested. The SENDCo will begin the process of 'assess, plan, do, review' (APDR) cycle. This will be completed through a multi-agency meeting to plan how to move forward and review what has already been implemented. The child will be placed onto the SEND register.

School complex
The SENDCo will continue the APDR cycle meeting and may refer to the Educational Psychologist for further advice/assessment. In some cases, the child's needs may prove to be more complex and long term for their needs to be met. Therefore, an application for statutory assessment (EHCP) will be submitted by the SENDCo to the Local Authority.

School Specialist
If the Local Authority agree and the child is awarded an Education, Health and Care Plan (EHCP) they may be provided with additional support or specialist provision.
An EHCP is a legally binding document, which sets out provision that the child **must** receive to meet their SEND needs. The Local Authority provides school with additional funds to cover the cost of the additional provision. A child with an EHCP will have their progress reviewed annually at a person centred review meeting.

How do we involve parents/carers and consult with them about their child's education?

- Waterloo Primary Academy has a safe 'open door' policy and encourages parents who have any concerns to come into school and discuss these with the class teacher and/or SENDCo.

- Class based staff dismiss children from the yard at the end of the school day.
- The SENDCo's working days are Monday, Tuesday, Wednesday, Thursday and Friday.
- All parents (whether their child has SEND or not) have 2 parent meetings each year - any SEND issues can be discussed and the SENDCo will also be available.
- Parents will take part in a SEND Review meeting with the class teacher each half term to review their child's IEP, and the intervention targets discussed will also be shared and sent home.
- Annual review meetings are held for any child with an Education Health and Care Plan (EHCP) at which the objectives are reviewed and any additional needs are discussed.
- The school website.
- The school Facebook page.
- Appointments with the class teacher, SENDCo, Pastoral Manager or Head of School can be made at any time at the school office.
- Parents are asked for their opinions and advice to help school support their child with SEND.
- School reports are completed annually.

How do we involve children in their education?

- Consultation with children depends on their age.
- Children are encouraged to be involved in their Annual Reviews and/or in reviewing their own termly targets.
- All children are invited to their parent consultations.
- Children with SEND are encouraged to have ownership of setting their own targets.
- Every child has a One Page Profile

How do we assess and review the progress towards outcomes and how do we include the children and their parents?

At Waterloo Primary Academy, the progress of pupils with SEND is carefully assessed and reviewed to ensure that learning is meaningful, personalised, and linked closely to individual outcomes. Academic progress for pupils with SEND is assessed in line with whole-school assessment procedures. Where appropriate, children are assessed against age-related year group expectations. Pupils who are not yet able to access these expectations are assessed against lower year group objectives to ensure that progress is accurately identified and celebrated.

Children who are working significantly behind their peers are assessed using B Squared – Connecting Steps. This allows staff to baseline each child accurately, track small-step progress, and set highly personalised targets linked to their Education, Health and Care Plan (EHCP) outcomes. Progress is reviewed regularly to ensure targets remain appropriate, achievable, and ambitious.

Children are actively involved in reviewing their progress in an age-appropriate and meaningful way. Staff support pupils to understand their learning goals, celebrate achievements, and reflect on next steps, helping to build confidence, motivation, and ownership of their learning.

Parents and carers play a central role in the assessment and review process. They are kept informed with regular communication with class teachers through informal discussions and IEP meetings. For pupils with EHCPs, progress towards outcomes is formally reviewed through annual review meetings, ensuring parents and carers have opportunities to contribute and share their views.

Where concerns about progress remain, the school follows a graduated approach to support. With parental consent, advice may be sought from external professionals such as Advisory Teachers or Educational Psychologists to ensure provision continues to meet the child's needs effectively.

For a small number of pupils who require a highly personalised approach, progress is assessed using specialist tools and small-step targets to ensure learning is carefully matched to individual needs.

How do Waterloo Primary Academy prepare and support the children during transition in school and between settings?

- All the children have opportunities to attend transition visits.
- Professionals and staff from both institutions meet to discuss how the child's needs can best be met.
- Any child with an EHC Plan has a transition review meeting during the summer term of Year 6 and a transition plan is drawn up to ensure a smooth transition to High School.
- If it is felt appropriate, additional transition visits are made by the pupil to the school they will be attending, accompanied by a member of our school staff.
- If appropriate, other provisions to support transition may also be put in place and can be discussed with individual high schools/settings.
- All children are encouraged to attend school open days and induction days.
- Those children we believe may struggle considerably with the transition to high school will be offered extra support from their new high school.
- For children on the SEND register, the SENDCo will meet with the high school SENDCo to ensure that suitable provision can be arranged for each individual child.
- Depending on the needs of the child, the parents may also be involved in this process.

What is our approach to teaching children with SEND?

- We have high expectations for all children and strive to provide an inclusive learning environment that meets the needs of all children, enabling them to reach their true potential.
- All teachers adapt their teaching to respond to the strengths and needs of all children.
- How we meet each child's needs will vary between children dependant on individual needs.
- We follow the graduated approach for all children.

How Waterloo Primary Academy adapt the curriculum and learning environment for children with SEND?

The curriculum and classroom provision is continually adapted and considered for children with SEND. The curriculum is taught to a high standard through high quality teaching. Teachers, Learning Support Assistants (LSA), SENDCo regularly review the provision needed to meet the needs of the children, some examples of our considerations are:

- Layout of the classroom
- Childs seating position in the classroom
- Specialist equipment may be provided e.g. writing slopes, wobble cushion, pencil grips.
- The need for small group or 1:1 work.
- Intervention groups

- Social groups or intervention to support friendships
- Support or intervention for children with emotional difficulties

How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

The SENDCo's job is to support the class teacher in planning for children with SEND.

The academy provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole academy training on SEND, such as sensory needs and speech and language difficulties. Individual teachers and support staff attend training in house and courses run by outside agencies.

If we require further expert help and advice, we can seek support from a range of professionals that specialise in areas such as:

- Autistic Spectrum Condition
- Social, Emotional, Mental Heath
- Cognition and Learning
- Visual impairment
- Hearing impairment
- Physical development
- Trauma

How do we know if what we provide for the children is effective?

At Waterloo Primary Academy, class teachers continually monitor their progress.

This progress will be formally reviewed each term by the Assistant Headteacher, Head of Year (or Phase) and class teacher in reading, writing and maths through pupil progress meetings.

At the end of key stage 2 (Year 6), all children are required to be formally assessed using national curriculum assessment (commonly known as SATs). This is something the government requires all schools to do and results are published nationally.

We follow the graduated approach and the four-part cycle of asses, plan, do, review.

For the pupils on the SEN register under SEN support, have an Individual Education Plans (IEP). These highlight the support in place and are reviewed each half term. The class teacher will work with the SENDCo and outside agencies to carry out a clear analysis and review of the pupils needs and progress each half term, outlining the effectiveness of the support and interventions on the pupil's progress.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved in the child's education.

The Assistant SENDCo monitors the intervention logs to keep record of the impact of the interventions used for each child. The Assistant SENDCo and SENDCo review the logs each term, to ensure the provision for the child is correct.

How are children with SEND enabled to engage in activities available at Waterloo Primary Academy?

All activities are available to all in line with the Equalities Act (2010).

Waterloo Primary Academy offers a wide range of 'after school' and 'lunch time' extra-curricular clubs to both infants and junior children. Allowances are provided accordingly for children who may encounter difficulty in accessing the clubs.

How are children supported who have emotional and behavioural difficulties?

Waterloo Primary Academy understands that all behaviour is communication and adopt a trauma-informed approach to behaviour regulation and wellbeing. Strong relationships are at the heart of this approach – between staff and pupils and between pupils themselves. With this in mind, we offer a variety of strong pastoral support for children who struggle with social and emotional difficulties such as:

- Interventions 1:1 or group (such as Lego Friends, Draw & Talk)
- Praise
- Strong relationships
- Safe space
- Sensory room
- Family support
- Structured and mediated playtimes
- Open door approach to the Haven (Pastoral Team)
- Youth Kindness Champions
- Resilience Champions
- Link with Primary Mental Health Worker (PMHW)
- Links with PCSO

Our Behaviour Keyworker supports in class, delivers interventions and develops adjustment plans to ensure we can monitor progress and meet the child's needs as well as maintaining clear boundaries.

Additionally, we liaise with outside professionals such as SEND Service, Educational Psychologist, Primary Mental Health Worker.

Please see Behaviour Policy Handbook and Anti-Bullying Policy for further details, located on school's website.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

We engage in a wide range of outside serves to support children. These include:

- Blackpool SEND Service
- Child and Adolescent Mental Health Services (CAMHS)
- Blackpool carers centre
- Educational Psychologists
- Speech and Language Therapists (NHS & The Language Tree)
- Early Help and Support Team
- Occupational Therapists
- Physiotherapists
- Neurodevelopmental Pathway
- Paediatricians
- School Nursing Team
- Pupil Welfare
- Kindness Counts
- Blackpool Headstart Resilience Team
- Children and Young People Services
- Empowerment Charity
- PCSO
- Children's Social Care

- Awaken
- Trust House
- CAFCASS

The SENDCo or Pastoral Manager have contact details for the above services. Parents can contact SENDIASS on 01253 477083 for provide impartial information, advice and support which focuses on the needs of the child.

What arrangements do we make for supporting children who have SEND and are in the care of the local authority?

Children will have a Personal Education Plan (PEP) in place for Our Children which is agreed with the social worker. Children who are in care of the local authority and have SEND will be supported through our SEND policy and our extensive range of provision. Additionally, we have a strong pastoral team and school SENDCo, who will ensure those children with SEND receive all the support necessary.

What should I do if I have a concern or complaint about the provision for my child?

In the first instance, the parents should speak to the class teacher and/or SENDCo. If the situation is not resolved, it should be referred to the Head of School. Following this, if it is still not resolved, the Chair of Governors. A full copy of the complaints procedure is available in the SEND Policy or in the complaints policy.

Where can I find information on the Blackpool Local Offer?

The authority's local offer can be found at: https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx