Special Educational Needs and Disability Information Report

January 2026

What type of SEN do West Thurrock Academy provide for?

The school provides additional and/or adapted provision for a range of needs, including:

- Communication and interaction, including speech and language disorder and/or delay
- Cognition and learning, for example, specific learning difficulty (SLD)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and processing difficulties

How do West Thurrock Academy identify pupils with SEN?

West Thurrock Academy assesses each pupil's current skills and levels of attainment on entry. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- does not close the attainment gap between the pupil and their peers
- requires significant interventions

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment do not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, West Thurrock Academy start with the desired outcomes, including the expected progress and attainment. We use this to determine the support that is needed and whether we can provide it by adapting the school's core offer, or whether something different or additional is needed.

How will I know my child has SEN?

Your child's class teacher or the SENCO will initially discuss concerns around progress with you, either at a parent's consultation, or a separate meeting. Where appropriate and depending on the aim of the required discussion, this may or may not include the pupil. These conversations make sure that:

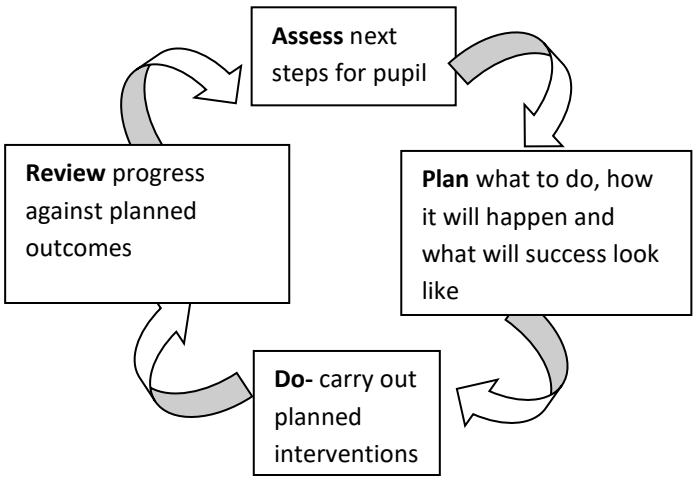
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parental concerns are considered
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions are added to the pupil's record.

The school notifies parents when it is decided that a pupil requires SEN support.

How will you assess and review my child's progress?

The school follows the graduated approach using a four-part cycle of **assess, plan, do, review**.



The class teacher works with the SENCO to carry out a clear analysis of the pupil's needs. This draws on:

- the teacher's assessment and experience of the pupil
- the pupil's previous progress, attainment and behaviour
- other teachers' assessments, where relevant
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant.

The assessment is reviewed regularly.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The school regularly reviews the effectiveness of the support and interventions and their impact on the pupil's progress, via a learning plan. Learning plans are shared with parents termly.

How will you support my child moving between key stages?

The school shares information with the teacher, school or other setting the pupil is moving to on a 'need to know' basis, to ensure staff can provide appropriate provision and a smooth transition. This includes sharing information regarding the types of support in place, advice from outside agencies and if appropriate, requests for an extended transition.

My child has significant needs; can they start immediately?

Once your child has been offered a place, the SENDCo will contact you to discuss any special educational requirements your child may have.

Pupils with specific needs joining the school for the first time may be offered an extended transition, on a short-term basis. This is only considered where:

- There is a justified concern for the impact on the pupil's wellbeing.
- The school requires further information.
- The school must re-organise or hire staff to meet the needs of the pupil.

This is discussed with parents as required.

What is your approach to teaching pupils with SEN?

- Wherever possible, pupils receive most of their education in their assigned classroom.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is the school's first step in responding to pupils who have SEN. This is adapted for individual pupils.
- Where pupils are taught outside of their assigned classroom, they will return to class for agreed lessons which they are able to access.

The school also provides interventions based on the children's specific educational needs.

Other interventions may be available depending on need, professional advice and capacity. Pupils receiving multiple interventions are monitored via learning plans and added to the SEN register.

What reasonable adjustments do you make to ensure my child reaches their full potential?

West Thurrock Academy may adjust the provision of the curriculum. This may include adapting teaching to offer longer processing times, reading instructions aloud and pre-teaching key vocabulary; the use of additional recommended resources, small group work, adjusted seating positions, support with self-care needs, visual timetables, or daily or weekly curriculum-based interventions.

Is there additional support available for learning?

The school actively promotes independent learning; therefore, pupils are usually placed in small group interventions. It is unusual for pupil's to be provided with one-to-one support.

All classes are assigned a teaching assistant for at least part of the school day, and they work with groups of pupils, as directed by the class teacher and senior leadership team.

What skills and training do staff have?

- The school has 2 SENDCos who are both qualified teachers.
- The school has several teaching assistants who work across the school, with varying experience of working with a range of needs.
- Teaching and support staff have received autism awareness training
- In the last academic year, various staff have received training in emergency first aid
- Key staff have received additional training based on their need for example speech and language training.

How do you secure equipment and outside support for pupils with SEN?

The SENDCo will:

- refer to appropriate agencies to request advice or support where pupils present needs which are specific and specialist.
- request additional funding from the Local Authority where pupils require specialist equipment and work with the relevant agency to ensure it is procured within a reasonable timeframe.

How do you evaluate the effectiveness of SEN provision?

The school evaluates the effectiveness of provision for pupils with SEN by:

- reviewing pupils' individual progress towards the goals each term in their learning plans
- reviewing the impact of interventions after 6-10 weeks (as appropriate)
- measuring progress towards targets set in learning plans, with parents, termly
- ensuring the SENDCo undertakes pupil observations
- holding annual reviews for pupils with Educational Health Care plans.

How do you ensure my child is included in activities alongside pupils who do not have a special educational need?

West Thurrock Academy teaches pupils within their own class and alongside their peers as much as possible. We ensure that pupils in the school are included in all aspects of learning and school life, dependent on their needs. Through high quality teaching we teach using a variety of methods to meet the learning styles of each pupil and their range of abilities. Most of the provision is managed by the class teacher and provided within the classroom setting. Pupils who take part in interventions outside of the classroom may be grouped with other pupils who are working towards a similar target, for short periods of time. In some exceptional circumstances, some pupils are taught more frequently outside of their classroom; however, this would only take place, to support their wellbeing, or where they may be at risk of exclusion. In most circumstances, this would be a short-term measure.

The school supports a range of educational needs. Pupils who use specialist equipment are accommodated where possible, to ensure they have adequate and equal access to high quality teaching.

- Accessible educational trips are available for all pupils.
- Accessible extracurricular activities are available for all pupils, including wrap around care.
- All pupils are encouraged to take part in sports day/school plays/special workshops where appropriate.
- Wherever possible, pupils are never excluded from taking part in these activities because of their SEN or disability.

How will you support my child's social, emotional and mental health development?

West Thurrock Academy's Personal Social Health and Citizen Education (PSHE) curriculum addresses the social, emotional and mental health development of pupils. We believe that by providing pupils with a range of strategies to support their emotional wealth and wellbeing, they are better equipped to deal with modern life in a resilient way. The strategies taught include building good relationships with peers and staff, finding space to think and reflect, writing down or discussing worries, valuing the ideas of others and collaborative problem-solving amongst others. All pupils across the school are taught the zones of regulation language and strategies.

Teachers and teaching assistants take an active interest in the development and wellbeing of all pupils in their care. All pupils have identified a trusted adult in the school who can support their social, emotional and mental health if required.

Circumstances may arise where the school feel a referral to an outside agency may be more appropriate. On these occasions the school would usually, but not exclusively, refer pupils to the child and adolescent Mental Health service (CAMHS) and/or Early Offer of Help. This decision would always be made with the parents.

West Thurrock Academy have a zero tolerance to bullying, including cyber bullying.

What other agencies do you work with?

Where staff require specialist advice, or are advised to contact outside agencies, the SENDCo makes the appropriate referral, with parental consent. The school provides as much information about the pupil to the agency and shares any advice with parents.

West Thurrock Academy work with the following agencies as required:

- Thurrock Educational Psychology team
- Treetops Outreach
- Thurrock Nelft Speech and Language Therapy team
- Thurrock Early Support service
- Thurrock Hearing Service

- Thurrock Children's Therapies team
- Thurrock Community Paediatrician's team

What should I do if I am unhappy with the provision for SEN?

If you are unhappy with the SEN provision your child receives, you should contact your child's class teacher in the first instance. If the issue is unable to be resolved, you can make an appointment with the SENDCo. If you remain unhappy with the outcome, you should then follow the school's complaints procedure, which is available on the school website.

Meetings with the class teacher, SENDCo or Headteacher may be arranged via the school office.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services.

Are there any local support agencies in Thurrock?

There are a range of parental support services available within Thurrock. These include Parents Advisory Team Thurrock (PATT), Scope, Special Needs and Parents (SNAP).

PATT is particularly active in the area and have links to many other support agencies.

www.patt.org.uk

www.scope.org.uk

www.snap.org/

Please contact the SENDCo if you require further information.

What is the Local Authority offer and how do West Thurrock Academy contribute to that?

Under the requirements of the Children's and Families Act, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the pupils and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. The Thurrock local offer can be accessed via the Thurrock LA website at: http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page

West Thurrock Academy contribute towards the local offer though providing a range of support and interventions for pupils who do not progress in line with age related expectations. This may include applying for an Educational Health Care plan and/or referring for outside agency support.

What are your monitoring arrangements?

This policy and information report is reviewed by the SENDCo every year. It is updated if significant changes to the information are made during the year.

The SEND Policy and Information Report is approved by the governing board on a yearly basis.

Links with other policies

Accessibility plan	Behaviour policy
Complaints policy	Equality policy
Special Educational Needs policy	Supporting Pupils with Medical Conditions policy