SEND Information Report 2026-2027

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.

General School Details:	
School Name:	Willow Tree Primary School
School website address:	Willow Tree Primary School - Home
Type of school:	Academy-Converter Mainstream
Description of school:	Willow Tree Primary is is an average-sized primary school. The school caters for children aged between 4 years and 11 years of age and currently (as of September 2025) has 179 children on roll. • The proportion of disadvantaged pupils supported by the pupil premium is significantly above the national average. • The large majority of pupils are White British. • The proportion of pupils who speak English as an additional language is lower than the national average but is increasing. • The proportion of pupils who have SEN and/or disabilities is above the national average as of June 2026.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	179
% of children at the school with SEND:	31% High Level need 4% Targeted level of support 27%
Date of last Ofsted:	July 2022
Awards that the school holds:	Sports Mark Gold
Accessibility information about the school:	Willow Tree Primary School is a one-storey building. Entrance to the main building is fully accessible which in turn allows access to all classes. There is a well-situated wheelchair accessible toilet. Willow Tree Primary School is committed to • Providing ongoing disability awareness training for all staff, including more intensive job specific disability training where required • Ensuring right of entry to any activity by providing enough suitably qualified persons trained in inclusion and integration

	• Providing information on the services available in accessible formats, including large print, at no extra cost to the customer, on request • Working to ensure that our website complies with the Web Accessibility Initiative Standards, so that all users have equal access to information regardless of their impairment • Providing specific equipment where appropriate aimed at ensuring the individual needs and requirements of disabled customers are met Continually seeking new ways to improve access to our services through consultation with our customers and through disability access groups in the community.
Please provide a web link to your school's Accessibility Strategy	
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	SENDCo has completed NPQLTD and the National Accreditation for SENCO. SENDCo is also completing the Mental Health First Aider Qualification. Specific staff are Safer Handling trained. We have a Family Support Worker who is trained in a range of therapeutic support and works closely with external agencies across the local authority. Training from the Specialist teaching service has also been accessed, including the effective writing of SEND Support plans and EHCP Reviews as well as Several Teaching Assistants have accessed training relating to specific intervention programmes such as Read, Write, Inc, mastering number, IDL, and SAFMEDS. The school works alongside the council to deliver the WELLCOMM intervention for S&L needs within our Early Years. SENDCo regularly attends LA SENCo Workshops and Inclusion Conferences as well as other annual training delivered by the St Helens team.

School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	
Safeguarding Policy	
Behaviour Policy	
Equality and Diversity	
Pupil Premium Information	
School Complaints Policy/Procedure	

Policy must specify *'Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'.*	Policy is fully compliant with SEND CoP and reviewed by our legal team annually.

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<u>Foundation Stage: Assessment and Identification</u> • Teachers acknowledge that during the Foundation Stage, due to various previous learning and life experiences, also taking into account some children may not have received any Nursery Education when they enter Reception that children will progress at different rates. This may not necessarily mean they are children with SEND, but they will need carefully differentiated learning experiences and activities to ensure that they make satisfactory progress. • Meetings with pre-schools will determine any existing identified needs. • Use of school tracking system through Tapestry to identify any areas of need for children who have attended the school-based nursery. • On entry to Reception, children are Baseline Assessed using a recognised and accredited process. • Children's speech and language skills are assessed using the Wellcomm screening tool. Primary Phase: Assessment and Identification • During both Foundation and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of children with SEND. • School uses the Read Write Inc programme for all children in Years 1 to 3, and those requiring specific support from Years 4 to 6 utilise the 'IDL programme. This programme places the children in a specific group, linked to their individual ability level. The programme is regularly reviewed, and the progress of the children assessed.

Range of Provision and inclusion information:	
	• Assessment at Key Stage Two is undertaken using standardised tests (E.g. Past SAT papers or Rising Stars tests) in reading, writing, spelling and mathematics. The SENCO uses a school-devised system in whereby children are assessed to their closest age-related level when applying for additional enhanced funding.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	• Teachers and support staff provide support for access to the curriculum pupils with SEND. • Therapeutic Interventions are available from trained Support Staff. • Additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties is sought from external specialists. • We have outreach support from local authority services and local special schools. • We procure support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupil's achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability. • We access a private Educational Psychology service.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	• Specialist equipment to support the curriculum • Access to ICT resources such as iPads and visualisers • Prompt and reminder cards for organisation • Symbols and visual prompts • Standing desks in classrooms • Sensory room
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	• Social Stories • Concrete language • Visual aids • Now and next timetables • Visual timetables in all classrooms • Sensory diet

Range of Provision and inclusion information:	
What strategies/programmes/resources are available to speech and language difficulties?	• Intervention from speech and language therapist (NHS) • Delivery of personal speech and language programme • WellComm programme for EYFS – KS1 • Support from classroom assistant within class • Support from SENDCO/specialist TA for small group or individual • Range of language resources and programme materials
Strategies to support the development of literacy (reading /writing).	• Small group support in class for guided reading / writing • Individual daily reading with teaching assistant / teacher • 1:1 phonics tutoring • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Multi-sensory approach to teaching literacy for learners with Dyslexia, programme used for individual children. • IDL • Colourful semantics
Strategies to support the development of numeracy.	• Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes (assessed by Sandwell Maths) • Withdrawal by teaching assistant for 1:1 support • Use of specialist maths resource • Pre and post learning opportunities throughout the day • Automaticity morning tasks
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• School SEND 6 Principles as part of the school's SEN Strategy • Personalised and differentiated curriculum • Small group support in class from skilled adult or teacher • 1:1 support in the classroom for some children from a skilled adult to facilitate access through support or modified resources • Specialist equipment • Individual learning plans (educational, behaviour, therapeutic) • Time spent in a year group more appropriate to the needs of the child (usually for phonics only) • School / year group provision mapping

Range of Provision and inclusion information:	
	• Strategies put into place as provided by professionals / specialist services / outreach
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	• Observation • Target setting • Individual learning plan targets and review • Individual provision map • Individual pastoral support plans • MAP • External professionals undertaking assessment • Regular review of targets with child / parents
Strategies/support to develop independent learning.	• Use of individual visual timetables and checklists • 'Chunking' of activities • Individual success criteria • Word mats and sound charts • Visual prompts • Therapeutic targets • Regulation Station toolkits • Whole-school resilience initiative
Support /supervision at unstructured times of the day including personal care arrangements.	• Individual learning plans which specify break and lunchtime provision • Peer Mentor System (well-being team) • Staff trained responsible for personal care for named pupils
Extended school provision available; before and after school, holidays etc.	• Breakfast Club and After School Club delivered by school staff • We usually offer a wide range of after school activity / sports clubs for pupils of different ages • We offer residential experiences to pupils in KS2
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	• We will always ensure that activities arranged within our own grounds are accessible for all pupils. • We will attempt in all circumstances to ensure full inclusion can happen by working with the providing staff/companies. • Where inclusion is not possible, we will arrange an alternative trip/excursion.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Talking pebbles for children to use to communicate worries/ needs to staff discretely • Meet and greet at start of day • Parental contact daily if appropriate • Parental contact session weekly • Referral to CAMHS • Therapeutic Intervention Plans (TIP)

Range of Provision and inclusion information:	
	• Family support Worker who works to ensure excellent practice in safeguarding and child/family welfare • Regulation stations in each classroom • Whisper button on school website
What strategies can be put in place to support behaviour management?	• Use of the school's positive Behaviour Policy • Use of restorative justice approach • Individual behaviour plans in place • Social skills / behaviour promoted throughout the curriculum • Daily behaviour record in some extreme cases • ABC Room • Reward system • Support and intervention from outreach behaviour specialist • Strategies in place for unstructured times of the day e.g. alternative location for break time (cabin)
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	• Transition meetings with co-ordinator • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead • Social stories and visual prompts for pupils • Work through PSHE on managing and preparing for change • Programme of visits • Longer term links with secondary schools to increase familiarity • 'Preparing for Adulthood' accessed if needed • Longer transition period, where necessary
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs • Intimate Care Policy • Care plan for medical needs
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	• For parents, we offer a range of family learning opportunities. • We hold coffee mornings/ parent meet and greet sessions in school.

Range of Provision and inclusion information:	
	• The school will signpost appropriate groups and organisations which are relevant for a family's needs. • The school works closely with the local authority Early Help team and will support families through a MAP.
How additional funding for SEND is used within the school with individual pupils.	• Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment). • If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, an application for an Education and Health Care Plan (EHCP) may be made.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	• Specific interventions • Additional staffing • Specialist equipment • Individual PEP plans • Designated teacher in school responsible for monitoring need and liaising with parents and other agencies
SENCO name/contact: Alice Chippendale – wtp.sendco@three-saint.org.uk	
Headteacher name/contact: Michelle Slingsby - michelle.slingsby@three-saints.org.uk	
ANNUAL REVIEW 2026-2027 **Completed by:** *A Chippendale* **Date: 28.9.2026**	