



West Town Lane Academy

Where Learning is an Adventure

Governor Annual SEND Report 2025

Annual Report to Governors and Parents on the Implementation of the Special Educational Needs and Disability (SEND) Policy.

The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. Children can expect to have a tailored yet flexible approach formulated to meet their changing needs as they progress through their school career. Children who need educational provision that is additional to or different from what is provided to all are identified on the SEND register. This is provision that goes beyond the differentiated arrangements normally provided as part of high quality, personalised teaching.

Key Staff

Special Educational Needs and Disability co-ordinator (SENDCo): Mrs Anna Crisp

Deputy SENDCo: Mrs Hannah Delaney

Special Education Needs and Disability (SEND) Governor: Mrs Louisa Dixon Young

Policies

- Reference 1. The SEND policy was reviewed by both staff and governors in July 2025.
- Reference 2. Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 Years – April 2020.
- Reference 3. Equal Opportunities policy.
- Reference 4. School Access Plan.

Number of pupils on SEND register

Year	Nurser y	Receptio n	Key Stage 1	Key Stage 2	Total	Total pupils	SEND %
2018/19	3	2	14	44	63	656	9.6
2019/20	2	4	12	41	60	640	9.4
2020/21	2	3	12	44	61	630	9.7
2021/22	1	4	10	44	59	644	9.1
2022/23	4	8	9	45	66	647	10.2
2023/24	3	9	18	45	75	635	11.8

2024/25	5	11	26	57	99	632	15.6
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In 2022 there were:

- 58 pupils on the register.
- 2 children with Education and Health Care Plans (EHCPs).
- 11 children in receipt of Higher Needs Band funding.

In 2023 there were:

- 66 pupils on the register
- 5 children with EHCPs

In 2024 there were:

- 75 pupils on the register
- 14 EHC needs assessments have been applied for and are pending assessment
- 5 EHCPs
- 15 children in receipt of Higher Needs Band funding.

The change in EHCPs reflects the decision by Bristol City Council to end Top Up Element 3 funding meaning more children require a formal EHCP to access funded additional provisions. The Top Up payments were mostly extended to cover the period while awaiting Needs Assessment.

In July 2025 there were:

- 99 pupils on the register
- 15 EHC needs assessments have been applied for and are pending assessment
- 14 EHCPs have been finalised
- 8 children in receipt of Higher Needs Band funding while they await needs assessment

Another change has been to make our SEND register more informative. It now includes any referrals made, EHCP status, funding, and a focus area of need alongside the broad area of need.

Identification of special educational needs

Early identification of special education needs, whether it be social, emotional, behavioural or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we welcome visits for all new pupils joining the school whatever the year. These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

Assessment of our pupils continues throughout their time at WTLA as needs may show themselves at any time due to many differing circumstances. We do this by:

- Analysing assessment data at least three times a year to identify children who are not meeting age related expectations
- Class teachers continually monitoring the children in their class
- Giving all adults in school the opportunity to discuss concerns regarding a child at any time
- Liaising with parents

A full discussion will then take place with the relevant staff and if appropriate, the child will be added to the SEND register. If at any time any child presents any areas of concern then the child is discussed with the SENDCo.

Staff Development

Courses/training undertaken this year:

- Visual impairment - Sensory Support Service
- Hearing impairment - Sensory Support Service
- Trauma informed approach
- Osteogenesis Imperfecta
- Braille
- Manual Handling
- Lego Therapy
- Hamish & Milo SEMH Intervention
- Making Sense of Autism refresher
- Bucket Time Intervention
- Talking Tunes intervention
- Areas of SEND
- Sensory Circuits
- Scaffolding and effective questioning - Link EP
- Use of technology in the classroom
- Trauma/PACE and attachment - Carly Kingswood
- First aid (including supporting children with Type 1 Diabetes and Epilepsy)
- Phonics catch up programmes

Qualified teachers continue to spend more time with intervention groups. TAs are also involved with intervention groups, providing intensive bursts to aid progress. The use of pre-teach for lessons has also proved successful, where the teacher will go through new concepts with small groups ahead of the planned lesson with the rest of the class.

Interventions

All interventions are regularly monitored to assess their effectiveness. The SENDCo maintains a list of all interventions and the children who are in receipt of these. The impact of these interventions is measured through regular teacher assessments and the reviewing of Learning Plans (formally IEPs).

A summary of the interventions (see Appendix A) is at the end of this report. Pupil premium funding focuses on developing quality first teaching, pupil personal development and wellbeing, along with specific interventions and pre-teach.

EAL Support (English as an Additional language)

New Children with EAL are identified and supported when they arrive in school. Children who have no or little understanding of English are supported through adapted planning, resourcing and grouping, to ease the transition into school. There are around 20 different first languages, highlighting the diversity in Brislington and the surrounding area.

Speech And Language

We currently work with TALK Speech and Language who send a qualified Speech and Language Therapist (S<), currently Abby Freeman, to the school each week. She liaises with a number of our teachers and LSAs in supporting children, particularly those with EHCPs. A specialist Teaching Assistant also supports with S< across the school acting on NHS advice and under the guidance of SENDCo and S<.

We now have a S< Register running alongside the SEND Register on which the current caseload for S< 83 pupils. These pupils are monitored and may be referred to S< (with parent consent) and/or receive an intervention such as Lego Therapy. Some of these children also appear on the SEND Register. This provision helps bridge the gap and raises the attainment of our pupils, boosting the time-limited input an NHS S< can provide.

Progress Of Pupils With SEND

We use an in-house referral system which ensures that the SENDCo and class teachers work closely to identify needs and suitable provision is implemented which may include early involvement of the Educational Psychologist, plus other outside agencies for example: the school nurse, the Bristol Autism Team and Occupational Therapy.

Our data tracking system has changed this academic year and so we now assess under different titles, as seen on the table below.

Year	Subject	Below	On track	Higher	
2020-21	Reading	84%	12%	4%	
	Writing	82%	18%	0%	
	Maths	69%	27%	2%	
2021-22	Reading	71%	21%	8%	
	Writing	77%	19%	2%	
	Maths	60%	32%	6%	
2022-23	Reading	74%	26%	4%	
	Writing	79%	21%	0%	
	Maths	72%	28%	8%	
2023-24	Reading	65%	30%	5%	
	Writing	76%	23%	1%	
	Maths	59%	32%	9%	
		Personalised Curriculum	Working Towards	Expected	Greater Depth
2024-25	Reading	31%	28%	28%	13%
	Writing	35%	38%	24%	3%
	Maths	23%	30%	39%	8%

Value For Money In SEND

The restriction on additional funding for SEND higher needs has continued and now additional funding can only be achieved through EHCPs. This has made it increasingly important that interventions remain effective and provide best value for money. As the number of TA hours we have available for interventions decreases, support time is distributed strictly according to identified need.

All interventions are regularly re-assessed and trials conducted for new interventions along with data gathering to determine:

- The interventions adopted are effective
- The children requiring interventions are identified early
- Progress is recorded

This will help ensure that the funds available for interventions deliver the best results and thus provide value for money.

The school has been successful in applications for securing higher needs band funding and the total received has remained significantly high, allowing for very specific, targeted support for our most vulnerable learners. The system for achieving higher needs band funding has changed so we are adjusting our staffing and intervention model in response to this and applying for EHCPs where appropriate.

Inclusion For Disabled Pupils:

The schools accessibility plan (Reference 4) is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, facilities and services provided;
- improving the availability of accessible information to disabled pupils and parents.

Pupils with disabilities and medical needs currently make up a very small percentage of the school population. The school liaises with the Sensory Support Service, Health and Occupational Therapy Services regarding any specific resources required by pupils. All pupils are supported in making contributions to their EHCP annual review or to Learning Plan reviews 3 times per year, where appropriate. All pupils are treated equally in regard to admissions, irrespective of their disabilities.

All pupils have access and opportunities to participate in visits/clubs and school activities through reasonable adjustments and the newer buildings were designed to improve accessibility for disabled pupils.

External Agencies

We are continuing to work with the Educational Psychologist team, where we have an 8 day contract across the year. This contract is reviewed annually to ensure we have the required support. We are also working with the Bristol Autism Team (BAT) and the NHS Speech and Language Therapists.

Agencies we have worked with include:

- Sensory Support Team – vision and hearing teams
- Occupational Therapy
- Bristol Autism Team (BAT)
- Bristol Parent Carers
- NHS Speech and Language Therapists.
- TALK Speech and Language Therapists
- School Health Nursing Service
- Early Years Inclusion team and Portage.
- Education Psychologists

Secondary Schools

We have strong links with our local secondary schools to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to Key Stage 3. We work with SENDCos at local secondary schools to enhance transitions, particularly for those children with SEN when they are reaching the end of year 6, facilitating additional transition visits for children we feel will benefit.

Louisa Dixon

SEND Governor

Appendix A

A summary of interventions

Unlocking Letter and Sounds

Phonics interventions work well and the majority of those who missed the screening pass level in Yr 1 made significant improvements in Yr 2.

A small number of pupils in Yr 3 also benefitted from extra phonics support.

Nessy Numbersense

Numbersense is used at home and with a small number of children within school, according to need. The intervention is run alongside the main classroom curriculum content, with both small groups and individuals.

Dyslexia support (Nessy Reading & Spelling)

Y3-6 primarily

This has been a popular intervention, with 8 pupils receiving a morning intervention while other regularly log on at home as the sessions in school have to be rotated due to demand. Pupils generally attend a minimum of 2 morning sessions per week, rising to 3 in some cases.

Early Morning readers

A small number of children, identified by the class teacher, attend one to one reading sessions in school, twice per week. The demand for places remains high so sessions are offered to three groups of children across the year.

ELSA/1:1 Pastoral Support

Emotional Literacy support is a key strand in managing/improving the wellbeing of vulnerable pupils. Our specially trained ELSA/Pastoral Lead runs sessions two afternoons a week and has worked intensively with 16 pupils across the year.

Hamish & Milo

Hamish & Milo SEMH intervention covers 10 themes for various outcomes such as self-esteem, self-regulation, managing transitions, managing bereavement etc. These can be run in small groups or one to one as appropriate.

Social Skills Groups

We have one trained Teaching Assistant who has been running social skills groups this year. The focus has been on supporting children with Autism and communication and interaction needs.

Art Therapy

We have Art Therapy taking place with a specialist provider off site and now have a trained TA within our team who runs Art Therapy two afternoons each week.

Speech and Language Therapy

Pupils with an identified need are receiving 1:1 or group sessions from SALT or specialist SALT LSA.

Lego Therapy

We have trained a large number of our TA team to deliver Lego Therapy to support communication (speaking and listening) and turn taking.

Bucket Therapy (Attention focus)

We deliver Bucket Time intervention for children identified for support with listening and attention as well as impulse control.

Talking Tunes

We deliver Talking Tunes intervention for our younger children identified for support with listening and attention, turn taking, communication through repeated refrains.

Sensory Circuits

Sensory Circuits offers a movement and reset break for children who are over or under stimulated.

Nessy Fingers

Nessy Fingers is a touchtyping programme to support children in developing their literacy on a computer or tablet, particularly for those identified with fine motor control difficulties when using a pencil or pen.

NELI

We use NELI to support a small identified group of EYFS children to develop their early language skills.

Mr Robbin's Maths

Our Head Teacher, Mr Robbins, carries out a Maths intervention with a group of Year 6 pupils.