



Willow Tree Federation

Willow Lane Community Primary School and Appletree Nursery School



SEND Information Report

How we identify needs, provide support and assess progress

Academic year	2026–27
SENDCo	Kirsty Birdsall
Contact	01524 65880 k.birdsall@willow.lancs.sch.uk
SEND governor	Paula Hamilton
Approved	September 2026
Next review	September 2027, or sooner if provision or statutory guidance changes

Our commitment

Every child belongs. We identify barriers early, retain ambitious expectations and use a graduated, evidence-informed response so that pupils can learn, participate and become increasingly independent.



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This report explains Willow Tree Federation's provision for children and pupils with special educational needs and disabilities (SEND). It should be read with the SEND Policy 2026–27, Inclusion Strategy 2026–27, Accessibility Plan, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy and The Willow Tree Way relationship approach to positive behaviour.

It is published under section 69 of the Children and Families Act 2014 and regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. It reflects the SEND Code of Practice: 0 to 25 years. The report is reviewed annually and updated during the year when arrangements change.

A diagnosis is not required

Support is based on assessed barriers and need. We do not wait for a diagnosis before making reasonable adjustments or providing appropriate universal and SEN Support provision.

Quick contacts

Who	How they can help
Class teacher / nursery key worker	First point of contact for learning, participation, wellbeing and progress.
SENDCo – Kirsty Birdsall	Coordinates identification, SEN Support, specialist involvement, statutory processes and transition. Telephone 01524 65880 or email k.birdsall@willow.lancs.sch.uk .
Headteacher / senior leader	For unresolved concerns about school arrangements or leadership decisions.
Lancashire SEND IAS	Free, confidential and impartial advice: 0300 123 6706; information.lineteam@lancashire.gov.uk .
Lancashire Local Offer	Information about education, health, care, activities and support across Lancashire: www.lancashire.gov.uk/SEND .



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1. What kinds of SEND do we support?

We are an inclusive mainstream federation. We support children across the four broad areas described in the SEND Code. Needs may overlap, change over time and affect pupils differently; the areas guide assessment and do not replace an individual understanding of the child.

Broad area	Examples of barriers we may support
Communication and interaction	Understanding or using language; speech; social communication; interaction; autism-related differences.
Cognition and learning	Literacy or numeracy difficulties; working memory; processing; organisation; specific or moderate learning difficulties.
Social, emotional and mental health	Anxiety; regulation; attention; relationships; self-esteem; distress or behaviour that communicates unmet need.
Sensory and/or physical	Hearing, vision, sensory processing, motor, mobility, medical or physical access needs.

We admit pupils in line with the school's published admission arrangements and equality duties. Having SEND, a disability, SEN Support or an education, health and care plan (EHCP) does not reduce a child's entitlement to ambitious teaching, school activities or respectful treatment.

2. How do we identify a child who may have SEND?

Identification is a process, not a one-off test. Teachers and key workers notice emerging barriers, listen to the child and family, check the quality and accessibility of teaching, and compare information from several sources. Concerns may arise from:

- parent or pupil concerns and aspirations;
- teacher observation, work and curriculum assessment;
- early-years developmental information, the two-year progress check, Reception Baseline and WellComm where appropriate;
- phonics, reading, writing, mathematics or smaller-step assessment;
- changes in independence, communication, regulation, wellbeing, attendance, participation or relationships;
- information from a previous setting, health professional or other service.

Stage	What happens	Recorded outcome
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Stage	What happens	Recorded outcome
1. Notice and listen	The teacher/key worker records examples and strengths, checks prior information and speaks with the pupil and parent. Urgent safeguarding, medical or attendance action is taken immediately where needed.	Concern, immediate adjustments and review date.
2. Strengthen universal provision	Staff check curriculum access and put precise adaptive teaching and reasonable adjustments in place.	Strategies, responsible staff and a starting point.
3. Assess response	Normally over 4–6 teaching weeks, unless urgency requires faster action, staff monitor progress, engagement, independence and work.	Resolve, continue universal support, consult the SENDCo or seek urgent/specialist input.
4. SENDCo analysis	The teacher and SENDCo analyse attainment, progress, development, wider context, pupil/parent views and response to support.	Decision and rationale: SEN Support or alternative support.
5. Graduated SEN Support	When special educational provision additional to or different from the universal offer is required, parents are formally informed and a TLP/pupil passport is agreed.	Assess–plan–do–review cycle with outcomes and review date.
6. Statutory pathway	Where needs may require provision beyond that ordinarily available, an EHC needs assessment may be discussed or requested.	Evidence sent to Lancashire; current support continues.

Important distinction Slow progress or low attainment does not automatically mean SEND, and attainment at age-related expectations does not rule SEND out. English as an additional language, disadvantage, attendance, being looked after, health or family circumstances are not SEND by themselves, although they may coexist with SEND. We assess underlying causes and never assume that behaviour is simply a choice.

3. How do we assess need and measure progress?

Before additional provision begins, we establish a proportionate baseline. We use the same or a comparable measure at review so that decisions are based on change from the pupil's starting point, not on impressions alone.



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Assessment domain	Possible evidence
Curriculum and attainment	Teacher assessment; statutory and school assessments; phonics; reading fluency/comprehension; spelling, writing and mathematics measures; work samples and curriculum checkpoints.
Early development and communication	Development Matters/EYFS information, two-year check, Reception Baseline, WellComm where appropriate, observation across contexts and speech-language advice.
Smaller-step learning	Lancashire progression materials/PIVATS or other suitable tools; precision-teaching probes; intervention-specific measures; task analysis.
Learning behaviours and independence	Attention, processing, memory, organisation, generalisation, use of prompts, independence and participation.
Wellbeing and access	Pupil and family voice; attendance/punctuality; regulation; belonging; sensory or physical access; social participation; behaviour patterns and safeguarding context.
Professional evidence	Information from previous settings and relevant specialist, health or care professionals, with consent where required.

Each Targeted Learning Plan (TLP) records the pupil's strengths and views, the baseline, a small number of ambitious outcomes, provision and reasonable adjustments, frequency and duration, responsible staff, how progress will be measured and the review date. EHCP provision and outcomes are also reflected in day-to-day planning.

When	What we evaluate	Decision/evidence
Daily and weekly	Learning, participation, independence, work and response to adjustments.	Teaching records, observations and work.
Intervention checkpoint	Progress from baseline, delivery as intended and transfer into lessons.	Continue, adapt or stop; intervention record updated.
At least half-termly for TLP outcomes	Progress toward each outcome with the pupil; quality sampled by the SENDCo.	TLP updated with evidence and a clear decision.
At least termly with parents	Structured review of outcomes, provision, wellbeing, participation and next steps.	Written review shared and records updated.



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When	What we evaluate	Decision/evidence
Termly leadership review	Individual/group progress, attendance, participation, provision quality and value for money.	Provision map, inclusion dashboard and governor oversight.
EHCP review	Progress toward every outcome and whether specified provision remains appropriate.	At least annual review; more frequent for under-fives where appropriate.

What counts as adequate progress? We consider progress from starting points, closing or preventing gaps, improved independence, successful transfer to classroom learning, participation and wellbeing, and progress toward agreed outcomes. If progress is less than expected, we check teaching quality and provision fidelity, reassess barriers and decide whether to adapt, intensify, seek specialist advice, step down or consider an EHC needs assessment.

4. What support can the school provide?

Provision is organised as universal, targeted and specialist support. The class teacher remains responsible and accountable for progress, including when a teaching assistant or specialist delivers part of the provision. Support is selected from assessment and reviewed for impact; it is not allocated solely because of a diagnosis.

Area	Examples of targeted support	Examples of specialist/individual provision
Communication and interaction	WellComm-informed support, Lexis, Talk Boost, Time to Talk, Communication Cookbook, vocabulary pre-teaching and Lego Therapy.	Speech and language programmes; symbols/PECS or individual communication systems; social stories/comic-strip conversations; specialist assessment; TACPAC where appropriate.
Cognition and learning	Phonics catch-up, Lexia, additional/paired reading, comprehension, Sentence Adventure, Catch Up Maths, 5 Minute Box, precision teaching, Plus 1/Power of 2 and executive-function teaching.	Individualised curriculum/access arrangements; specialist teacher or educational psychology advice; intensive one-to-one teaching where assessed as necessary.



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Area	Examples of targeted support	Examples of specialist/individual provision
SEMH	Check-ins, social-emotional groups, Zones of Regulation, movement/calming breaks, sensory circuits and transition support.	Individual regulation or risk plans, therapeutic/pastoral work, mental-health/behaviour consultation and multi-agency planning.
Sensory/physical	Fine/gross-motor groups, BEAM, handwriting or touch typing, seating/positioning, pencil grips, writing slopes, overlays and environmental adjustments.	Radio aids, specialist equipment, personal-care plans, OT/physio programmes, moving-and-handling plans and individual access arrangements.

The examples above reflect the federation's provision maps for EYFS/KS1, Years 3/4 and Years 5/6. A listed intervention is not an automatic entitlement; provision is matched to assessed need, age and intended outcome. Likewise, provision specified in an EHCP is not limited by this menu.

5. How is teaching and the curriculum adapted?

High-quality adaptive teaching is the first response to need. Teachers retain the same ambitious curriculum intent while adjusting access. Depending on assessment, this may include:

- explicit vocabulary and language teaching; clear modelling, worked examples and guided practice;
- instructions chunked into manageable steps, visual supports and extra processing time;
- retrieval practice, overlearning, concrete resources and carefully faded scaffolds;
- flexible grouping and precise feedback;
- alternative recording, assistive technology and adapted equipment;
- planned sensory or movement support, calm spaces and predictable transitions;
- accessible resources and assessment arrangements that reflect the pupil's normal way of working.

Subject leaders and the SENDCo monitor whether adaptations preserve ambition, enable participation and increase independence. Teaching assistants supplement teacher instruction and are not used as a substitute for it.

6. How are pupils and families involved?

Parents know their child best and pupils have a right to be involved in decisions. We aim for accessible, strengths-based partnership from the first concern onwards.

- The teacher/key worker is the first contact and shares emerging concerns promptly.
- Pupil views are gathered through conversation, observation, visuals, choices, pupil passports/TLPs and EHCP reviews.



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- Parents and pupils help set outcomes, evaluate provision and agree next steps at formal reviews.
- Written SEN Support decisions and reviews are shared with parents. Interpreting, accessible formats or help with forms can be arranged through the school office.
- Additional meetings can be requested; families do not need to wait for a scheduled parents' evening.

7. What expertise and specialist support are available?

The SENDCo coordinates provision and staff development. Teachers, key workers, teaching assistants and pastoral staff receive needs-led training and guidance. Existing expertise includes phonics, WellComm, Talk Boost, BEAM and autism-informed strategies; training is refreshed in response to the current pupil profile, professional advice and quality-assurance findings.

With parents involved in the decision, the school may seek support from Lancashire Inclusion Service and specialist teachers, educational psychology, speech and language therapy, occupational therapy, physiotherapy, school nursing, paediatrics, mental-health services, social care, specialist schools or other relevant services. Specialist recommendations are translated into classroom practice and reviewed for impact. Referral thresholds and waiting times are controlled by the relevant service; school support continues while advice is awaited.

8. How do we support wellbeing, behaviour and attendance?

The Willow Tree Way uses high expectations, positive relationships, explicit routines, calm and least-intrusive responses, and restorative repair. Behaviour may communicate an unmet need. Persistent distress, withdrawal or behaviour prompts assessment of communication, learning, sensory, mental-health, safeguarding, bullying, attendance and family factors. SEND does not remove expectations, but reasonable adjustments and proactive support are considered and recorded.

Pastoral support may include check-ins, regulation teaching, sensory/movement breaks, social stories, supported social times, transition support and work with external services. Bullying is not tolerated; pupils are helped to report concerns in accessible ways. Attendance and punctuality are monitored alongside progress and wellbeing. Where absence is a concern, school works with the child, family and services to identify barriers and review a support plan.

9. Can pupils with SEND take part in trips, clubs and wider school life?

Yes. We plan for pupils with SEND to participate alongside peers in lessons, assemblies, social times, trips, residential, clubs, sport, music and other enrichment. Staff consult pupils and families, make reasonable adjustments, provide additional adult support or equipment where assessed as necessary, and include individual needs in risk assessment. Any restriction must be lawful, proportionate, individually considered and accompanied by an accessible alternative where appropriate.



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10. How do we support medical and personal-care needs?

A medical condition does not automatically mean a child has SEN, although both may coexist. Where needed, staff work with parents and health professionals to create an Individual Healthcare Plan, risk assessment or personal-care plan and obtain suitable training. Medicines are managed under the Supporting Pupils with Medical Conditions policy. Relevant information is shared only with staff who need it to keep the child safe and included.

11. How accessible is the environment?

Willow Lane is on one level, with double entrance doors and two accessible toilets, including one with a shower and changing bed. Appletree Nursery is on one level with double entrance doors and an accessible toilet. A designated accessible parking space is available at Willow Lane.

Physical access is only one aspect of accessibility. The federation also reviews curriculum access, communication and information, acoustics, lighting, seating, signage, sensory conditions, equipment, personal care and participation. It makes reasonable adjustments and implements its Accessibility Plan to improve access over time. Disabled pupils are not treated less favourably because of disability. Families are encouraged to discuss access needs before admission or a new activity so that adjustments can be planned.

12. How are transitions and admissions supported?

For entry to nursery or Reception, staff gather information from families and previous settings and may arrange visits, meetings, visual information or a phased/extended transition where suitable. Between classes, teachers share effective strategies, provision and pupil voice, with extra visits or transition resources where needed. For transfer to secondary school, the SENDCo liaises with the receiving SENDCo, shares information with parental involvement and arranges additional visits or joint review meetings where useful. EHCP phase-transfer reviews follow statutory timescales.

Admission arrangements are those published by the relevant admission authority. The school will not refuse admission simply because a pupil has SEN or a disability. Where an EHCP names the school, admission is governed by the statutory EHCP process.

13. What happens if a child may need an EHCP?

A parent, the school or another person permitted by law may ask Lancashire County Council for an education, health and care needs assessment. There is no fixed period a pupil must spend at SEN Support first. We consider this with families where the pupil may require provision beyond that reasonably available through SEN Support, taking account of the nature, severity and persistence of need and the impact of action already taken.

The school provides evidence including pupil and parent views, attainment and progress, assess-plan-do-review cycles, provision and impact, specialist advice, attendance and relevant health or care



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information. Existing provision continues during the process. If an EHCP is issued, the school uses its best endeavours to secure the specified provision and reviews progress toward every outcome.

14. How are looked-after and previously looked-after children supported?

The SENDCo works with the designated teacher, social worker, virtual school and carers so that SEND identification, Personal Education Plans and any EHCP are coordinated. Decisions are based on need and progress, not care status alone. Information sharing follows safeguarding and data-protection requirements, and transition or placement changes are planned carefully.

15. What if a parent has a concern or complaint?

Raise concerns first with the class teacher/key worker or SENDCo so that the issue can be understood and addressed promptly. If it remains unresolved, contact the headteacher and follow the federation's published Complaints Policy. Complaints about statutory EHC assessment or plan decisions follow Lancashire's disagreement-resolution, mediation and tribunal routes. Lancashire SEND IAS can provide impartial advice. Safeguarding concerns follow the federation's safeguarding procedures and are not delayed by the complaints process.

16. How is this report evaluated and updated?

The SENDCo and senior leaders review implementation through pupil progress and provision review, learning walks, work scrutiny, intervention fidelity and impact, attendance and participation data, pupil/family voice, complaints and specialist recommendations. Governors receive termly information about provision, outcomes, accessibility and resources. The report is reviewed at least annually and changes are published as soon as practicable.

Feedback is welcome. Please contact the SENDCo if information is unclear, inaccessible or no longer accurate, or if you would like it in another format.

Useful links and source framework

- [SEND Code of Practice: 0 to 25 years](#)
- [Special Educational Needs and Disability Regulations 2014 – Schedule 1](#)
- [Lancashire SEND Local Offer](#)
- [Lancashire SEND IAS](#)