



Wrekin View Primary School and Nursery

Special Educational Needs Report

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Policies and public documents - Wrekin View \(lct.education\)](https://www.wrekinview.lct.education/Policies-and-public-documents)

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Amanda Weaving is the Special Educational Needs Coordinator (SENCO). Mrs. Weaving is responsible for coordinating and reviewing our SEND provision in school and supports teachers to ensure that children with physical, medical, language and communication needs receive appropriate support to meet their needs.

You can make an appointment to speak with Mrs. Weaving by visiting the school office or emailing with '**FAO SENCO**' in the subject line.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All Staff	Specific Training for some staff
Direct Phonics Training	Speech, Language and Communication
Making Sense of Autism	Team Teach
Epi-Pen Training	Paediatric First Aid Training
Asthma & Allergy Awareness	Diabetes Awareness
SEND Graduated Approach	Educational Visits Training
	Makaton Training
	First Aid (All Teaching Assistants)
	Intensive Interaction/Attention Autism

Learning Support Practitioners (LSPs)

We have a team of Learning Support Practitioners (LSPs), including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS/BeeU)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact your class teacher via the school office to organise a meeting or speak to them at the end of the day.

They will pass the message on to our SENCO, Amanda Weaving, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the school office
wrekinview@lct.education

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

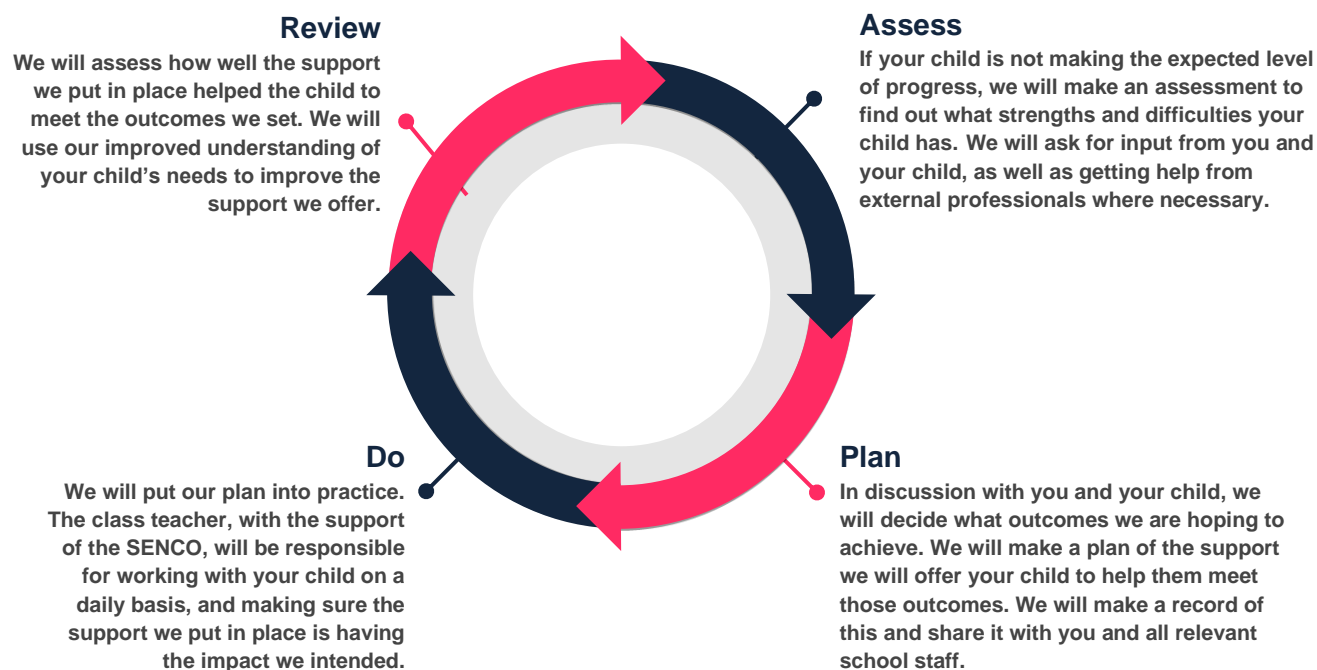
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you a minimum of 3 times per year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office wrekinview@lct.education

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or questionnaire

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis or small groups, depending on the needs of pupils

➤ We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Talk Boost Listen with Lucy Literacy pathway
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, Coloured overlays, Multi-sensory teaching strategies
	Moderate learning difficulties	Differentiated tasks, Extra adult support, Repetition and reinforcement of key concepts
	Severe learning difficulties	Highly individualised curriculum, 1:1 support, Use of concrete materials to support understanding
Social, emotional and mental health	ADHD, ADD	Quiet workstation Timed movement breaks, Use of visual reminders of routines
	Adverse childhood experiences and/or mental health issues	Nurture groups Nurture groups, Emotional literacy support assistant (ELSA) programs, Mentoring and counselling
Sensory and/or physical	Hearing impairment	Use of assistive hearing devices, Preferential seating
	Visual impairment	Limiting classroom displays Enlarged texts Use of braille resources
	Multi-sensory impairment	Specialist input from sensory teams, Adapted resources
	Physical impairment	Accessible classroom layout, Use of specialised equipment

These interventions are part of our contribution to Telford and Wrekin's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a minimum of 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning support practitioner hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Arthog and to Ironbridge

All pupils are encouraged to take part in sports day, school plays, special workshops and other extra-curricular events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Wrekin View, we are committed to ensuring that the admissions process is fair, transparent, and inclusive for all pupils, including those with Special Educational Needs (SEN) or a disability. Our arrangements for the admission of prospective pupils with SEN or a disability are guided by the principles of equality and the requirements outlined in the SEND Code of Practice and the Equality Act 2010.

Admission of pupils with a disability and SEN We welcome applications from all prospective pupils, and we work closely with parents and carers to ensure that the specific needs of pupils with SEN or a disability are fully understood during the admissions process. We liaise with local authorities, health professionals, and other relevant agencies to ensure we can offer the appropriate provision for each child. The school has an inclusive ethos and aims to provide every pupil with the opportunity to succeed in a supportive and accessible environment.

Ensuring admission of pupils with an EHC plan For prospective pupils who have an Education, Health and Care (EHC) plan, we follow statutory guidelines. If the school is named in a child's EHC plan, we will ensure that they are admitted as a priority before any other places are allocated. This ensures that children with significant needs can access the support they require as part of their legal entitlement. We work in partnership with the local authority and families to assess and meet these needs effectively.

Oversubscription criteria and fairness In the event of oversubscription, our admissions criteria are designed to ensure that no child, including those with SEN or a disability, is unfairly disadvantaged. We do not discriminate on the grounds of disability or SEN, and all applications are considered equally. Our criteria focus on factors such as proximity to the school, siblings already attending, and looked-after children, rather than any characteristics related to a child's abilities or needs. This helps to ensure that children with SEN or a disability have the same chance of admission as all other pupils. We also ensure that reasonable adjustments are made to accommodate the specific needs of any child during the admissions process.

13. How does the school support pupils with disabilities?

We take proactive steps to ensure that disabled pupils are not treated less favourably and have access to the full range of educational opportunities. We are fully committed to providing an inclusive environment where all pupils, including those with disabilities, are supported to thrive. Below is an outline of how we support pupils with disabilities:

We ensure that all pupils with disabilities are treated with dignity, respect, and fairness. Staff are trained in disability awareness and the school follows the principles set out in the Equality Act 2010 to eliminate discrimination. This includes making reasonable adjustments to both the curriculum and the physical environment to meet individual needs. We maintain high expectations for all pupils and ensure that policies and practices do not disadvantage disabled pupils in any way.

Facilities to help disabled pupils access the school The school has taken several steps to improve accessibility for disabled pupils. These include:

- **Accessible classrooms and facilities:** We provide wheelchair access to all key areas of the school, including classrooms, playgrounds, and common areas. Disabled parking spaces are available near the school entrance.
- **Adaptations to learning environments:** Classrooms are equipped with appropriate furniture and equipment to meet the physical needs of pupils.
- **Aids and services:** We provide appropriate assistive aids and specialised learning resources to support pupils with sensory impairments or physical disabilities. Staff

are also trained to use these aids effectively in the classroom and supported by agencies to do this.

We have an accessibility plan that is reviewed and updated. This plan outlines how we aim to:

- **Increase participation in the curriculum:** We adapt the curriculum to suit the needs of all learners. This includes personalised learning plans, differentiated teaching strategies, and access to specialised support services. Staff work closely with parents, carers, and external specialists to ensure that each pupil has the tools and resources they need to succeed.
- **Improve the physical environment:** The school is continuously working to make the physical environment more accessible. This includes ensuring that entrances, hallways, and classrooms are easy to navigate for pupils with mobility difficulties. We have ramps and handrails installed where necessary, and we monitor the layout of the school to ensure that disabled pupils can move around easily.
- **Improve accessibility of information:** We ensure that school information and teaching materials are made available in ways that are easy for disabled pupils to access and understand.

Our full accessibility plan is available on the school website and outlines our ongoing commitment to improving access and inclusion for all pupils with disabilities.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, safety squad, mental health and well being squad and sports leaders.
- We provide additional pastoral support for pupils with SEN by offering access to a Learning Mentor and an Emotional Literacy Support Assistant (ELSA), ensuring their views are heard and their emotional needs are addressed.
- We have a proactive approach to tackling bullying. We prevent bullying in the school by fostering a positive and inclusive school culture, promoting respect and kindness, and having a clear behaviour policy that encourages pupils to report any concerns. Staff are trained to identify and address bullying early, and we actively involve pupils in awareness programs to create a safe, supportive environment for all.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Transitioning to secondary school

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Deputy Headteacher, Miss Stephenson will work with Mrs Weaving, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy. [Trust policies - Learning Community Trust \(lct.education\)](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Telford and Wrekin's local offer [SEND - Local offer \(telfordsend.org.uk\)](https://www.telfordsend.org.uk).

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Telford SENDIASS | SENDIASS Telford](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages