



SEND Information Report for Parents/Carers

Autumn 2025

What kind of Special Educational Needs (SEND) does Wrenbury Primary School make provision for?

Wrenbury Primary School is proud to be a mainstream, inclusive primary school. We admit children from age 4 – 11 with a range of needs. Children's learning needs can be vast and varied but can often fall into one or more of the following identified categories:

1. Communication and interaction: Children with this area of need may have difficulty in communicating with others. They may have difficulty with one, some or all aspects of speech and language or social communication at different times in their lives.
2. Cognition and learning: Support for learning difficulties maybe required when children are learning at a slower pace than their peers, even with the appropriate differentiation.
3. Social, emotional and mental health: this may include such things as becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
4. Sensory and/or physical needs: Some children have special educational provision because they have a disability which prevents them from making use of the educational facilities generally required. This could include things such as vision or hearing impairment, or a multi-sensory impairment.

How does Wrenbury Primary School identify and assess my child's special educational needs?

The approach taken at Wrenbury Primary School is one where we regularly review and record what we offer EVERY child or young person in our care. This is termed our 'Universal provision'. We strive to support all children to enable them to achieve their full potential as we guide them through their learning journey. Underpinning ALL our provision in school is a cycle of monitoring, evaluating and improving what we are doing. These assessments form part of our ongoing tracking in which the progress of each child is monitored. This tracking of pupils enables the early identification of any pupil who is not making expected progress. Any concerns regarding progress or attainment will be raised with parents at the earliest convenience either in informal discussions or at formal parents' evenings which occur twice per year. At this point a child may be placed on our 'First Concerns' register. If concerns continue despite class teacher intervention, the teacher will speak to parents and discuss the next steps which may involve adding your child onto the Special Educational Needs register. This will mean they have needs that require intervention that is greater than or different from their peers in order to make expected progress. If you are concerned that your child may have special educational needs, you should speak to the class teacher or make an appointment to see the SENDCo- Mr Thorburn .



Wrenbury Primary School has a graduated response for supporting children. This begins with good quality teaching, also known as Quality First Teaching/ Ordinarily Available Inclusive Practice. Phonics is taught using Little Wandle Phonics scheme from Early Years Foundation Stage upwards and is regularly assessed to ensure that progress in reading is as rapid as possible. Additional Little Wandle phonics support is given to those children who need it. In Mathematics, gaps in children's skills are identified and addressed through targeted teaching or focused interventions depending on the level of need. Those who need additional support in other areas may complete an intervention programme in a small group, which will usually be for 6 -12 weeks. Some pupils who need intensive support may have one to one support for part of the curriculum. Any advice given by professionals will be integrated into the curriculum. Teaching support Assistants (TAs) support children's learning including those with special educational needs or disabilities and those learning English as an additional language. Where additional needs have been identified, the school is able to access a range of outside agencies to support children.

How will the curriculum be matched to my child's needs?

Our aim is to provide a board and balanced curriculum that is relevant and supports children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. Teachers plan based on children's needs against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special educational needs their work will be further differentiated and supported with a range of scaffolds by the class teacher to support barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with further additional support that may include specialised equipment or resources, ICT and/or additional adult help such as pre-teaching. If appropriate specialist equipment may be given to the pupil, e.g. writing slopes, concentration boards, pen/pencils, grips or easy to use scissors, word processing where appropriate.

If a child is identified as having a special educational need, they will have a carefully developed 'SEN Support Plan'. Smart targets will be set according to their areas of need. These will be constantly monitored by the class teacher, reviewed with the SENCo and shared with parents as part of the SEN review held by class teacher. Teaching assistants may be allocated to work with a pupil in a one to one or small focused group to target more specific needs. The level of learning activities set will be matched to children's developmental age to ensure they are challenged yet able to achieve success. Some children may need particular resources such as coloured overlays, pencil grips, sloping writing boards etc. Computer programmes may be used to support learning.

How will both you and I know how my child is doing and how you will help me to support my child's learning?



The progress of all pupils is monitored through termly pupil progress meetings where class teachers discuss the progress of all children. Parents are consulted in a variety of ways including parents' evenings, focused SEN review meetings and informal discussions. Review meetings are held for children with additional needs and strategies to support them are agreed. These are shared with parents. Class teachers are always willing to discuss ways in which you can support your child at home.

What support will there be for my child's overall wellbeing?

Wrenbury Primary School's motto is 'We all matter' and as such the wellbeing of every child is at the heart of what we do. We want to develop all of our children to be happy, well rounded individuals, ready for their next step. We want our children to have a love of learning and experience success. We have a consistent, positive behaviour management policy and every day is a new beginning. Teachers and teaching assistants can support children with social or emotional needs and are regular training is provided to support staff to do this. All pupils use The Colour Monster to report on their feelings daily, allowing staff to swiftly act on any worries children may have. Pupil voice is also gathered through lessons and, for those pupils with SEN, their 'all about me' section of their SSP or EHCP. All KS2 children access a Wellbeing Lunch Club every week where a range of wellbeing and social topics are carefully discussed through the use of picture books. Every year, all pupils engage in a Wellbeing week where a wealth of activities are planned to support the pupils' wellbeing. This ranges from Yoga to planting and is supported by local community groups. This Pupils with medical needs will be provided with a medical healthcare plan compiled by the SENDco with support from appropriate health professionals and in partnership with parents and if appropriate the pupils themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within supporting pupils with medical conditions (DfE) 2017.

What specialist services and expertise are available at or accessed by Wrenbury Community Primary School?

Staff at Wrenbury Primary School are able to deliver a range of intervention programmes including Speech language and communication, English and Maths programmes. A range of specialist services can be accessed including:

- Cheshire East Autism Team
- Speech and Language therapists
- Sensory Team - Hearing Impairment/ Visual Impairment
- Educational Psychology Service
- Education Welfare Officer/ vulnerable Pupils Team
- Emotionally Healthy Children and Young People team



- School Nurse
- Checs/Integrated family Support Service
- Children and Young People's Mental Health Service (CYPMHS) - formerly known as CAMHS
- Occupational Therapy
- Support Outreach
- Community Paediatrics Team

Early Help family support

What training have the staff supporting the children with SEND had or are having?

All staff at Wrenbury Primary School have undertaken training on safeguarding children. Emergency First Aid training is updated regularly. Staff have been trained in the use of a wide variety of intervention programs to support children's learning. There is on-going professional development for all staff which is selected to support need in school. Previously, staff have undertaken training in Attachment & Trauma and Inclusion. We currently have a trained ELSA and MELSA in school who support children across school. All staff are trained in Level 1 Safeguarding and key Senior Leaders are at least Level 2 Safeguarding trained. Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Specialist visits by the Local Authority and other outside agencies are requested to advise, train and support staff development in different areas of need.

How will my child be included in activities outside the classroom including trips?

Wrenbury Primary School is an inclusive school which endeavours to provide opportunities for all children to participate in activities including visits and clubs. When planning visits children's needs are considered and, where necessary, adjustments are made or additional support provided in consultation with parents. Where this is not possible, every effort will be made to provide a suitable alternative. Risk assessments are carried out and procedures are put in place to enable children to participate. If staff or a health and safety risk assessment suggests that a child needs one-one support due to their particular needs we endeavour to provide this. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

Wrenbury Community Primary School is a Victorian building with some more recent classrooms added. We have 5 classrooms and one nursery room. These classrooms vary in



size due to the age of the building. We have access to a large field and forest area for outdoor activities and sports. The buildings have wheelchair access and, if necessary, classrooms are relocated according to the needs of pupils. There are suitable toilet facilities for children with disabilities. Interactive whiteboards are available in all classrooms.

How will the school prepare and support my child to join the Wrenbury Primary School or the next stage of their educational career?

Children joining Reception class are invited to transition sessions during the Summer Term. This supports a smooth transition and the children settle well. Children joining mid-term where appropriate can be supported by teachers Teaching Assistants according to their needs. For children with special educational needs and/or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. In most cases a member of staff has met with your child and the staff in their previous setting to gain information which will help in setting your child in our school. When children transfer to other settings, staff from our school liaise with the new setting to share information and plan transition, ensuring all relevant paperwork is passed on and all needs are discussed and understood. This may include staff accompanying children and parents on transition visits to the new setting. We work closely with staff from our local high schools to support a smooth transition to KS3. The school are committed to ensuring the children have a successful future and currently work closely with Reaseheath college to offer a future projects to selected pupils in Yr 5 and 6. We also enjoy a careers week where a range of careers can be explored by our KS2 pupils. Extended transitions can be arranged if this is required for individual pupils and the next education provider accepts it.

How are the school's resources allocated and matched to children's special educational needs?

Wrenbury Primary School receives funding from the Local Authority to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the AWPU funds are allocated per pupil to the school to provide for their education
- The notional SEN budget (Low cost – high incidence funding)
- The pupil premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated High Needs funding through an EHCP Needs Assessment.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In class support from teaching assistants



- Small group support from teaching assistants e.g. English and Maths support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support
- Provision of specialist resources
- Continual Professional Development (CPD) relating to SEND for staff.

How is the decision made about what type and how much support my child will receive?

Decisions about support will be agreed at pupil progress meetings according to your child's needs and progress. Some support may be recommended by outside agencies and this will be implemented wherever possible. For pupils with SEND, but without an Education, Health and Care plan (EHC Plan), the decision regarding the support required will be taken at meetings with the SENDCo, class teacher plus other professionals where appropriate. This decision making is shared/discussed with parents/carers during termly review meetings plus other opportunities for discussions where needed. Children with EHC Plans will be allocated the level of support recommended. This decision will be reached when the plan is being produced or through the Annual Review process with the Local Authority.

How will parents be involved in the decisions about the learning of our children?

Involving parents and learners in decision making is central to our approach. Parents/Carers of children with identified special educational needs are encouraged to contribute to SEN Support Plans through the 'All About Me' sections as we acknowledge that parents know their children best. They will be able to discuss the support their child is receiving via a review which will be held three times a year. Structured conversations are held and parents' views are sought through the annual Review Process for pupils with EHC plans. We consider the views of our parents / carers and children with the highest regard. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How are parents involved at Wrenbury Primary School? How can I be involved?

Wrenbury Primary School has an 'Open Door Policy' and parents are welcome to speak to staff at a mutually agreed time, either face to face or by telephone. Regular newsletters are sent out to parents/carers. Parents' evenings are held three times a year and there is an annual written report on your child's achievement. Parents are invited to attend sharing afternoons where they are able to share their children's learning in their Learning Journey Books. The views and opinions of Parents of SEND pupils are highly valued by the school.



What do I do if I have a concern about the school provision?

The initial point of contact is always the child's class teacher. If concerns cannot be dealt with by the class teacher, then an appointment can be made with the SENDCo (Mr Thorburn). If you feel your concerns still need addressing, then you can make an appointment with the Head Teacher (Mrs Charlesworth). If any person feels that their complaint has not been dealt with adequately by the school staff, they are able to contact the Chair of governors (Mr Terry Whalley).

What other support is available to parents and how can I contact them?

The LA also provides a parent partnership service, CEIAS, this information is on our website and also can be obtained from the SENCO. CEIAS Cheshire East Information Advisory Service provide free, accurate, impartial confidential, information, advice and support relating to Special Educational Needs and Disability (SEND) for parents/Carers, children and young people aged 0-25 years.

CEIAS: <http://www.ceias.cheshireeast.gov.uk/>

Local offer: <https://www.cheshireeast.gov.uk/livewell/livewell.aspx>

Our SEN policy and other related policies can be found on the school website or by request from the school office. Mr Thorburn (SENDCo) can also be contacted via the school office.

Agreed and Reviewed by SENDCo and Headteacher Autumn 2025

Agreed by the Governors Autumn 2025

To be reviewed in Autumn Term 2026

Key contacts

School office: admin@wrenbury.cheshire.sch.uk | 01270 260656

SENCO: Mr Thorburn – Email: senco@wrenbury.cheshire.sch.uk | Tel: 01270 260656