

SEND Information Report for Parents/Carers

Autumn 2026

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

Wrenbury Primary School is a mainstream, inclusive primary school. Our motto, 'We all matter', reflects our commitment to helping every child feel valued, included and able to achieve. In line with Cheshire East's Inclusion Strategy 2025–2028, we aim to remove barriers to learning and participation, working with children, families and other professionals to provide support matched to individual needs.

Our provision begins with high-quality, inclusive teaching and the support ordinarily available to all children. Additional support is planned where needed. We recognise each child's strengths and understand that their needs may span more than one of the following four broad areas:

1. **Communication and interaction:** Children may need support with understanding language, expressing themselves, speech or social communication and interaction.
2. **Cognition and learning:** Children may need additional support to develop their learning skills, remember and apply information, or acquire skills in areas such as reading, writing and mathematics.
3. **Social, emotional and mental health:** Children may need support with emotional wellbeing, managing feelings, developing relationships or participating confidently in school life. Difficulties may be expressed in different ways, including anxiety, withdrawal or changes in behaviour. We seek to understand and respond to the needs underlying these difficulties.
4. **Sensory and/or physical needs:** Children may need adaptations, equipment or additional support because of hearing, vision, multi-sensory or physical needs that affect their access to learning and the school environment.

These broad areas help us understand and plan support; they do not define a child. Needs may change over time, and support is reviewed with children and their families. Children currently receiving SEN Support or support through an EHC plan at Wrenbury have identified needs within cognition and learning, communication and interaction, and social, emotional and mental health. Although no children currently have sensory and/or physical needs recorded as their main area of need, we consider and respond to individual needs across all four broad areas.

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

At Wrenbury Primary School, we identify and respond to children's needs as early as possible. Class teachers regularly assess children's learning and development through classroom activities, observations, discussions and assessment information. We consider progress in learning alongside communication, social and emotional wellbeing, physical development and independence.

Parents and carers play an important part in this process. We listen to your knowledge of your child, discuss any concerns with you and involve you in deciding the next steps. We also seek your child's views in ways appropriate to their age and communication needs. Information from

previous settings and advice from other professionals help us build a fuller understanding of your child's strengths and needs.

Our starting point is high-quality, inclusive teaching and **Ordinarily Available Inclusive Provision (OAIP)**: the teaching approaches, adjustments and support available within everyday school provision. Where a child experiences difficulties, the class teacher reviews possible barriers to learning and adapts teaching and support. Slow progress or low attainment alone does not necessarily mean a child has special educational needs, and speaking English as an additional language is not, by itself, a special educational need.

Where a child needs provision additional to or different from that normally available to children of the same age, the class teacher and SENCO work with parents and carers to identify their needs and arrange SEN Support. Support is based on assessed need; a medical diagnosis is not required before help can begin.

We use a graduated approach known as **assess, plan, do, review**:

- **Assess:** Develop an understanding of your child's strengths, needs and barriers to learning.
- **Plan:** Agree outcomes, suitable support and a review date with you, involving your child.
- **Do:** Put the support into practice, with the class teacher remaining responsible for your child's learning and progress.
- **Review:** Consider the difference the support has made and agree any changes needed.

Where appropriate, we seek specialist advice to help us understand and meet your child's needs. Agreed support and outcomes are recorded in an SEN Support Plan and reviewed with you regularly.

If you are concerned about your child's learning or development, please speak to their class teacher or contact the SENCO, Mr Thorburn, through the school office. You do not need to wait for a parents' evening or a scheduled review to raise a concern.

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

At Wrenbury Primary School, all children are entitled to a broad, balanced and ambitious curriculum. We maintain high expectations while recognising that children may need different approaches, resources or support to access learning and demonstrate what they know.

Class teachers adapt teaching in response to ongoing assessment and their understanding of each child's strengths and needs. This begins with high-quality teaching and Ordinarily Available Inclusive Provision (OAIP). Adaptations may include breaking learning into smaller steps, modelling activities, using visual resources, explaining and revisiting vocabulary, providing additional practice and allowing different ways for children to record their work.

Where children need further support, teachers plan targeted teaching or interventions linked to identified needs. This may include additional phonics support through Little Wandle, focused work on mathematical understanding, precision teaching or support for speech, language and communication. Support may take place individually or in a small group and is reviewed to check that it is helping children make progress and apply their learning in the classroom.

We make appropriate adjustments to resources and the learning environment. Depending on individual needs, these may include coloured overlays, writing slopes, pencil grips, adapted scissors, word processing or other specialist equipment including the use of technology. Resources are selected according to their usefulness for the child, taking account of professional advice where appropriate.

Children receiving SEN Support have an SEN Support Plan with clear, specific outcomes and targets. These are developed and reviewed with parents and carers, involving the child in ways appropriate to their age and communication needs. For children with an Education, Health and Care (EHC) plan, teaching and support take account of the outcomes and provision specified in their plan.

The class teacher remains responsible for each child's learning, working with the SENCO, teaching assistants and relevant specialists. We plan support to help children participate alongside their peers, experience success and become increasingly confident and independent learners.

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

Class teachers regularly assess your child's learning through classroom work, observations and discussions. Termly pupil progress meetings provide an opportunity for teachers and school leaders to review progress and identify where support may need adjusting. We consider academic progress alongside relevant outcomes in communication, wellbeing, participation and independence.

For children receiving SEN Support, we review their SEN Support Plan with parents and carers three times a year. Together, we consider progress towards agreed targets, discuss which approaches are helping and agree the next steps. Your child's views contribute to this process in ways appropriate to their age and communication needs. We also welcome your observations about progress and any difficulties experienced at home.

Where your child receives additional interventions or accesses support through School House, we review how this provision helps them work towards their individual outcomes and access the curriculum. If progress is less than expected, we reconsider the support, teaching approaches or resources needed and seek further advice where appropriate.

For children with an Education, Health and Care (EHC) plan, an annual review also brings together parents, school staff and relevant professionals to consider progress towards the plan's outcomes and whether changes are needed.

We share information through SEN review meetings, parents' evenings, your child's annual written report and conversations throughout the year. You can contact the class teacher or SENCO between scheduled meetings if you have questions or concerns.

To help you support learning at home, we explain your child's current targets and share practical activities, resources or approaches suited to their needs. These might include reading together, practising key vocabulary or number skills, or using agreed strategies to support communication and independence. We work with you to identify manageable approaches that complement learning in school and review together how helpful they have been.

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

At Wrenbury Primary School, our motto, 'We all matter', places children's wellbeing at the heart of school life. We want every child to feel safe, valued and included, develop positive relationships and feel confident asking for help.

Class teachers and teaching assistants build supportive relationships with children and work closely with families to understand their individual needs. We listen to children's views and help them communicate their feelings and worries in ways that are accessible to them.

Children who need additional support may access our trained ELSA (Emotional Literacy Support Assistant) and MELSA provision. Cognitive behavioural therapy (CBT) is also available as a targeted intervention where appropriate to a child's assessed needs, delivered by a suitably qualified practitioner. Support may focus on understanding emotions, recognising links between thoughts, feelings and behaviour, building confidence, developing friendships or managing situations that feel difficult. We work with parents and carers to agree suitable support, review its impact and seek further professional advice where needed. Our approach to behaviour recognises that children may need help to communicate their needs and regulate their emotions. We seek to understand the reasons behind difficulties and provide appropriate support and adjustments, alongside clear and consistent expectations.

We support children with SEND to develop friendships and participate in the wider life of the school. Concerns about bullying, including bullying related to SEND, are taken seriously and addressed through our behaviour and anti-bullying policy.

Where anxiety or other emotional difficulties affect attendance or participation, we work with the child and their family to understand the barriers and agree appropriate support. Where necessary, the SENCO seeks advice from relevant health, education or family support services.

Children with medical needs are supported in partnership with parents, carers and relevant health professionals. Where required, an individual healthcare plan records the child's needs, arrangements for support and any emergency procedures. Medicines are managed in accordance with the school's policy for supporting pupils with medical conditions, and relevant staff receive appropriate information and training.

If you are concerned about your child's wellbeing, please contact their class teacher or the SENCO so that we can discuss how best to help.

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

Our SENCO, class teachers and teaching assistants work together to support children with SEND, drawing on specialist advice where needed. As Cheshire East's Experts at Hand offer becomes available to our school, it will provide further access to education and health professionals who can advise and train staff, helping us identify needs early and strengthen classroom support. We will keep families informed as our involvement is confirmed.

Staff deliver targeted support for learning, speech, language and communication, and social and emotional development. Our provision includes ELSA and MELSA support, access to cognitive behavioural therapy where appropriate, and additional curriculum support through School House for children with higher levels of need.

Where a child requires more specialist advice or assessment, we work with parents and carers to involve appropriate external professionals. Depending on the child's needs and the service's referral arrangements, these may include:

- Cheshire East Autism Team.
- Speech and language therapy.
- Specialist hearing and vision support services.
- Educational psychology.
- Occupational therapy.
- Community paediatrics.
- School nursing.
- Children and young people's mental health services.
- Attendance and education welfare support.
- Early help and family support services.
- Specialist education outreach services.

Specialists may assess a child's needs, advise on teaching approaches and resources, contribute to support plans or provide training for school staff. The class teacher and SENCO use this advice to inform everyday provision and review its impact with the family.

We discuss proposed referrals with parents and carers and obtain consent where required. Access to external services depends on their referral criteria, assessment processes and availability. Support in school continues while advice or assessment is awaited.

We also signpost families to relevant community and voluntary organisations. Information about local services and how to access them is available through the Cheshire East Local Offer. Parents and carers can contact the SENCO through the school office for help understanding available support and referral routes.

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

Staff at Wrenbury Primary School receive professional development to help them understand and meet children's individual needs. Training is selected according to the needs of children in school, staff development priorities and advice from specialist professionals.

Staff training has included attachment, trauma and inclusive practice, alongside training to deliver targeted learning interventions. Staff have also received training in PACE (Playfulness, Acceptance, Curiosity and Empathy), which supports positive relationships and helps adults respond sensitively to children's emotions and behaviour. We have trained ELSA and MELSA staff who contribute to support for children's emotional wellbeing and learning. Staff also receive safeguarding training, with additional training for particular medical or care needs where required.

The SENCO works with school leaders to identify further training needs and support staff in applying their learning. Specialist services, including the Cheshire East Autism Team, educational psychologists and therapists, may provide advice, training or modelling of approaches to use in the classroom.

Our ongoing development focuses on strengthening Ordinarily Available Inclusive Provision (OAIP), adapting teaching and removing barriers to participation. As the local Experts at Hand offer becomes available to our school, it may provide further opportunities for staff coaching and specialist guidance.

We review the impact of training through classroom practice, the effectiveness of support and children's progress, using this information to identify our next development priorities.

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

At Wrenbury Primary School, we plan for children with SEND to participate alongside their peers in school visits, clubs, sports and other activities. We consider individual needs from the outset and work with children, parents and carers to identify and address barriers to participation.

We make reasonable adjustments where needed, which may include adapting activities, choosing accessible venues, providing suitable equipment, preparing children for unfamiliar experiences or arranging additional adult support. Risk assessments take account of individual needs and identify measures to support safe participation, including one-to-one support where necessary.

If concerns remain about a child's safe participation, we discuss these with the family and seek relevant advice, exploring further adjustments before considering alternative arrangements. Any alternative is planned to provide meaningful learning and participation, with the child's inclusion and wellbeing remaining central to decisions.

How accessible is the school environment?

Wrenbury Primary School occupies a Victorian building with more recent classroom additions. Classroom sizes and layouts vary, and our grounds include a large field and forest area used for outdoor learning and activities.

The school has wheelchair access and accessible toilet facilities. We consider children's individual access needs when organising classrooms, seating, resources and movement around the school. Where necessary, classroom arrangements can be changed to improve access and participation.

Accessibility includes how children experience and use their learning environment. Depending on individual needs, we adapt resources, provide visual information and consider factors such as noise, lighting and classroom organisation. Specialist equipment and technology may also help children access learning and develop independence.

We work with children, parents, carers and relevant professionals to identify barriers and plan appropriate adjustments. This includes considering access to School House where it forms part of a child's provision, as well as outdoor spaces and shared facilities.

Our Accessibility Plan sets out how we identify and improve access to the curriculum, the physical environment and information. Parents and carers are encouraged to contact the SENCO or school office to discuss access requirements before their child joins or whenever needs change.

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

We work with children, families and other settings to plan transitions carefully so that children feel prepared and their support continues as smoothly as possible.

Children joining Reception are invited to transition sessions during the summer term to become familiar with the school, staff and routines. We gather information from parents, carers and previous settings about each child's strengths, interests, needs and effective support. Where appropriate, the SENCO liaises with relevant professionals so that provision can be planned before the child starts.

Children with SEND may benefit from additional visits, photographs of key people and places, visual information or opportunities to meet staff in a quieter setting. We agree arrangements with families according to individual needs. Children joining during the school year receive transition support appropriate to their circumstances.

When children move between classes or key stages within Wrenbury, staff share support plans, successful strategies and relevant information. Additional preparation may include visiting the new classroom, meeting adults and practising unfamiliar routines. Where a child accesses School House, transition planning also considers how this support will continue or change.

When a child moves to another school, including secondary school, we liaise with the receiving setting and share relevant records securely. We involve parents, carers and the child in discussing the support needed. Additional visits, meetings with the receiving SENCO or an extended transition programme may be arranged together where appropriate. For children with an EHC plan, transition planning also informs the review process.

Throughout their time at Wrenbury, we help children develop communication, confidence, friendships and independence. We listen to their hopes and concerns and use these to support preparation for their next stage of education and future life.

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

Wrenbury Primary School allocates resources according to children's assessed needs, the support required and its impact on their learning and participation. The SENCO, Headteacher and class teachers review provision, taking account of children's progress, the views of parents and carers, and advice from relevant professionals.

Our school budget includes funding to support children with SEND, identified within it as the notional SEN budget. This supports additional provision alongside the high-quality teaching and ordinarily available inclusive provision provided for all children. Where a child requires more extensive provision, additional high-needs funding may be available through the local authority's funding arrangements.

Pupil premium is separate funding intended to improve educational outcomes for disadvantaged pupils. Where eligible pupils also have SEND, we coordinate support to address their needs and barriers to learning.

Resources may be used to provide:

- Additional teaching and teaching assistant support within the classroom.
- Targeted individual or small-group interventions.
- Support through School House for children with higher levels of need, helping them access the curriculum.
- Specialist advice or services commissioned by the school.
- Adapted equipment, learning resources and assistive technology.
- Staff training and professional development relating to SEND.

Support is planned around the provision each child needs and may involve a combination of teaching approaches, resources and adult support. For children with an EHC plan, arrangements take account of the provision specified in their plan.

We review how effectively resources support children's agreed outcomes, access to learning and growing independence, and adjust provision as their needs change.

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

Decisions about support are based on your child's individual strengths, needs, progress and barriers to learning. The class teacher and SENCO work with you and your child to agree the outcomes we want to achieve and the support needed. School leaders and relevant professionals contribute where appropriate.

For children receiving SEN Support, we use the assess, plan, do, review cycle to decide which teaching approaches, resources or interventions are appropriate. Support may include classroom adjustments, targeted group work, individual support or access to School House where this meets the child's needs. We consider specialist recommendations when planning provision and discuss how these will be put into practice.

The agreed support, intended outcomes and review arrangements are recorded in your child's SEN Support Plan. We review these with you three times a year, alongside ongoing classroom assessment and pupil progress meetings. Support may be adjusted sooner if your child's needs change or an approach is not helping as expected.

For children with an Education, Health and Care (EHC) plan, support is planned to deliver the special educational provision specified in the plan. The annual review considers whether the provision and outcomes remain appropriate, involving you, your child and relevant professionals. Any proposed changes to the EHC plan are considered by the local authority through the formal review and amendment process.

Throughout this process, we explain decisions, listen to your views and keep you informed. Our aim is to provide support that enables your child to access learning, participate alongside their peers and develop independence.

How are parents, carers and children involved in decisions and school life?

Working in partnership with parents, carers and children is central to our approach at Wrenbury Primary School. You bring valuable knowledge of your child's strengths, interests and needs. We work together to agree priorities, plan support and review progress.

Parents and carers contribute to SEN Support Plans, including the 'All About Me' sections, and help shape outcomes and strategies. SEN Support reviews take place three times a year, providing opportunities to discuss what is working, raise concerns and agree next steps. For children with an EHC plan, parents and carers also contribute to the annual review.

We support children to express their views about learning, friendships, the help they receive and their hopes for the future. Depending on their age and communication needs, this may involve conversations, pictures, observations or communication aids. Their views help shape support plans and review discussions.

Our 'Open Door' approach means you are welcome to arrange a conversation with your child's class teacher or the SENCO, face to face or by telephone. You do not need to wait for a scheduled meeting to share information or raise a concern.

Parents' evenings are held twice times a year, and families receive an annual written report on their child's achievements. Regular newsletters keep families informed about school life. Parents and carers are also invited to sharing afternoons to explore their child's learning through their Learning Journey Books.

We welcome feedback about your experience of SEND provision and suggestions for improving communication and support. We aim to make discussions accessible and helpful, so please let us know if you need adjustments to enable you to participate fully.

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

If you have concerns about your child's support, please speak to their class teacher in the first instance. You can also arrange a discussion with Mr Thorburn, SENCO, through the school office. We will listen to your concerns and work with you to agree appropriate next steps.

If your concern remains unresolved, please contact the Headteacher, Mrs Charlesworth. If you wish to make a formal complaint, the school's Complaints Policy explains the stages to follow, expected response times and how matters may be considered by the governing body. It also explains the appropriate route for complaints concerning the Headteacher or governors.

The Complaints Policy is available on the school website or from the school office. The office can help you direct your concern to the appropriate person.

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

Cheshire East Information Advice and Support (CEIAS) provides free, impartial and confidential information, advice and support about SEND for children and young people aged 0–25 and their parents and carers. The service can help families understand SEN Support, EHC processes and options for resolving disagreements.

- Telephone: 0300 123 5166
- Email: ceias@cheshireeast.gov.uk
- Website and online enquiry form: [CEIAS](#)

The [Cheshire East Local Offer](#) provides information about education, health, care and community services available to children and young people with SEND and their families.

Our SEND Policy, Accessibility Plan and other relevant policies are available on the school website or on request from the school office. To contact Mr Thorburn or request copies, please telephone 01270 260656 or email admin@wrenbury.cheshire.sch.uk.

Agreed and Reviewed by Senco and Headteacher _____

Agreed by the Governors _____

To be reviewed in Autumn Term 2027