

SEND Information Report



RESPECTFUL



AMBITIOUS



RESILIENT

Policy Name:	SEND Information Report	
Frequency of review:	Annual	
Review Dates:	May 2025	Awaiting ratification By: FGB/ Committee / Other

Next scheduled review: May 2026

Wren Park Primary School is a large primary school in the suburbs on the South-West side of Derby, situated close to The Royal Derby Hospital. It was opened in 1967. Children begin at the school as infants and stay until they are eleven, when the majority of children transfer to Littleover Community School. Both girls and boys attend the school.

Wren Park Primary is an inclusive school where diversity is celebrated, and every child is equal regardless of race, religion, gender or ability.

The aim of this information report is to explain how we implement our SEND policy; in other words, we want to show you how SEND support works at Wren Park. If you would like to know more about our arrangements for SEND, please read our SEND policy, which can be found on our school website [Wren Park Primary School - Home](#)

What is SEND and SEND support?

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children or young persons of the same age.'

At Wren Park we fully understand that all children develop and learn at different rates. We aim to support your child throughout school to reach their full potential and to aim high. Some children may need extra classroom support or adapted resources in order to achieve and some pupils may need support from outside agencies to give more specialised advice.

The kinds of SEND provided for in our school are:

When identifying the nature of a particular child's special educational needs, these are broken down into 4 categories in accordance with the Code of Practice. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs.

Wren Park recognises that a child may need support in more than one of these areas.

Our school provides support for pupils with the following needs:

Communication and Interaction – Autism Spectrum Disorder

- Speech and language difficulties

Cognition and Learning – Specific learning difficulties, including dyslexia and dyspraxia

- Difficulties in curriculum areas such as

reading, writing or maths

Social, Emotional and Mental Health - Attention Deficit and Hyperactivity Disorder

Who are the best people to talk to at our school about my child's difficulties with learning/ SEND or if I have any concerns?

Wren Park prides itself in its relationship with parents and believes that open communication is very important in supporting our pupils. If a teacher has concerns about a child they will inform parents and invite them to a meeting which may/may not include the Special Educational Needs Coordinator (SENDCo).

Similarly, if a parent has a concern regarding their child's learning, speech and communication, social and emotional development or physical development, they should speak to the class teacher in the first instance. They can do so by either phoning school and requesting a time to speak with the class teacher or emailing admin@wrenpark.derby.sch.uk who will then pass on the message to your child's class teacher.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

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. Wherever possible we will also involve your child in discussions.

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

Where it is felt that further advice or assessments are required, the class teacher may discuss any concerns with the SENDCo – parents will be informed of this.

At Wren Park our **SENDCO is Mrs G Pettit**. Mrs Pettit has been teaching for 20 years, 12 of which have been at Wren Park. She began her role as SENDCo in March 2019, completing the National Award for Special Educational Needs Coordination (NASENCO) qualification in July 2020. Mrs Pettit is allocated 2 days a week to manage SEND provision.

Our **SEND Governor is Mrs L Hanson**. Mrs Hanson has a good understanding of SEND in schools, how to support Mrs Pettit in her role as SENDCo and drive SEND provision and practice at Wren Park forwards.

The SENDCo, alongside the SEND Governor are responsible for:

- developing and reviewing the school's SEND Information report and SEND policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They also endeavour to:

- involve you as parents in supporting your child's learning
- keep you informed about the support your child is receiving
- involve you in reviewing how your child is doing
- liaise with you and include you in communication with all other agencies which may be involved with your child e.g. Educational Psychology, Speech and Language Therapists (SALT), Behaviour Support Service, Social Care and Health Service.

Class teachers at Wren Park receive in-house SEND training and are supported by the SENDCo to meet the needs of all pupils, especially those with SEND.

Teaching Assistants are also trained to deliver SEND provision and interventions, such as physical literacy and Stareway to Spelling.

In the last academic year, all teachers and TAs have had training on sensory processing, autism and ADHD, PDA and adaptive teaching.

How are pupils with SEND identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all pupils. From this, the school is able to identify those children who may be making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

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 SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo may 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 SENDCo 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 SENDCO will decide whether your child needs SEN support. If your child does need SEN support, you will be part of the discussion around this and their name will be added to the school's SEND register. The class teacher, supported by the SENDCO, will work with you to create a SEN support plan for them.

How will the school measure my child's progress?

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. THE SEND support will take the form of a four part cycle, known as the Graduated Response (6.44 CoP):

Assess

Plan

Do

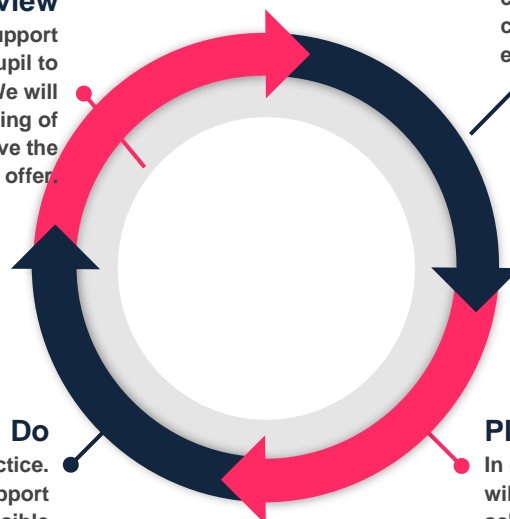
Review

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

We aim to work with your child and with you as parents throughout this process.

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.

Your child's progress is continually monitored by class teachers and SENDCo.

Progress is reviewed at regular intervals and formally once each term. You will have an opportunity to discuss your child's progress at termly review meetings with your child's class teacher and where applicable, TA and/or SENDCo.

The SENDCo and school leadership team (SLT) will use the Graduated Response (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

What are the different types of support available at our school?

Teachers have the highest expectations and ambitions for your child and all other pupils in their class. The quality of teaching and learning is reviewed regularly in order to achieve the highest possible standards. 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 and that your child will be fully included in all aspects of the curriculum. We will adapt how we teach to suit the way pupils learn best. Every child is different and there is no 'one size fits all' approach to learning. We will work to make learning meaningful for your child.

These adaptations include:

- Adaptive teaching within our curriculum to make sure all pupils are able to access learning at every stage of their learning, for example, by grouping, 1:1 work, adapting the teaching style or the content.
- Pre-teaching or over-teaching (repeating learning).
- Adapting teaching so that children can, for example, have longer processing time, have instructions or text read aloud to them.
- Adapting resources or staffing.

- Using recommended aids, such as laptops or iPads, coloured overlays, visual timetables, larger font etc.
- Adults working with children in small groups or 1:1 where necessary within the classroom

We also provide interventions, some of which are listed below:

- Speech and language therapy, following advice from SALT.
- Touch typing
- General reading, comprehension, fine motor and writing skills
- Maths interventions designed to recap or rehearse basic skills
- Stareway to Spelling
- Social stories and social skills groups.

In addition to this, resources are provided to support children's needs, such as sloped writing boards, wobble cushions, visual timetables, fidget toys, resistance bands etc.

External agencies

Sometimes we need extra help to offer our pupils the support they need. Where necessary, we will work with external support services to meet the needs of our pupils with SEND and to support their families. You may be asked to give permission for your child to be referred to a specialist professional. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school. Where recommendations are made, these will be incorporated into the Graduated Response.

At Wren Park, we currently collaborate with the following services:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Social Communication and Autism team
- Educational welfare
- Social services and LA-provided services
- School nurses
- GPs, Paediatricians and other health care professionals

What support is there for my child's mental health and emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These may be short-term needs as a result of bereavement, divorce or disruption in the family or they may be as a result of long term issues eg anxiety, school phobia, or social isolation.

All classes follow a structured PSHE (Personal, Social, Health and Emotional education) curriculum to support this development. However, for those children who find aspects of this difficult we offer structured time with TAs; some children take part in social skills or social and emotional interventions, either 1:1 or as part of a small group; at unstructured times, some children are supported on the playground or in a quiet space where needed.

All children are encouraged to play an active role in school life, including taking part in the school council, after school clubs and some children are also included with the pupil premium activities on a Thursday. We endeavour to make our TAs available for pastoral support when needed.

As part of looking after our children's well-being, we may involve outside agencies such as the Health Service, and/or specialist educational services following conversations with parents and carers. Where necessary, the SENDCo will make referrals to outside agencies to provide support for children's Social, Emotional and Mental Health (SEMH) needs. This could be a SPOA (Single Point of Access) referral for a medical assessment, CAMHS or access to the school nursing team, an Early Help Assessment to support the child and the family, or a referral to other agencies such as bereavement support or Build Sound Minds.

How is SEND support allocated to children at our School?

The school budget is set by Derby City Local Authority, which includes funding to support children with SEND. This is known as 'notional funding'.

The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENDCo discuss information they have about SEND including:

- Pupils already receiving extra support
- Pupils needing extra support
- Pupils who have been identified as not making as much progress as expected

All resources, training and support are reviewed regularly and changes made as necessary.

Pupils will be taken off the SEND register if and when targets/outcomes have been achieved. They can also be put back on the register at a later date if needed. This is always done in consultation with you as parents and carers.

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

- Extra equipment or facilities

- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If this is the case, we will consult with external agencies to get recommendations on what will best help your child to access their learning. The school will cover up to £6000 of any necessary costs. If funding and support exceed this, the SENDCo may have a meeting with parents to discuss applying for an Education Health Care needs assessment (EHC) in order to secure further funding and support/provision for your child. For those children who have a higher level of need, an EHC plan will state the provision needed to meet their needs and this is then used by school to apply for any additional funding required to meet the provision set out in the plan. The decision to apply for an EHC will always be done in consultation with parents and, where appropriate, the child. Please note that applying for an EHC needs assessment does not guarantee the LA will agree that an assessment is necessary.

Who else could support your child with SEND?

The Local Offer

The 2014 Code of Practice states that:

4.1 Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

4.2 The Local Offer has two key purposes:

- *To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and*
- *To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review*

Within Derby there is much information about types of Special Educational Needs and Disabilities and services and provision available for those with additional needs. You can find more information about what is available in Derby at www.derby.gov.uk/sendlocaloffer

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEND budget who support in class and deliver programmes designed to meet individual and group needs
- Educational Psychology Service / STePS
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- SENDIASS
- DerbySAL

What support do we have for you as a parent/carer of a child with SEND or the family as a whole?

If you have questions about SEND, or you are struggling to cope, please get in touch to let us know. We are here to support you, your child and your family. This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers and our SENDCo are always available to discuss issues that may arise with your child. You should talk to your child's class teacher in the first instance.
- Your child's target will be reviewed at least 3 times a year, we will work with you to plan and review these, holding meetings that are separate to parents evenings where possible.
- We will hold meetings with outside professionals where and when appropriate.
- We will share information with you about parent/carer support groups.

To see what support is available to you locally, please look at Derby City's local offer [Derby's SEND Local Offer - Derby City Council](#) Our local special educational needs and disabilities information advice and support services (SENDIASS) are also available to contact should you need support [Derby SEND | Information & Advice Support Service \(SENDIASS\) \(derbysendiass.org.uk\)](#)

There are also national charities that offer information and support for families of children with SEND.

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

How does the school support Pupils with medical conditions?

The school follows '*Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England*' April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some pupils will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to pupils with SEND?

All areas of our school, with the exception of the slope providing access to the school field, are accessible for physically disadvantaged pupils. Outside steps have ramps alongside them and indoor steps have a lift suitable for wheelchairs. We also have an accessible toilet.

The STEPs team at Derby City Council can also provide other aids and support that can be accessed if the need arises.

Teaching resources and equipment used are equally accessible to all pupils.

After school and extra-curricular provision is accessible to all pupils, including those with SEND. All pupils have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity. For further information, please see the Accessibility Plan on our school website.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for pupils with SEND and their families and so take steps to make any transition as smooth as possible.

If your child is moving to another school:

- we will contact the school's SENDCo and discuss any special arrangements and support that needs to be made for your child.
- all records about your child are passed on as soon as possible through secure transfers.
- we will provide the new school with the SENDCo's contact details should they require further information about your child.

When moving classes in school:

- information will be passed on to new subject teachers. All relevant information will be shared. Teachers complete Passports for Learning for all SEND pupils and vulnerable children to ensure a thorough handover of information.
- Passports to learning are sent home with every child to fill in with their families to ensure everyone has the opportunity to tell the new class teacher anything you wish them to know about your child, your family and your child's strengths and areas for development.
- Children spend time with their new class teacher towards the end of the summer term and where needed, some children also have additional opportunities to get to know their new class teacher, such as taking work to show them, time spent playing a game or listening to them read etc.

Starting school

- Visits to school – all Reception starters are given taster sessions in school in smaller groups, to familiarise themselves with the setting and the key adults.
- Visits to nursery – where possible Reception teachers and/or the SENDCo will be visiting your child's nursery to observe him/her and discuss strategies and support that have helped your child in the past.

- Parent sessions – parents are invited to attend prior to their child starting school and may arrange a parent meeting after their child has attended for a few weeks. If parents visit during Open Mornings, early discussions can be held about the provision available in school. In addition, parents are asked to fill in a form with some basic information about their child’s current nursery/childcare setting (if applicable) and any SEND needs already identified. This information will be held in accordance with school GDPR guidelines and will be destroyed should a child take up a school place in another setting.
- Share records – all outside agencies and previous nursery schools should send all documents to Wren Park once the children are on role at the school.

Transition from Key Stage 2 to Key Stage 3:

- Secondary school SENDCos will be invited to visit school and meet with the SENDCo.
- Record sharing, including use of the transition portal and online meetings with the class teachers and SENDCo to discuss each SEND child’s needs and provision.
- Enhanced transition, which includes extra visits and activities with designated members of staff, may be requested as part of the transition process. Please note that although this may be requested for your child, it is the decision of the secondary schools as to which children are able to access the enhanced transition sessions.
- Extra support for tests, assessments and examinations will be considered as and when necessary, including movement breaks.

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council.

If your child has an MEP or an EHC Plan, they may be involved in writing and reviewing their own outcomes. Where appropriate, your child will contribute to setting their individual targets whilst discussing their strengths, what they feel is an area of need, what they feel is working well and where they need further support. They may also discuss their views with a member of staff who can act as their representative during the meetings.

In addition to this, school staff, including the SENDCo may complete surveys to gather children’s views on their education.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

- ADHD, ASD, Dyslexia, Diabetes etc.
- applying the SEND Code of Practice,
- using specialist medical equipment such as Epipen.
- Attachment Disorder and Consequence of Trauma

What if I want to complain about my child's SEND support?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

In the first instance, you should contact your child's class teacher. If, after meeting with the class teacher, you are not satisfied with the response, please direct your communication to the SENDCo and/or Head teacher. Should you still wish to complain you can do so in writing to **Chair of Governors** Please see the complaints policy on our school website for full details.

To see a full explanation of suitable avenues for complaint, please see pages 246 and 247 of the [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/346282/SEND_Code_of_Practice_0_to_25_years.pdf)

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. Details can be found here: [Complain about a school: Types of complaints - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/346282/SEND_Code_of_Practice_0_to_25_years.pdf)

Documents on the school's website include:

- Complaints Policy
- Anti-Bullying Policy
- Complaints Procedure
- Safeguarding Policy
- Accessibility Plan
- SEND policy

Contact details:

SENDCo	Mrs G Pettit	senco@wrenpark.derby.sch.uk
Headteacher	Mr A Buckley	head@wrenpark.derby.sch.uk
SEND Governor	Mrs L Hanson	Emails to our SEND Governor need to be addressed to admin@wrenpark.derby.sch.uk

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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 SEND
 - **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 which explains what services and support are on offer for pupils with SEN in the local area
 - **Outcome** – target for improvement for pupils with SEND. 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/SENDCo** – 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 which meets the needs of pupils with SEN
- Transition** – when a pupil moves between years, phases,