



# WELLESBOURNE PRIMARY AND NURSERY SCHOOL

*Living to Learn, Learning  
to Live*

## SEN Information Report

**SEPTEMBER 2025**

Approved by:	N.Ryan	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

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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 [SEND-Policy-September-2025.pdf](#)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Global developmental delay
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Tic disorder
<b>Sensory and/or physical</b>	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

Our SENCO is Mrs Willshire

She has 6 years of experience in this role and has been a member of school for 15 years. She is a qualified teacher. She achieved the National Award in Special Needs Co-ordination in 2022.

She is allocated 15 hours a week to manage SEN provision.

### 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. Staff have had training from ADHD foundation, sensory hive, PDA association

### Teaching assistants (TAs)

All of our TAs, including 4 higher-level teaching assistants (HLTAs) are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as ELKLAN, Welcomm, Neli, Blank levels, Barrier games, Lego therapy, sand therapy, yoga bears, worry wizard, Fluency Factory, White Rose mathematics among others.

In the last academic year, TAs have been trained to support children with ADHD, to support sensory needs, speech language and communication needs and growth mindset.

## 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
- Advisory teachers
- Counsellors
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## 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 either by speaking to them after they have dismissed the other children at the end of the day or by asking the office staff to get them to give you a call.

They will begin an Initial Concern form and pass the message on to our SENCO who will get in touch to discuss your concerns.

You can also contact the SENCO directly by asking the office who will arrange a call.

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.

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. This might include academic work, difficulty maintaining friendships or those who need frequent support with emotional regulation.

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 termly. 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 advisory teacher, 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 in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher 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 biannual reports on your child's progress

Your child's class/form teacher will meet you twice a 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 have meetings with you to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, 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 so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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

If you have concerns that arise between these meetings, please contact your child's class teacher.

## **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:

- Tell us what helps them to learn and what they find difficult.
- Discuss their views with a member of staff who can add them to their pupil passport
- Complete a survey

## **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 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:

- Adapting 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 will support pupils on a 1-to-1 basis when needed, if this is frequent a high needs funding application will be made
- Teaching assistants will support some pupils in small groups in all lessons

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	Adapted work
<b>Social, emotional and mental health</b>	ADHD, ADD	Ear defenders, adult prompts, chunked work
	Adverse childhood experiences and/or mental health issues	Nurture groups
<b>Sensory and/or physical</b>	Hearing impairment	T Loop, classroom positioning
	Visual impairment	Enlarge work, provide examples in contrast, adult support as needed
	Multi-sensory impairment	T Loop, classroom positioning Enlarge work, provide examples in contrast, adult support as needed
	Physical impairment	Lift, individualised equipment dependant on need, support medical self-care needs such as Peg feeding, stoma support etc

These interventions are part of our contribution to Liverpool's local offer

[SEND local offer - Liverpool City Council](#)

## **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 at least termly
- Termly pupil progress meetings
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO including observations
- Senco discussions with staff,
- Using SEN Support plan reviews to measure progress (if they have an SEN Support plan)
- 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 teaching assistant 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.

If funding is needed beyond schools' allocation per pupil, 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 trip, Senco consults with parents of SEN pupils prior to residential to ensure adaptations are known and implemented.

All pupils are encouraged to take part in sports day/school plays/special workshops.

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?**

Our School admissions Policy follows the coordinated admission arrangements determined by Liverpool Local Authority. If we are not oversubscribed all children who apply will be admitted. Children with an Education, Health and Care Plan, where the school is named in the Plan, will be admitted. If we receive more applications for places than the school has available, places will be allocated in the following priority order:

1. Looked After Children



2. Children with Exceptional medical or Social needs
3. Siblings
4. All other applicants in distance order

### **13. How does the school support pupils with disabilities?**

All children at Wellesbourne Primary and Nursery School are able to access a full National Curriculum offer, all children with disabilities are monitored by our SENCO who meets with parents to discuss any reasonable adjustments, aids and adaptations needed. She then meets with the head to discuss these and contacts and outside agencies to seek advice and necessary training.

Inclusion is an important part of our daily practice in school; we hold the Inclusion Quality Mark Centre of Excellence status which is reassessed annually.

Please refer to our accessibility plan for further information.

### **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
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships
- We provide extra pastoral support where necessary as decided through termly welfare screening completed by teachers and teaching assistants for all children
- We run a pastoral activities for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

### **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
- Encourage visits to the childrens new classrooms frequently
- Provide an information sheet about the child's new teacher for them to look at during the summer holidays with their parents

#### **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.

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:

- 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?

Mrs Willshire works 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 class teacher in the first instance. They will then be referred to the school's complaints policy.

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 Liverpool's local offer. Liverpool Local authority publishes information about the local offer on their website:

[SEND local offer - Liverpool City Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Liverpool & Knowsley SENDIASS | Barnardo's](#)

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

[ADDvanced Solutions Community Network - supporting neurodivergent children and young people, their families and the professionals that work with them](#)

[neurodiversefamilysupport.org.uk](http://neurodiversefamilysupport.org.uk)

[Welcome to YPAS](#)

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