

# Special educational needs (SEN) information report



Wheelock  
Primary School



Believe, Belong, Be Kind

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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 SEND 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 <https://wheelockprimary.co.uk/>

You can ask a member of staff to send you the policy.

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

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

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Rachael Lewis and can be contacted at [senco@wheelock.cheshire.sch.uk](mailto:senco@wheelock.cheshire.sch.uk)

They have 20 years' experience in this role and have worked as a class teacher in all key stages. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2023

They are allocated 3 days each week to manage SEN provision.

## **Class teachers**

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

The current training this year includes Supporting SEN children with speech sound difficulties, Emotionally Based School Avoidance, ADHD training, Complex needs in EYFS, Pathological Demand Avoidance (PDA), Next Steps (NHS).

## **Teaching assistants (TAs)**

We have teaching assistants who are trained to deliver interventions such as Welcomm, Ready to Progress, RWI 1:1 tuition, Neli, and forest school.

In the last academic year, TAs have been trained in forest school, social stories, RAMP plans and PDA.

## **External agencies and experts**

- Sometimes we need extra help to offer our pupils the support that 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

- Speech and language therapists
- Educational psychologists
- Cheshire East Autism Team (CEAT)
- Occupational therapists or Physiotherapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- PEGS
- Family partnership Team
- CYP Mental Health Hub
- Family Partnership Team
- Healthy Young Minds
- Ruby's Fund
- CLASP
- School nurse
- Attendance and Children out of school service
- Parenting Support.

### 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. They can be contacted through the school office: [office@wheelock.cheshire.sch.uk](mailto:office@wheelock.cheshire.sch.uk)

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

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

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

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

If we decide that your child needs SEN support, we will 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?

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural needs, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

Early identification is paramount, and therefore staff working in school, monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. Termly meetings are held to ensure class teachers have the opportunity to discuss issues raised at the pupil progress meeting with the SENCO.

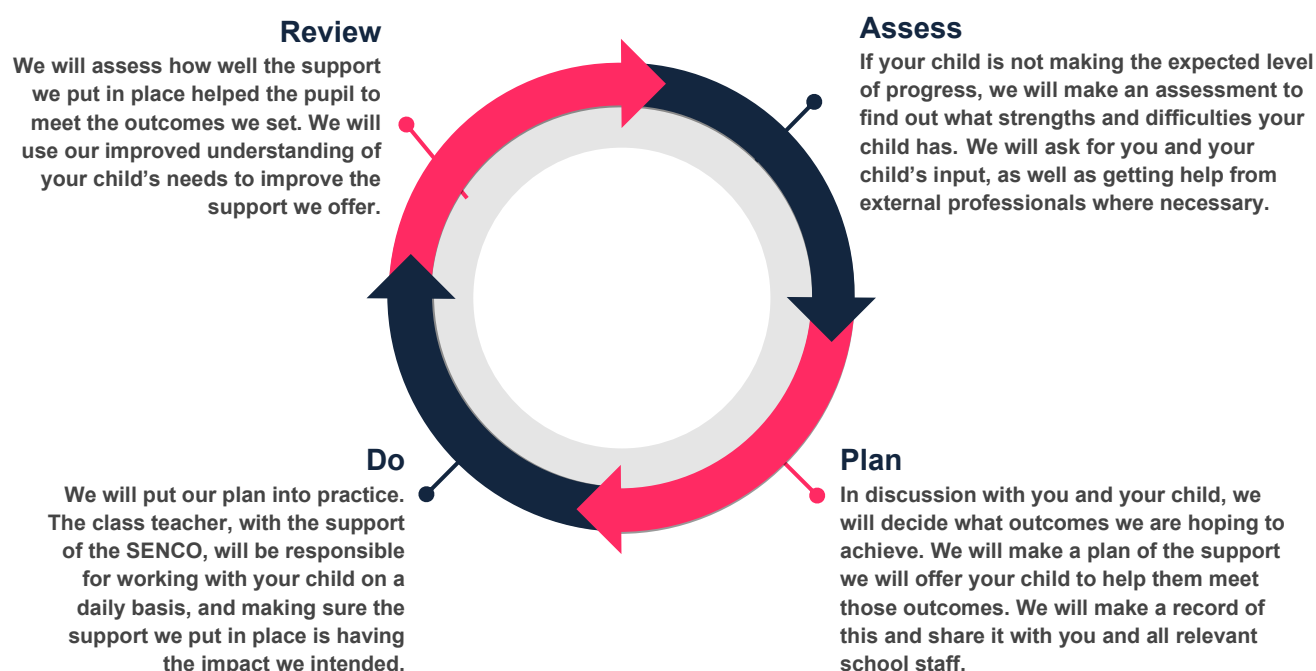
Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class based support approaches. Teachers scaffold their learning through breaking up concepts and skills into manageable chunks and are given the tools they need to learn or demonstrate their learning. Pupils are given enough support to guide them to the mastery of complex concepts or tasks. For some pupils, in addition to the class based support approaches, class interventions might be offered. Those pupils with the highest levels of need, the SENCO may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

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

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

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

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



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

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

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

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

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

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

Your child's class/form teacher will meet you each term 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 is available to attend the meetings 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 as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher through the office: [office@wheelock.cheshire.sch.uk](mailto:office@wheelock.cheshire.sch.uk).

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

Children are involved in setting personal targets on their SSP, and evaluating progress towards them. 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. Children with an EHCP are invited to share views for annual review meetings and their views are recorded in reports. We ask them to come and share their opinions in person if appropriate and if they wish to.

For children with SEMH needs, wishes and feelings are collected in an age appropriate way.

We are a Rights Respecting School and our article 12 squad contributes ideas and suggestions for school improvement.

## **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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may be assigned to support individuals or small groups who need additional scaffolding. Tasks can be broken into learning chunks and tools can be provided so that they can successfully complete their learning independently.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Comic strips
	Speech and language difficulties	Speech and language therapy Neli Welcomm
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlays Task lists RWI Phonic Tuition
	Moderate learning difficulties	ICT software Instructions in bitesize chunks Achievable goals Extra time to complete tasks Praising efforts
	Severe learning difficulties	Speak in a clear and direct way, avoiding jargon Personalised curriculum tailored to the child or young person's needs Behaviour management programme
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Sensory circuit
	Adverse childhood experiences and/or mental health issues	Treetops Nurture provision Sand therapy Lego therapy Art therapy ELSA Next Steps (NHS)



<b>Sensory and/or physical</b>	Hearing impairment	Pre/post tutoring of subject-specific curriculum vocabulary and/or concepts Checks of personal hearing aids Small group interventions to develop language and listening skills
	Visual impairment	Limiting classroom displays Specialist equipment if required Additional hands on experience of materials or presentation
	Multi-sensory impairment	Sensory circuits Multi sensory approach to learning
	Physical impairment	Flexible support in school to include dressing and undressing Provide flexible, adult assistance as necessary to access the curriculum Alternative methods of recording written work

These interventions are part of our contribution to Cheshire East's local offer.

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions (varied time scales depending on individual interventions)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

- Extra equipment or facilities
- More 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.

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

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

All children have the same access to all of our extra-curricular activities and school visits, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Edgmond Hall, Stanley Head and Tattenhall. A risk assessment is carried out and where possible adaptations are made to meet the needs of individual children.

All pupils are encouraged to take part in sports days, celebration days and event days such as World Book Day.

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 that they can be included.

The school has a strong inclusive ethos. Class teachers (who know the children well) and the SENCO assess the needs of each individual child with SEN and put actions in place to remove barriers to learning and to enable them to access the full curriculum.

Examples include; scaffolded learning activities within lessons, use of specialist equipment or additional adults to help support individual pupils if appropriate.

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

In relation to the arrangements for the admission of disabled pupils the school complies fully with the Equality Act 2010 and the School Admissions Code 2012. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Please contact our Head Teacher via the office to make an appointment to visit our school.

Please refer to our admissions policy: <https://wheelockprimary.co.uk/our-school/admissions>

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

Children are supported in all four areas of need and we strive to be an inclusive school through the following:

- The school building is completely physically accessible.
- The school is fully compliant with DDA requirements
- There is a disabled toilet with changing facilities.
- Continue to update access arrangements to meet the needs of our current and future school community.
- The wrap around provision (The Hive) is accessible to all children where behaviour expectations and school rules are followed.
- Extra-curricular activities are accessible for all children including those with SEND

Please see the accessibility plan at: <https://wheelockprimary.co.uk/our-school/policies>

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

The Trauma Informed Approach to wellbeing and behaviour management is at the heart of our teaching and learning. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school identifies a key member of staff who might work individually with children or might support pupils in a more holistic way. We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development.

Treetops is a provision that is available to all children at Wheelock who need extra support in order to develop the personal and interpersonal skills they need in order to become happy and successful both in and out of school.

The school has a number of systems in place to support children's social and emotional development. These include:

- Our SENCO liaises with specialist support agencies to provide targeted support eg. CAMHS, autism team, educational psychologist, school health.
- Each class receive curriculum time on E- Safety and age appropriate advice on anti-bullying and healthy lifestyles (through Science).
- External groups may also come in to run workshops and assemblies for information.
- Special events such as Anti-Bullying Week.

### 15. What support will be available for my child as they transition between classes or settings?

We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

When moving year groups in school, information is passed on to the new class teacher. A transition meeting will take place to discuss your child's strengths and difficulties and the strategies that have been successful.

In Reception there are induction events during the summer term for all children who are joining the Foundation Stage in September. The SENCO may arrange additional visits for children identified as having SEN and additional meetings will be arranged with parents and any other agencies who have been involved

with your child. A handover process takes place with Early Years Providers for any child joining the school in Reception if a SEN has already been highlighted.

In Year 5 a transition review meeting to be held in Autumn. Within this meeting any planning for transfer to secondary school is discussed, with the support and advice of the professionals involved. We support parents in visiting any schools they are considering for their child before this review.

Year 6 the teacher and/or SENCO will discuss the specific needs of the child with the SENCO/Inclusion Manager of their secondary school. The new school are invited to attend any EHCP reviews that we hold before the child transfers to them. The child will take part in focused learning about aspects of transition to support their understanding of the changes ahead. Where possible the child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## **Between years**

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

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

## **Between schools**

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

## **Between phases**

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

Pupils will be prepared for the transition by:

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

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

Emma Sheridan (Safeguarding and Mentoring Lead) will work with Rachael Lewis, the SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. 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?

An informal complaint can be made in writing, the preferred method of communication is email. Complaints about a school should be made in the first instance, to the head teacher via the school office:

[office@wheelock.cheshire.sch.uk](mailto:office@wheelock.cheshire.sch.uk)

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 [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, 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.

Together Trust <https://www.togethertrust.org.uk/mediation>

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

If you have questions about SEND, 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 Cheshire East's Local Offer at: offer. Cheshire East publishes information about the local offer on their website: [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

CEIAS the Cheshire East Information, Advice and Support Team

At CEIAS we offer free confidential support and information to children and young people with SEND, their parents and or their carers. More information can be found at:

<http://www.ceias.cheshireeast.gov.uk/Home.aspx>

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

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

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

- › [Ruby's Fund](#)
- › [CHAPS](#)
- › [VISION](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Adapted / adaptive practice** – when teaching is adjusted to meet the needs of the learner.
- › **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
- › **Early Identification of Needs Pathway** – the steps the school takes to decide what support a child 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** – 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, schools or institutions or life stag

