

Special Educational Needs (SEN) Information Report



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Wistaston Church Lane Academy is part of The Learning Partnership



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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.

You can ask a member of the office 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

The SENCO at Wistaston Church Lane Academy is Miss Anna Willington. Our SENCO has 10 years of experience in this role and has worked as Upper key Stage 2 lead. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2018. In addition, our SENCO has received specific detailed training and has further postgraduate qualifications to support her in that role (MA, MEd).

She is allocated 2 days a week to manage SEN provision.

Assistant SENCO and other members of the SEND team

Our assistant SENCO is Mrs Sara Booth. She has six years of experience in this role and has also worked as our EYFS lead.

The SEND Governor is Dr Audrey Skidmore.

The school's Lead Practitioner for Adaptive Practice (LPAP) is Julie Dunbobbin.

All of the SEND team can be contacted via the school office.

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.

Staff supporting pupils with SEND may be given training on children's specific needs. This may be provided by specialist staff or therapists involved with the child.

As a school, we ensure that there is regular training from the SENCO or an expert on a particular aspect of SEND, so that staff are aware of new paperwork/changes to procedures/new techniques to support our children.

Some staff have training every two years on the safe handling of children, so that they are able to assist children requiring physical handling.

Teaching assistants (TAs)

We have a team of 19 TAs, including two higher-level teaching assistants (HLTAs) who is trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as Visual Stress Testing, Lego Therapy, Nessy, ELSA, and SaLT. In the last academic year, TAs have been trained in completing YARCs and Boxall assessments.

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.

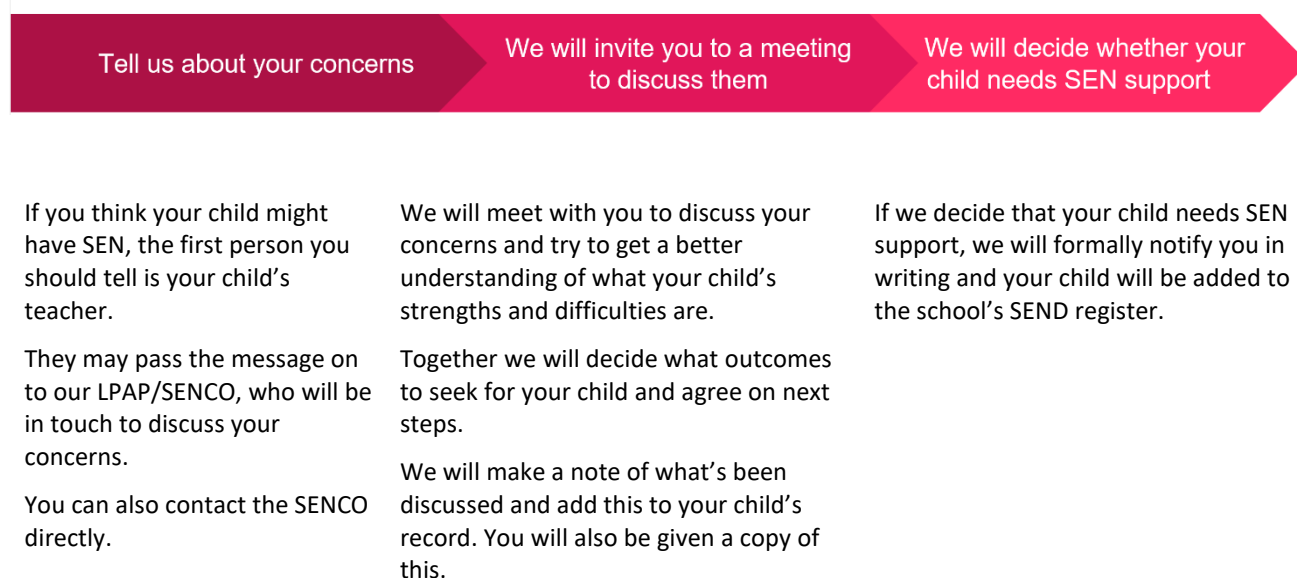
These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Any concerns should be raised with the class teacher initially. Class teachers are happy to discuss any aspect of your child's education and an appointment can be made via the school office. The class teacher may carry out some observations/assessments to understand the concerns in more detail. They may then arrange for an intervention to take place to address an area of difficulty and may choose to place your child onto Monitoring. This initial process highlights the child's difficulties and any initial support, before any SEN need is identified.

If there are still concerns following this provision, the class teacher may wish to discuss your child's difficulties with the school LPAP or SENCO for more support. Our SEND identification flowchart on our website explains our approach in further detail.



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.

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

The SEND team 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 SEND team 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.

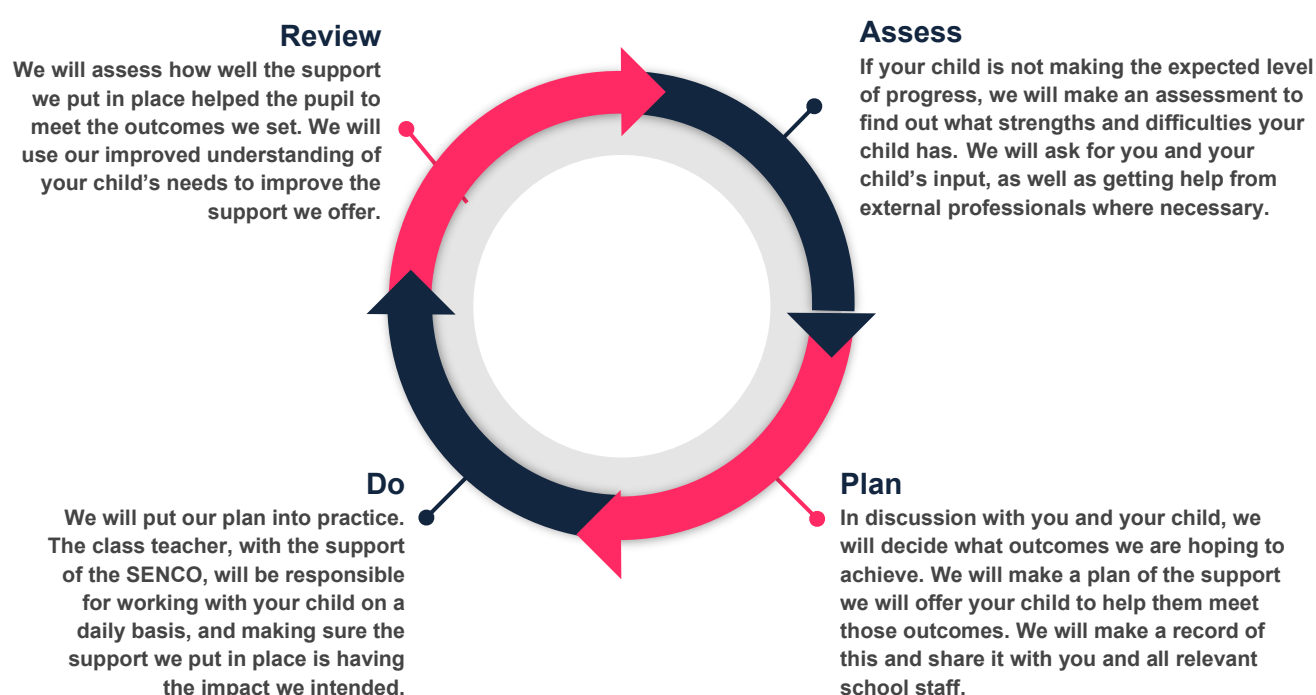
Based on all of this information, the SEND team will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN 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 annual reports on your child's progress.

Your child's class teacher will offer to meet you three times 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

We know that you're the expert when it comes to your child's needs and aspirations. So 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 via the office.

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:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are 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 may 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 support pupils in small groups

We may also provide the following support:

AREA OF NEED	CONDITION	HOW WE MIGHT SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Clear routines
	Speech and language difficulties	Speech and language therapy Pre-teaching new vocabulary
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Nessy Visual Stress Assessment Coloured overlays Laptops
	Moderate learning difficulties	Overlearning Use of manipulatives in maths
	Severe learning difficulties	Individualised curriculum Hands-on, practical learning
Social, emotional and mental health	ADHD, ADD	Quiet workstation Clear, short instructions Seating away from high-distraction areas
	Adverse childhood experiences and/or mental health issues	Nurture groups Access to The Hub at lunch/break Access to Mrs Clifford
Sensory and/or physical	Hearing impairment	Using the Juno sound fields Subtitles on videos
	Visual impairment	Providing personal copies of texts/workbooks etc. Large print if needed
	Multi-sensory impairment	Clear routines and transitions signalled consistently Hands-on learning materials

	Physical impairment	Accessible classroom layout (wide spaces, ramps, uncluttered) Adaptive equipment (sloped boards, specialist chairs, grips)
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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 after a term
- Monitoring by the LPAP/SENCO
- Measuring progress
- Holding an annual review (if they have an education, health and care plan (EHCP))

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

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.

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

The admission of pupils with Special Educational Needs (SEN) or disabilities to Wistaston Church Lane Academy is carried out in accordance with the Equality Act 2010. The Academy applies the same admission arrangements to all pupils, ensuring that no applicant is treated less favourably by reason of SEN, disability, or any other protected characteristic.

Applications for admission are made to the Local Education Authority in the first instance. Where a pupil has an Education, Health and Care Plan (EHCP), or is in receipt of additional support from the Local Authority, the continuation and suitability of this support will be considered in consultation with the school to confirm that the pupil's needs can be appropriately met.

All pupils are admitted on the basis of their individual needs, in line with Academy policy. No pupil will be refused admission on the grounds of disability, SEN, attainment, or any protected characteristic.

13. How does the school support pupils with disabilities?

The playground and school are fully accessible for wheelchair users. There is a disabled toilet facility in each building, with a height adjustable changing table in the infant building's disabled toilet. There is a lift in the Key Stage 2 building to ensure the whole building is internally accessible. There are designated disabled parking spaces available on the main car park. The school also has a detailed accessibility plan which can be found on the school website.

We work closely with specialists to ensure that our school environment is accessible for children and parents with specific needs, for example we have used bright paint to highlight key points of our playground for children with visual impairments.

Where required, the school also seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

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's wider community
- Pupils with SEN are also encouraged to be part of Playground Leaders/ Y6 Buddies/ Mental Health Champions club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture club for pupils who need extra support with social or emotional development
- We run a lunch and break hub for children who need extra support
- We have a pastoral worker (Mrs Clifford)
- We have a 'zero tolerance' approach to bullying (see our Anti-Bullying Strategy on our website)

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Before joining WCLA

The Early Years Team (EYFS) aim to visit pre-school settings to meet children in the summer term. There is a meeting for parents of all new reception children in June and the children are invited into school during the summer term.

If your child has been identified as having SEND, the reception class teacher and/or SENCO will make links with your child's pre-school setting.

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 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

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

When we are aware of your child's high school, we will make links with the school so that we can share information and begin the transition process. All Year 6 pupils are prepared for transition through class and group activities. For some pupils it may help to carry out these activities in smaller groups with an adult or occasionally on a 1:1 basis. Some pupils may benefit from additional visits to their secondary school and we can help to arrange this. On some occasions, the SENCO of the secondary school will ask for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

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

Mrs Nicky Clifford will work with our 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?

Complaints about SEN provision in our school should be made to the principal 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 [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. Information on this can be found on the Cheshire East website. <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/ehc-assessments-plans/do-you-disagree-with-a-decision.aspx>

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. Cheshire East publishes information about the local offer on their website:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Our local Cheshire East Information and Advise Service (CEIAS) organisations is found here:

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

Local organisations that offer information and support to families of children with SEND are found here:

<https://www.cheshireeast.gov.uk/livewell/care-and-support-for-children/family-hubs/supporting-children-and-young-people-with-send.aspx>

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

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

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 stages