



Nurture, Inspire, Achieve

WOOTTON WAWEN
Cof E Primary School

SEND

INFORMATION REPORT

2025/6



**C. Grimley – November 2025
To be reviewed November 2026**

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Wootton Wawen CofE Primary School

SEND Information Report 2025

Introduction

This SEND Information Report works alongside our SEND Policy to provide information about the provision and support we offer for children with SEND in our school.

Wootton Wawen is a small Church of England village school, linked to the historic Saxon church of Saint Peter's next to Wootton Hall, with provision for around 100 pupils.

As a Christian school, our ethos is linked to Jesus' teachings of the need to love others, and in appreciating every individual as an essential and equal member of the school community.

Our school motto is 'Nurture, Inspire, Achieve'. We believe that by *nurturing* every child in our care as an individual, we will be able to *inspire* a love of learning and a love for all individuals in our school community, and by doing so will help every child to *achieve* their potential – not just academic potential, but the potential to be the best person that they can be.

To achieve this, we are committed to having a culture of Inclusion for our whole school community, and seek to ensure that everyone has an equitable chance, regardless of circumstance, to access all the opportunities that our school offers.

What does the term SEND mean?

The term 'SEND' stands for '**Special Educational Needs and Disabilities**'.

As a small, nurturing school, we believe that every member of staff has responsibility for the general wellbeing of all our pupils.

However, the following have specific responsibilities with regards to SEND:

Mrs Cathy Grimley – SENDCo

Mrs Grimley co-ordinates all issues to do with SEND in our school.

Mrs Grimley can be contacted via the school office (01564 792574) or by email: grimley.c@welearn365.com

Mrs Freyja Ellard – 'Thrive' Practitioner

Mrs Ellard is our trained practitioner for the 'Thrive' wellbeing programme.

Mrs Ellard can be contacted via the school office or by email: ellard.f@welearn365.com

Mrs Trish Baker – SEND Governor

Mrs Baker can be contacted via the school office, or by email: baker.p@welearn365.com

Miss Jess Jones – Head Teacher

Miss Jones can be contacted via the school office (01564 792574) or by email: head3074@we-learn.com

Mr Adam Walsh – Executive Head Teacher, Arden Forest CofE Multi Academy Trust

Mr Walsh can be contacted by via the Arden Forest MAT main office (01789 713233), or by email (Subject - FAO: Mr Adam Walsh Executive Head Teacher) info@ardenforestmat.org

The four main areas of SEND:

SEND falls into four main categories. These are:

Sensory & Physical	<ul style="list-style-type: none">• Children with a physical disability such as cerebral palsy, visual or hearing loss.• Children with sensory processing difficulties (may link to other conditions such as Dyspraxia, ADHD or Autism).• Children with complex or chronic (long term) medical conditions, such as Type 1 Diabetes, Epilepsy or Severe Asthma.
Cognition & Learning	<ul style="list-style-type: none">• Children who have difficulty with thinking, understanding, processing, reasoning & remembering their learning.• Children who may have a severe or moderate learning difficulty, including Down's Syndrome.• Children who may have a specific learning difficulty such as Dyslexia, Dyscalcula, Dysgraphia.
Communication and Interaction	<ul style="list-style-type: none">• Children who may have Speech and Language communication difficulties.• Children who may struggle to understand the 'rules' of communication or social interaction (may link to other conditions such as Autism or ADHD).
Social, Emotional & Mental health Needs	<ul style="list-style-type: none">• Children who have experienced trauma.• Children who may have relationship attachment difficulties.• Children who have a long-term anxiety disorder.• Children who have challenging behaviour, or difficulties with regulating their behaviour.

How do we teach to support children with SEND?

Our school ethos and motto of 'Nurture, Inspire, Achieve' has a strong influence on the way we plan and carry out our teaching. We value every single child in our care, acknowledging that each child is an individual with differing needs. We aim to be as aware and as inclusive of these differing needs as possible, in order for each child to be nurtured and inspired in their learning, and for them to achieve their potential.

We therefore teach to 'Quality First' and 'Adaptive' teaching methods across our school.

Quality First teaching (QFT): is an inclusive approach to teaching all pupils within the classroom, regardless of need or ability. It is achieved through a variety of strategies, including:

- Having an inclusive ethos within the classroom, planning for different abilities, where all children are supported to develop at their own level.
- Having high expectations for all pupils, regardless of academic ability
- Building on what each child already knows, and aiming to close gaps in knowledge
- Having a flexible and interactive approach to presenting lessons, allowing pupils to actively engage in their learning.
- Using a variety of questioning approaches to actively include all pupils, promote thinking skills, and to assess understanding.

Adaptive teaching: this acknowledges that not all children are learning from the same starting point, so may need adaptations to enable them to engage fully in their learning. Adaptive teaching includes:

- Adapting teaching style to meet different pupils' needs – eg – tone of voice, questioning, offering different ways of explaining a concept
- Providing a rich variety of learning methods including visual, auditory, practical, individual and collaborative activities.
- Adapting work to teach from 'where the child is at', creating a more personalised approach to work set.
- Breaking learning down into smaller chunks.
- Providing visual prompts to aid and support learning – eg – task boards, 'now and next' instructions, visual timetables, visual maths supports, word banks.
- Careful classroom management, establishing seating plans that support children most effectively in their learning, are flexible for different subjects and types of lesson, and aid attention and focus.

Adaptive teaching also means that in some cases, and in line with the Equality act of 2010, some children may need discretionary 'Reasonable Adjustments' in order to ensure that they are able to access their school experience equitably alongside their peers.

Reasonable adjustments: these are adaptations to the usual ways that everyday routines are carried out, according to the specific needs of an individual child, and aim to overcome factors that may otherwise cause a child to be at a disadvantage in their experience of school, or to receive less opportunity than their peers.

Reasonable adjustments are not necessarily needed. Adjustments that are necessary for one child may not be needed for another. As a school, we acknowledge that working equitably means that not all children will automatically be treated exactly the same, but will have modifications and adjustments tailored to their own specific needs according to an in-depth understanding of each child – agreed in collaboration with the child's parent or carer.

We are committed to working in partnership with parents/ carers of children with SEND to determine what individuals' needs are and which reasonable adjustments, if any, will be helpful to ensure that they are able to access school life equally to their peers.

If you feel that your child needs reasonable adjustments put in place to support their experience of school, please contact our SENDCo, Mrs Cathy Grimley (grimley.c@welearn365.com)

How do we identify SEND?

Identification of SEND will always take place in consultation and collaboration with parents through face to face meetings.

We work within the DFE Code of Practice (2015) definition of SEND in identifying the child who has 'a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We base identification of SEND needs on a combination of current and historical evidence to form as complete a picture of the child's needs as possible.

Initial Concerns: Often a teacher, other member of staff working with the child, or a parent/carer will suspect that there may be a SEND issue for a child, and this will implement the process needed to establish the nature and extent of need.

Parents and carers are encouraged to arrange to meet with Mrs Grimley (SENDCo) in order to share initial concerns that they have regarding their child, in relation to possible SEND.

During this meeting an '**Initial Concerns Form**' will be completed collaboratively in order to log essential information regarding parent/ carer concerns.

This information will then be shared with the child's class teacher, who will then assist in providing additional information and evidence, which will be drawn from a wide variety of sources, including:

- Standard national assessment testing (eg – phonics screening);
- Class teachers' own assessments and observations;
- Work scrutinies
- School progress data
- Records of the child's previous development;
- Opinion of external professionals. This information will be compared to expected attainment or developmental levels for the child's current age group.

This may be in any one of the main four areas of need, and may include:

- A child who is making little or no progress in line with their peers, despite 'Quality First Teaching' and Adaptive teaching methods being utilised within all teaching.

- A child who has made little or no progress over a long, sustained period of time.
- A child who is showing signs of problems with short term or long term memory and retention of information.
- A child who is showing significant signs of having a difficulty with processing information, evidenced by its impact on their daily learning.
- A child whose Speech and Language difficulties are preventing them from being understood, whose speech and language use is significantly below that of their peers, and has an impact on their ability to make their needs known and interact with others.
- A child who has social interaction issues or displays behaviours suggestive of autism and/or sensory processing difficulties.
- A child who is unable to sit still and follow classroom conventions, or maintain focus and attention in line with their peers.
- A child who is generally able, but who is showing a specific difficulty in one area of their learning within Reading, Writing, Spelling, or an aspect of Maths.
- A child who has sensory, language or physical needs and requires reasonable adjustments, additional specialist equipment or regular visits by an external specialist service.
- A child who has an emotional or behavioural difficulty which substantially and regularly interferes with their own learning or that of others within the class – despite behavioural strategies, in line with the behaviour policy, having been established.

The class teacher will discuss their findings with the SENDCo. These concerns are recorded and the child will continue to be monitored for a designated amount of time, dependent on the type and level of need. In our school, this is referred to as the 'Monitoring' stage of the identification process.

Parents will be informed of next steps for their child, either through an informal meeting, or through Parent Consultation evenings, and will be invited to share their opinions on their child's progress and needs.

The Graduated Approach: a tiered system of support provision for SEND:

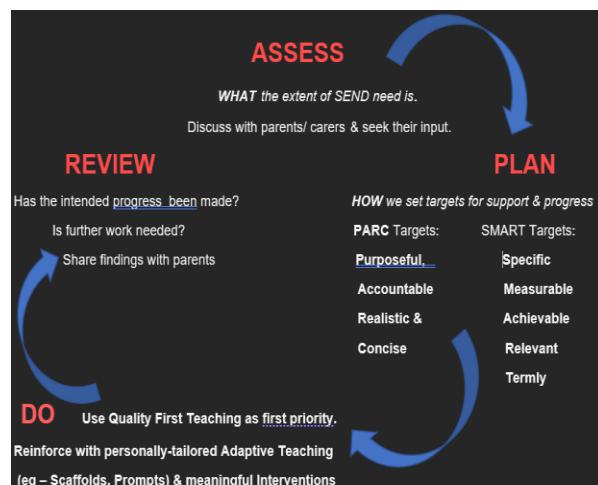


If, after the designated time, there is no change and no improvement in the child's situation, then the **Graduated Approach** may be initiated to support the child further, and parents/ carers will be involved in further discussion to plan strategies and interventions that will aim to support the child's needs.

The Graduated approach allows for support to be increased or decreased as needed, responding to the child's developing needs. It also provides a clear structure for staff to know when to seek the help of external professionals when support needed is more than what school can independently provide.

Assess, Plan, Do, Review

As part of the Graduated Approach to SEND provision, the 'Assess, Plan, Do, Review' cycle will be put into place. This involves assessing the type and extent of SEND need, meeting with parents to plan how to begin to address this, 'doing' what is needed to carry out the plan of action, and then after a given period of time (eg – one term), meeting again with parents to review the success of the plan, and whether this needs to be altered.



'My Plan' SEND Support Record

As part of the Assess, Plan, Do, Review cycle, school staff will invite parents to attend a meeting to outline and collaborate in planning for supporting their child.

The SEND support plan will be recorded as a set of 'SMART' targets, recorded as a 'My Plan' individual support plan for each child with SEND. These targets will be specific and detailed in honing in on the areas that are to be focused on for a given amount of time (usually one term), and will outline strategies and interventions as to how these will be achieved.

At the end of the given time-scale, the 'My Plan' targets will be reviewed by teachers and parents to determine their level of success, and whether the child has made sufficient progress.

If needed, a new 'Assess, Plan, Do, Review cycle will begin with new or amended targets to continue support.

Applying for a referral for a Diagnosis

It may be that parents or school staff feel that there is a bank of evidence that suggests that a child's SEND may be caused by a specific SEND condition. Examples of this could be in demonstrating characteristics typical of ADHD, autism, dyslexia, dyspraxia or other.

If parents or carers feel that they wish to apply for their child to be assessed for a specific SEND diagnosis, then we encourage you to arrange a meeting with Mrs Grimley for support.

There are three main ways to apply for a referral for assessment – either through your school SEND team, through your GP, or by paying for a private assessment. All methods reach the same destination.

As we will be consulted and asked for detailed evidence to support the referral whichever pathway you choose to apply by, it is helpful to have a discussion with us whichever method you choose before applying for a referral or assessment.

The 3 main pathways to securing an assessment for a diagnosis for your child:

- **Public-providers:** NHS or Local Authority assessment teams. Usually a reputable and trustworthy assessment process with a respected, full diagnosis – but usually a lengthy wait (can be 12 – 24 months).

- **NHS 'Right to Choose' system** – via your GP. This system may speed up the waiting list stage, as it allows you to select from other areas of the country where there are shorter waiting lists, so long as there is availability for assessments in other areas the country.
- **Private assessment providers** – the fastest path (children can sometimes be seen in as little as two weeks), but can be very costly (often in the region of £1,500 – £2,500).

Some private assessors are automatically offering a combined assessment for both autism and ADHD, as there are many overlaps between the two conditions.

It can sometimes be difficult to know whether a private provider is reputable, but if you look for mention of working to 'NICE' Guidelines and in having a multi-disciplinary team carrying out assessments (preferably including a Child Psychiatrist onboard, and including Occupational therapists, Speech and language therapists, Child Psychologists) for reassurance that work is reputable.

Applying for a Statutory Assessment: EHCP (Education and Health Care Plan)

An EHCP is for those children who have shown, through evidence gathered throughout the Graduated Approach and usually through having received at least two cycles of the 'Assess, Plan, Do, Review' system, that they will need the highest level of support, including Specialist support, with needs that cannot be met through quality first, adaptive teaching, or through targeted support in school.

It is likely that their needs will be long-term throughout their time in the school system, and may stem from a complex medical condition, lifelong disability, or diagnosis.

- An EHCP provides opportunity to secure a high level of support, over and above that which is normally available, for a SEND child.
- EHCP recommendations are legally-binding to ensure this high level of enhanced support until the young person reaches the age of 25 if still in education (eg – colleges of further education)
- An EHCP provides opportunity for parents of SEND children to have more say in 'What, Where and How' their child will learn.

- EHCP referrals require a vast bank of evidence to support them. Without sufficient evidence, EHCPs will not be granted. Parents can self-refer for EHCP, but it is preferable for parents to go through school to be referred, as evidence collated through school will form a major part of the referral, and parents and school need to work together collaboratively to achieve the best outcomes for the referral, and ensure that the correct evidence is in place to support the application.

If you feel that your child may benefit from an EHCP, please arrange to meet with Mrs Grimley (SENDCo) by contacting the school office, or by email: grimley.c@welearn365.com

How do we promote opportunities for children with SEND?

Accessibility:

- There is wheelchair access to the school Reception, with entry via the driveway, or by entering and exiting through the rear school gate across the playground.
- There is wheelchair access into the school building via the Library and Computer suite, and also through Willow and Oak classrooms.
- We have a purpose-built disabled toilet and changing facility, which is large enough for a full wheelchair turning circle. This is situated in the main corridor next to the staff room. It includes a raised toilet, lowered sink and grab rails. We have space for a full-length, fold-away medical bed and changing table should these be needed.
- **The school's accessibility plan can be found on the school website:** <https://woottonwawenprimaryschool.co.uk/official-documentation/policies>

Resources for SEND pupils:

We have an experienced team of Teachers and Learning Support staff who work closely together to provide adaptive teaching and learning within each classroom, and to implement targeted intervention groups or 1:1 support for those children with SEND who need it.

Staff receive regular training relating to SEND issues.

SEND equipment: we have a range of SEND resources in school that are available for use by any pupil at the discretion of their class teacher. These include:

- Sloping writing desks
- 'Wobble' cushions
- Triangular or other ergonomic pencil grips
- Chunky pencils
- Coloured reading overlays
- Visual timetables in all classes
- Concentration aids (usually available from Thrive room)
- 'Widgit' symbol (Makaton signing) visual resources
- Ear defenders
- Left-handed scissors & rulers
- Spring-loaded scissors
- Swivel chairs
- Balance Ball
- Sensory regulation aids
- Dyslexia-friendly reading books
- Exercise books with dyslexia-friendly coloured paper
- Maths topic support resources – eg – Decimal place value charts

Extra-curricular opportunities for pupils with SEND:

Our SEND pupils are given equal opportunity to take part in extra-curricular activities, and are positively welcomed and encouraged to be involved. This is evidenced by the fact that all of our extra-curricular activities and opportunities are enthusiastically attended and supported by pupils who SEND or other circumstances.

Wootton Wawen extra-curricular opportunities



After school Football



Beech Hut Wraparound

Yoga Club



School Choir



Lunchtime Art Club



Lunchtime Sports



Warwickshire Guitar Lessons



Warwickshire Piano Lessons



Warwickshire Singing Lessons



Rocksteady Band



Young Voices Arena Concerts



Forest School



Bell Boating in Stratford



Pioneer Residential



Year 6 Aztec Adventure

Providing support with transition to Secondary school for SEND pupils

The thought of their SEND child transitioning to Secondary school can be very worrying for many parents and carers of SEND children.

They may be concerned as to how their child will cope with the change of environment, the journey to and from school, the need for growing independence self-organisation and personal responsibility, and the conventions and rules within the Secondary school relating to such things as uniform, homework, toilet visits and detentions.

- We advise all parents and carers, but particularly those of children with SEND to start to consider options for Secondary school as early as Year 4.
- Open days for all Secondary schools tend to take place throughout September of each year, so it is a good idea to start visiting potential choices early on in order to start preparing for the decisions that may need to be made.

By the start of Year 6, parents and carers really need to have a good idea about where they would like to apply to for their child, as the Secondary school application window opens on 1st September, and usually closes around 31st October. So, the more preparation parents and carers can do in the school years previous to this, in order to arrive at decisions over applications, the better.

We really care about our pupils' wellbeing – both during their time with us here at Wootton, and after, once they have left us. We will do everything we can to support the children and parents/ carers through the difficult time of transition to their new school. This includes:

- Meeting with parents & carers to listen to concerns.
- Advocating for parents & carers' concerns with future schools when necessary.
- Advising parents & carers as to the types and levels of SEND support their child is likely to need – and how to ensure that this is in place for their child.
- Advising parents how to seek information and guidance from schools regarding SEND provision.
- Providing activities in Year 6 to prepare children for transition to Secondary school.

- The SENDCo and Year 6 teacher(s) working together to produce transition information for each SEND child in order to pass on to their next school.
- The SENDCo of Wootton Wawen liaising with the SENDCo, Head of Year 7 or Inclusion Lead of future schools to share information about each SEND child, in order to ensure that provision is in place for them when they start.
- Ensuring that all documentation and records relating to each SEND child are collated and handed over to the next school's SEND department.
- Liasing between the new school and the parents and carers of SEND children to notify them of updates regarding transition arrangements.
- Advocating for our SEND children to ensure that they are being included in opportunities to make transition visits to their future school.

How do we support parents & carers of children with SEND?

As a Church of England school, our Christian ethos inspires us to recognise every single member of our school community as a valued individual and to care for each and every one: this extends to our parents and carers as well as their children.

We recognise that parents and carers know their child best, and that home and school are inextricably linked. We want to establish positive, supportive relationships with our parents and carers, and encourage all families in our community to work together with us in partnership.

We know that having children with SEND can often be an extra challenge for families. We understand that family life can be difficult at times, and that different members of a family can be under pressure as a result of a child's SEND needs.

We are committed to supporting our parents, carers and families in any way that we can. Our door is open to listen and to support when needed.

We aim to always:

- Welcome our parents and carers into school, listening to concerns with sensitivity and discretion.

- Action parental/ carers concerns as promptly as possible.
- Prioritise communication with our parents and carers, keeping them informed of SEND issues, and sharing information and advice.
- Involve parents and carers in all aspects of their child's learning needs, and collaborate with them to plan effective support.
- Support parents and carers in their journey to help their child develop the skills needed to grow towards adulthood and independence.
- Provide regular opportunities for parents and carers of children with SEND to come together to meet in an informal way, to share experiences and build a support network.

Wootton Wawen SEND Outreach: SEND Coffee Mornings

Each half term, we are hosting a SEND Coffee morning, usually on Friday mornings from 9.00 – 10.30am.

These are to provide any parents and carers of any of our school families – not just those with identified SEND – with the opportunity to meet together, network, form friendships, share ideas, and have the chance to learn about different issues relating to SEND in an informal setting with refreshments.

Themes will usually be presented by Wootton SEND staff, and occasionally, may include talks by an invited visiting speaker, addressing specific SEND information and advice.

Some topics of discussion may typically include:

- Understanding the SEND Process
- Managing meltdowns and difficult behaviour
- Sleep issues
- Eating issues
- Anxiety
- Sensory Issues
- Your rights as a SEND parent/ carer
- Building independence
- Transitioning to Secondary school
- Understanding different SEND conditions

Raising concerns regarding SEND children

Concerns regarding your child and SEND:

In the first instance, your child's class teacher is the first point of contact for day to day concerns regarding your SEND child.

You are also welcome to contact Mrs Grimley (SENDCo) – either via the school office, or by email: grimley.c@welearn365.com for support, and she will always try to meet promptly with parents and carers to listen to worries and concerns.

Concerns regarding relationships and wellbeing at school:

We would hope that our school ethos inspires all adults and children to behave with kindness and care to one another at all times, and to be inclusive of everyone in our community, treat everyone with equal respect, regardless of whether or not they are a particular friend.

Sometimes, children forget this and may have times when they fall out.

Occasionally, some parents may feel that they are unhappy with the way a member of staff has dealt with their child. These incidents can be upsetting for all concerned.

Parents are able to access our Relationships Policy and Statement of Behaviour Principles, available on our school website: <https://woottonwawenprimaryschool.co.uk/official-documentation/policies>

Concerns regarding a member of staff:

If you feel that you may have cause to be unhappy with the way a member of staff has dealt with an issue for your child, in the first instance, you may wish to discuss this with the member of staff directly.

It can help to remember sometimes that children do not always tell an accurate account of an incident at home, or may have reported the incident from only their side of the story. SEND children particularly may not always interpret social interactions accurately or as they were intended, so it is worth bearing in mind that there can sometimes be an alternative explanation evident when discussed from both sides.

We ask that parents try to approach school staff respectfully, and with an open mind when there are issues that need to be resolved, and that they work with us collaboratively to resolve issues as far as possible.

If, after discussing the matter with the member of staff involved, you feel the matter is still unresolved, you are welcome to arrange a meeting to speak to Miss Jones in order for her to investigate the matter further.

Concerns regarding other children:

Within school, class teachers deal with minor fall-outs, aiming to listen to all parties involved to assess the situation and gather a balanced view.

A restorative approach is used, with children being encouraged to repair any hurts, and forgive wrongdoing after sincere apology and restorative action has been taken.

If parents have concerns about ongoing issues to do with their SEND child and relationships in school, the class teacher is usually the main point of contact in order to deal with these.

It may be that the class teacher seeks the advice and/or input of our 'Thrive' wellbeing practitioner, Mrs Ellard, for further support if needed.

Concerns regarding bullying within school:

The definition of bullying is that it is repeated, intentional behaviour (physical, verbal, emotional, or online) by an individual or group. It is not one isolated incident, but usually involves an element of power over someone else to intimidate or humiliate, undermining their self-esteem and making them feel unsafe or socially excluded.

It is generally accepted that children with SEND may be more vulnerable to bullying. Sometimes this may be due to a bully's need to target differences to undermine, but it can also be due to SEND children often having less developed skills in social interaction and communication and being able to advocate for themselves.

School staff aim to be observant on the playground and within the classroom in order to look out for signs of bullying among children.

However, we are aware that this is not always failsafe and that it is possible for bullying to go undetected.

If you have a concern relating to bullying and your child, please arrange to speak to your child's class teacher in the first instance. You may also wish to look at the school's Anti-bullying Policy which is available to read on the school's website: <https://woottonwawenprimaryschool.co.uk/official-documentation/policies>

Concerns regarding bullying outside of school: cyber-bullying:

Unfortunately, the internet has created new means of bullying. For older pupils, who may be being given mobile phones, bullying has taken on different forms.

Many primary-aged children, and especially SEND children, do not fully understand the safeguarding risks associated with social media and internet use – and do not understand the accountability needed: that once comments or photos are posted, they have the scope to become permanent and public.

SEND pupils are particularly vulnerable to the risks of cyber-bullying by their peers. They find it even more difficult to understand the social conventions and rules relating to social media than in face to face relationships, and may be more prone to being bullied, or getting themselves into trouble by misusing social media apps themselves.

We would strongly advise parents to avoid giving primary school children their own mobile phones if at all possible. There is usually no actual need for primary aged children to have a phone, as all are supervised in getting to and from school safely.

Buying your child a phone often creates a social pressure for other parents to feel that they need to buy one for their child too. Due to the lack of genuine need for phones at primary age, the main use that children have for phones is to communicate with each via social apps – and this is where problems begin to arise.

Social apps can become the outlet for children being unkind to each other, writing things online that they would never say to someone in person, thinking that they can do so in secrecy, and engaging in targeted, bullying behaviour. There has been an increase in incidents of social exclusion, fall-outs and bullying in school among older children linked directly to what has been going on at home on social apps.

If you are concerned that your child may be being bullied online or via social apps by other children in our school, you can contact us for support. The class teacher is the best person to contact initially for minor problems with online fall-outs or mild misuse of social media among children. However, if there is a serious case of online bullying between pupils at our school, parents and carers should contact Miss Jones directly.

More information regarding cyberbullying and online safety can be found in the school's Online Safety Policy, available on the school website: <https://woottonwawenprimaryschool.co.uk/official-documentation/policies>

Making a Complaint regarding SEND provision

For serious concerns, Miss Jones (Head Teacher) can be contacted via the school office, or by email: head3074@we-learn.com

If you have a complaint, rather than a concern, regarding SEND provision at Wootton Wawen, please see our Complaints Policy on the school website:

<https://woottonwawenprimaryschool.co.uk/official-documentation/policies>

Useful contacts for SEND support:

Warwickshire County Council SEND local offer:

Warwickshire's SEND local offer can be obtained from the Warwickshire website. This details information relating to education of children with SEND as well as local resources and services, including lots of support for parents and carers of children with SEND

<https://www.warwickshire.gov.uk/send>

Family Information Service:

The Family Information Service offers free support, advice and signposting for all families with children and young people aged 0-25 years.

<https://www.warwickshire.gov.uk/children-families>

SENDIASS (Warwickshire SEND Information, Advice & Support Service)

SENDIASS supports parents & carers of all Warwickshire children with SEND, whether they are of pre-school age, or in a mainstream or special school.

<https://www.warwickshiresendiass.co.uk/>

IPSEA: independent Provider of Special Education advice

IPSEA supports parents & carers of SEND children who need advice regarding SEND provision, including issues relating to EHCP applications and appeals

www.ipsea.org.uk

Family Action : help & support for families of children with SEND

www.family-action.org.uk

Kids.org.uk – support for all Special Needs: play sessions, advice, support, information etc.

www.kids.org.uk

Family Lives: general resource for parents of SEND children

Familylives.org.uk

Raising Children Network : Australian based – but lots of really useful online videos discussing different issues for SEND

Action for Children: lots of ideas & resources for parents of neurodivergent children - eg -

: bekindtomymind.co.uk

: **adhd embrace – seminars, parenting courses, information**

www.parents.actionforchildren.org.uk

National Parenting Hub: ideas and support for parents

beststartinlife.gov.uk

Autism Support:

- Autistic Girls Network: (Branch in Stratford: Social group for autistic girls)

Autisticgirlsnetwork.org

- Autism West Midlands : Lots of information, events & support including a Telephone Helpline from 9am – 5pm Monday to Friday
0121 450 7575
www.autismwestmidlands.org.uk
- CASS Navigation Service (Coventry & Warwickshire Autism Support Service:
casspartnership.org.uk
- National Autistic Society: www.autism.org.uk
- PDA Society: www.pdasociety.org.uk

ADHD Support:

- **Young Minds ADHD Support:** www.youngminds.org.uk
- **CHADD** : chadd.org (parenting a child with ADHD – lots of information, strategies , support groups info etc)

Diabetes Support:

- Children with Diabetes: www.childrenwithdiabetesuk.org
- Know Diabetes: www.knowdiabetes.org.uk

Dyslexia Support:

- British Dyslexia Association: www.bdadyslexia.org.uk

- Dyslexia Action (inc. crossover of Dyslexia with ADHD)
www.dyslexiaaction.org.uk

Bedwetting, Toileting & Continence Issues:

- **ERIC:** children's bowel & bladder charity : www.eric.org.uk

Emotionally-based School Refusal:

- **Not Fine In school-** parent-led organisation re EBS -
www.notfineinschool.co.uk
- **SEND and You** – useful information regarding Emotionally-based school avoidance (EBSA) - www.sendandyou.org.uk

Sleep issues:

- **Cerebra:** Sleep Guide & other advice for parents of children with SEND – www.cerebra.org.uk/sleep-advice-service

Children's Mental Health Support:

Coventry & Warwickshire RISE: children's mental health and wellbeing team - www.cwrise.com

Kooth: Online mental health and wellbeing activities, counselling and support for children and young people www.kooth.com

Anna Freud – annafreud.org: good resources for parents of learning difficulties or SEND inc EBSA & other mental-health linked issues; provide a 24/7 text messaging service for anyone who is desperate and needs support for anxiety panice attacks bullying & depression, plus lots of advice & strategies – www.annafreud.org

Support for coping with children's anxiety: www.barnardos.org.uk

C. Grimley – November 2025