

Wren's Nest Primary School

**Special Educational Needs Information Report**

**Academic Year September 2022-2023**



Under the Children and Families Act 2014 Section 69 Schools have to publish an SEN Information Report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually. This report includes updated requirements from the DfE (June 2017) re children with disabilities.

SEND = Special Educational Needs and/or Disabilities  
SENDCO- Special Educational Needs and Disabilities Co-Ordinator  
EHCP = Education, Health and Care Plans

	<b>Information Headings from the Act</b>	<b>What you can expect at Wren's Nest Primary School</b>
1	<b><i>The kinds of special educational needs for which provision is made at the school.</i></b>	<p>Wren's Nest is an inclusive mainstream Primary School catering for children from the age of 2 in Time for Two's provision (T42 ) to 11 (Year 6). It welcomes children with and without Special Educational Needs and /or disabilities (SEND) equally, in line with our admissions statement. It supports children with a range of SEND including: learning, physical and sensory, speech and language, physical co-ordination as well as social and emotional needs and mental health.</p> <p>Children are eligible for a Time for Two's place if they meet the Local Authority criteria which includes a child with a special educational needs or disability. (Ring 01384 814291 or email <a href="https://www.dudley.gov.uk/residents/early-years-and-childcare/for-parents-and-carers/time-for-twos-free-childcare/">https://www.dudley.gov.uk/residents/early-years-and-childcare/for-parents-and-carers/time-for-twos-free-childcare/</a>)</p> <p>School has 2 KS2 "Mainstream Plus Provisions" for Wren's Nest children with EHCPs/in the process of assessment for EHCP's.</p> <ol style="list-style-type: none"> <li>1. The Pod caters for children requiring a significantly different approach to meeting their severe and complex social, emotional and mental health needs (SEMH). The Pod offers 8 full time places with supported opportunities to reintegrate into their mainstream class when appropriate. The nurturing and therapeutic curriculum has been tailored to meet the needs of the children within this provision and is included as an appendix to the school SEN Policy. This is led and managed by Miss Harris (SENDCO and Acting Deputy Head)</li> <li>2. Shooting Stars caters for 14 children with a primary need of cognition and learning made more complex by language, physical or SEMH needs. The children are taught as a group all day and return to class for their 'strength lessons' with additional T.A. support to enable access to a heavily differentiated, broad and balanced curriculum. The children's needs are met by following the National curriculum and tailoring it to meet the developmental needs of the children within the group. The children's social and emotional development is also prioritised through the curriculum opportunities, teaching and learning support, and nurturing principles. This is taught by Mrs Donaghue (Assistant SENDCO) and managed by Miss Harris (SENDCO and Acting Deputy Head).</li> </ol> <p>School uses its SEN budget to fund SEN groups for literacy and numeracy in KS1 (Sunflowers) and KS2 (Pumas). Additionally in KS1 Mrs Blewitt (Qualified Nurture Group Manager) runs our Nurture provision for children with attachment needs and associated SEMH.</p> <p>The school uses its best endeavours and limited budgets to meet the needs of all children with SEND in consultation with parents, the local authority, as well as specialist agencies from health, education and social care.</p>
2	<b><i>Information about the school's policies for the identification and assessment of pupils</i></b>	<p>Children with a SEND are identified to the SENDCO (Miss Harris) and/or Assistant SENDCO (Mrs Donaghue) as early as possible and often before they even start Nursery or Time for Two's (T42's). Their needs are usually identified by their parents but may also be through agencies working with the child and parents (e.g. the Health Visitors, the Specialist Early Years Team or the Speech and Language Therapy Service.) The T42's, Nursery and Reception induction meetings and home visits give parents further opportunities to share information or mention any concerns they have. In some instances, this leads to a personalised induction programme.</p>

	<p><b><i>with special educational needs.</i></b></p>	<p>For children new to the school, starting mid-year or in Year 1-6, information about a child's SEND should be passed on by the previous school or setting, the parents, the child or any of the agencies working with the child and their parents. For children looked after by the Local Authority, the expectation is that this information will be provided through the Personal Education Plan (PEP) prior to the child starting or at least within the first week of their arrival.</p> <p>In some instances, a child's SEND may not be obviously apparent until they are a little older. However, as soon as a need is identified this information is shared immediately between the class teacher, parent and Miss Harris.</p> <p>Parents can raise any concerns they might have at any time with their child's class teacher, Miss Harris or Mrs Donaghue. School has an open door policy enabling parents to speak to a member of staff at just about any time of the school day.</p> <p>Teachers keep parents, Miss Harris and Mrs Donaghue informed at all times about any concerns they have about a child and any additional support that they provide.</p> <p>Miss Harris, Mrs Donaghue, teacher(s) and parents consider what additional information or assessments might need to be undertaken to inform the planned support. Most of this information will come from school based assessments and discussions undertaken in school and with parents. On some occasions, further assessments may be requested from the Speech and Language Therapist, Occupational Therapist, Health Visitor, Educational Psychologist or the Learning Support Service – this will only happen with written permission from parents.</p>
<p>3</p>	<p><b><i>Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—</i></b></p> <p>a <i>how the school evaluates the effectiveness of its provision for such pupils;</i></p>	<p>a) The effectiveness of SEND provision is monitored directly through:</p> <ol style="list-style-type: none"> <li>1. The SEND Support Record Mrs Harris maintains a list of children with SEND which is updated termly. This is used to monitor the number of children with SEND to help plan for future provision. The data is shared with Governors as part of the monitoring process.</li> <li>2. Termly Assessments – for children in T42's-Y6 using the school assessment system (O Track). Some children working well below age related expectations will be assessed using Dudley's Attainment and Progress Assessment (DAPA) and then the pre Key Stage One and Two Standards at the end of Y2 and Y6 respectively. Children in Time for Twos, Nursery and Reception will continue to be monitored using the Early Years Foundation Stage Profile.</li> </ol> <p>The electronic SEND plans and Provision Maps Programme; Edukey ( <a href="https://edukeyapp.com">https://edukeyapp.com</a>) will be used to monitor the impact of SEND Support Plans and interventions throughout school.</p> <p>All of the above form part of the review but 2 and 3 are directly reported to and analysed by the Senior Leadership team as part of the Raising Attainment Plan Review and all 3 are reported to Governors.</p> <p>Miss Harris meets with the SEN Governor at least termly to discuss this review and to have a full and frank discussion about progress and any issues arising for children with SEND at Wren's Nest. Mrs Snow reports this back to the Governors through Curriculum and Standards and full Governing Body meetings.</p>

		<p>*The termly progress monitoring for all pupils (including those with special needs and disabilities) provides an overview of progress against national benchmarks.</p>
b	<p><i>the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</i></p>	<ul style="list-style-type: none"> <li>• All children are given annual and termly National Curriculum targets to meet. These are set by group/class teachers and Phase Leaders and monitored by the Assessment Co-ordinator. Children who fall behind are discussed at the termly RAP reviews at which point Miss Harris/Mrs Donaghue may be asked to consider whether this is a result of a Special Educational Need and if so what additional or different support might be appropriate.</li> <li>• Children with severe and complex learning needs may work from the National curriculum at a developmentally appropriate level within a supported SEN group. (e.g children in Y6 working from the Year 2 objectives)</li> <li>• Personalised targets are recorded into their literacy and numeracy books as part of the marking and assessment policies. This is monitored by class teachers and phase leaders.</li> <li>• Children working on additional interventions including <b>Precision teaching, Get Moving, and Time to Talk</b> etc. have a progress sheet to record progress against the targets set for the intervention over time. Children's progress is updated on the provision map termly, as well as at the conclusion of the intervention. Children's progress is monitored to ensure the intervention is meeting the needs of the child. If not the child may be withdrawn and an alternative intervention put in place.</li> <li>• Some children have additional assessments and targets set by outside agencies including Speech and Language, Learning Support and Occupational Therapy and Educational Psychology. The programme of work is delivered largely by teaching assistants in school and they keep sessional records documenting progress made and any additional concerns raised. The outside agencies review /reassess progress according to their own protocols and submit a written report to school. The report is forwarded to the child's teacher. Parents are also given a copy.</li> <li>• Children with severe and complex needs have personalised SEND support plans detailing desired outcomes, provision and progress made. These are reviewed at least termly. Children with EHCPs also have a multi-agency annual review of progress which is reported to the Local Authority. Parents are invited to all reviews. Pupils are encouraged to attend reviews where appropriate.</li> <li>• Class and group teachers are responsible for writing the SEND support plans for all children in partnership with the child's literacy/numeracy teachers, support staff, Miss Harris and Mrs Donaghue. Class teachers have to include the child's voice as part of the review.</li> </ul>

		<ul style="list-style-type: none"> <li>• In addition to the SEND Support Plans, the Foundation Stage’s Learning Journey also provides an excellent evidence base to monitor the progress of EYFS children with SEND.</li> <li>• This information is shared with parents at the SEND reviews and/or parents evenings as part of the review process.</li> <li>• School has recently purchased additional standardised assessments to inform target setting and the monitoring of progress over time. These will form part of the assessment profile for children with severe and complex learning difficulties.</li> </ul>
c	<p><i>the school’s approach to teaching pupils with special educational needs;</i></p>	<p>Wren’s Nest has high expectations for all pupils and class teachers are expected to plan and resource class work with the developmental needs and specific abilities of children taken into account. (Differentiation).</p> <p>We aim for all children with SEND to make at least expected progress each year for both literacy and numeracy. However, it is acknowledged that for a few children, this will not be achieved and they will follow their own developmental pathway. Parents will be made aware of the levels at which their child is working and the level at which most other children of their age are actually working.</p> <p>Some children use additional technology to support their learning – for example the use of I-pads, laptops and ‘Talking tins’. These resources have proved to be very effective especially for children with specific speech and language difficulties and/or physical difficulties.</p> <p>At Wren’s Nest children are placed in ability groups for literacy and numeracy. The lower ability groups with the majority of children with Special Educational Needs are smaller, with 10-12 children in the group, enabling the teacher to spend more time with each child. In the spring term Miss Harris and Mrs Donaghue liaises with the Senior Leadership Team and class teachers to help inform whole school provision/ability group planning for the next academic year.</p> <p>Copies of support plans, external agency reports etc. are given to the teachers to inform their planning and resourcing requirements. In many of the SEND groups there is an additional teaching assistant whose role may be to support a specific child or the group in general to enhance their learning experience and progress.</p>
d	<p><i>how the school adapts the curriculum and learning environment for pupils with special educational needs;</i></p> <p><i>inc the facilities provided to help disabled pupils access the school.</i></p>	<p><b><i>At Wren’s Nest we believe that every child is an individual and that all children contribute and play a special part in our school. We work hard to make sure we meet the individual needs of each pupil to enable the potential of every child to be developed, both academically and personally. We want all children to have high levels of self-belief and aspiration and to have both respect for themselves and others.</i></b></p> <ul style="list-style-type: none"> <li>• All children access a broad and balanced curriculum including the SATs , Times Tables and Phonics tests alongside their peers. For a very small number of children the curriculum and assessments may be amended to meet their very specific needs – where this is the case it is written into the child’s SEND Support Plan and parents are kept informed. On some occasions a child may be dis-applied from the National Tests, if they are working too far below the expected levels and it is decided, in consultation with parents that it is not in the child’s best interests to do so.</li> </ul>

- In recent years the learning environment has been adapted to provide additional rooms to accommodate additional sets and groups to support children's learning for literacy and numeracy (see also section 1)
- Risk assessments are undertaken by class teachers in consultation with parents, consultants, School Health, PIMIS (Physical and Medical Inclusion Service) Miss Harris, Mrs Donaghue, Mrs Allport and Mrs Pugh to ensure that all children with disabilities have their additional needs documented and endeavour to ensure that reasonable adjustments are made to the length of the school day, curriculum and environment as appropriate to enable all children to take part in all activities within school and on school trips. The school building is fully accessible to parents and children with disabilities. This includes a lift, a toilet for the disabled in each year group as well as a care room with a shower. Children can only use the lift with an adult and children in wheel chairs and on crutches have staff assigned to enable them to access "upstairs". The new school build and the refurbished old school are both fully compliant with the requirements of the Disability Act – please refer to the Accessibility Plan 2021-2024 (Published on the school website under the school policies tab). The lighting and acoustics were chosen to enhance the environment for the benefit of all pupils and staff, including those with disabilities. Signed support (BSL and Makaton) may be used in some classrooms as needed. Where staff are employed to support children with specific disabilities, every effort is made to ensure they are able to attend appropriate training within the local authority including Moving and Handling, BSL and Makaton. All staff in Early Years and some staff in KS1 are now Makaton trained due to the high number of children entering with limited Speech and Language. All staff receive annual training in supporting children with asthma and anaphylaxis. Additional training for supporting children with epilepsy is also given where appropriate.
- A sound system (Soundfield) is also used in some classrooms where children are known to have hearing disabilities.
- There are allocated parking bays for the disabled in the main school car park to the front and rear of the school.
- For parents for whom English is not their first language, information may be relayed using dictionaries, other parents, including family members, (with permission) - translations on "Google" or interpreters.
- Following hospital stays or illnesses requiring lengthy convalescence, school refers to The Cherry Tree Learning Centre for Home tuition. The service liaises with the Consultant, school and uses (wherever possible) the class teacher's plans and resources to provide consistency and continuity. In some cases, Pupil Premium has been used to enhance this provision.
- For some children with language difficulties, it may not be possible to cover all of the new vocabulary and concepts introduced within a mainstream class, so class teachers identify the key "tiered" vocabulary and concepts to enable support staff to prioritise the focus of their work. Nursery and Time for Two's staff have been trained to use "The Commenting Approach" as a quality first teaching tool to enhance early language development.

		<ul style="list-style-type: none"> <li>• Very occasionally children are withdrawn from German if they are not able to access learning a second language <u>and</u> have a significant delay in acquiring basic skills in English. This can only be done with the agreement of parents and the Head Teacher.</li> </ul>
e	<p><i>additional support for learning that is available to pupils with special educational needs;</i></p>	<p>The school's SEND Policy provides much greater detail about the type of support, interventions, strategies and resources that may be used to help meet the needs of each child. Once a child's needs have been identified and the relevant assessments undertaken, the class teacher and /or Miss Harris/ Mrs Donaghue will inform parents as to how school is planning to support their child and what they might do to help at home. Staff understand that children with SEND can be particularly vulnerable and have a proactive pastoral care role for children within their class. The Learning Mentor team are also aware of children with specific SEND and also are proactive to ensure children are not treated less favourably <u>than other</u> pupils and also that these children are not treated less favourably <u>by other</u> pupils.</p> <p>This additional and/or different support might be in the form of:</p> <ul style="list-style-type: none"> <li>• Specific support, adjustments, use of additional aids etc as detailed in care plans, risk assessments and reports from outside agencies. special equipment e.g. coloured overlays, special pencil grips, scissors, cushions,</li> <li>• different reading approaches</li> <li>• British Sign Language or Makaton for children with hearing and language difficulties</li> <li>• Soundfield System for children with hearing disabilities to amplify the sound of their teacher's voice</li> <li>• Radio Aids and microphones</li> <li>• Talking Tins</li> <li>• Smaller groups for literacy and numeracy</li> <li>• Additional TA support within the classroom directed at a particular child or group more frequently than the majority of children within the class</li> <li>• Targeted individual support within the classroom (focus might be behavioural, language based, support for working memory, etc.</li> <li>• Larger print size/coloured paper/coloured overlays</li> <li>• Specially adapted keyboard/mouse as needed</li> <li>• Reading Interventions – Precision Teaching</li> <li>• Social Communication Group Support e.g. Time to Talk, Moving On</li> <li>• Group Co-ordination development – Write Dance, Get Moving,</li> <li>• Speech and Language Therapy support (individual/group)</li> <li>• Targeted individual /paired or small group support during the afternoon to address specific and individual targets set out on the Support Plan – children are withdrawn from their classes to facilitate this.</li> <li>• Learning Mentor interventions including anger management, friendship groups etc.</li> </ul>

		<ul style="list-style-type: none"> <li>• Social stories and comic strip narratives to support children’s understanding of social situations</li> <li>• Additional support groups may be set up to meet the needs of children identified through termly reviews where a group intervention would be more appropriate than several individual interventions. This is dependent on need and the limited availability of staffing.</li> </ul>
f	<i>activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum</i>	<ul style="list-style-type: none"> <li>• Children with SEND are actively encouraged to access activities before and after school – including the Early Birds breakfast club as well as after school clubs and booster sessions. In some specific instances additional support may be made available if a child has a particular need that would otherwise be a barrier to their participation.</li> <li>• No child is ever prevented from going on a trip because they have a SEND. Additional support is made available as required. This is written into their SEND plan and in the trip’s risk assessment. Some children are given additional preparation for school visits, this might include: stories, photo books, researching the venue online or pre-visits with parents/school. This ensures the visit is a positive experience for all.</li> <li>• For some very young children, parents will be asked if their child needs to wear a wrist strap or reins to keep them safe during the visit – this will then be provided by the parent or school as necessary. Again this is included on the SEND plan and/or risk assessment.</li> </ul>
g	<i>support that is available for improving the emotional and social development of pupils with special educational needs.</i>	<p>A Nurture Group, The Rainbow Group, supports children in KS1 with social and emotional needs. The children work in the Rainbow Room from 8.50 – 2.00 daily. In addition to literacy, numeracy, phonics and topic, children are taught to be more resilient, assertive, emotionally intelligent etc.</p> <p>We also have a team of 7 learning mentors supporting children’s individual social and emotional needs throughout school, both in class and on the playground as necessary. This may be to address anger issues, bereavement, attachment, low levels of confidence and self-esteem and to help them to develop positive relationships with their peers and staff.</p> <p>An individual behaviour plan is kept detailing concerns, interventions and half termly evaluations of impact. This is managed by Miss Harris and Mrs Round. Detailed individual behavioural records are also kept for a few children to inform planning, individual support, outside agency referrals and advice e.g. CAMHS, Counselling Service, E.P. as well as the local authority where a child is at risk of exclusion.</p> <p>Referrals to Sycamore Outreach and Consultant Steve Brown (behaviour support) may also be made.</p> <p>School purchases additional support through the services of Educational Psychology for Everyone including one day a week of EP time as well as sessional Play therapy sessions.</p> <p>Counselling support from the Dudley Counselling Service may also be bought in as necessary.</p>



		<p>The Autism Outreach Service provides support to school and outreach support to parents for children from 5 years old. The children have to be formally diagnosed with autism or Asperger's Syndrome to access this.</p> <p>Additional groups are run by foundation staff for Nursery and Reception children who struggle with confidence, self-esteem and resilience or for children who have not developed the early social skills they need to play and learn alongside /with other children and adults. Some children in T42's have additional individual support following a referral to and the granting of additional funding from the Early Year's Inclusion Fund. This is managed in school by Mrs Wood (Phase Leader EYFS)</p> <p>In exceptional circumstances when a child is unable to access their learning due to severe behavioural needs, putting them at risk of permanent exclusion, school may initiate a reduced timetable in the short term. This Reduction in Pupil Entitlement Plan is written by Miss Harris working closely with parents and support agencies and is a short term measure which is reviewed regularly.</p>
4	<p><b>The name and contact details of the Special Education Needs Co-ordinator</b></p>	<p>Special Needs is co-ordinated by Miss Harris at Wren's Nest as part of her role as SENCO. Please email her on <a href="mailto:aharris4@wrens-nest.dudley.sch.uk">aharris4@wrens-nest.dudley.sch.uk</a> or ring on 01384 818517. She also manages the team of Learning mentors and support for children with behavioural needs as part of her role as Acting Deputy Head.</p> <p>Mrs Donaghue (Assistant SENCO) supports Miss Harris in the co-ordination of Special Educational Needs. Please email her on <a href="mailto:gwilkins@wrens-nest.dudley.sch.uk">gwilkins@wrens-nest.dudley.sch.uk</a> or ring 01384 818515</p>
5	<p><b>Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured.</b></p>	<p>Staff training needs are identified by staff during the termly Year Group SEN reviews or through questionnaires asking staff to reflect on their current needs in relation to the children and groups they are teaching. A review of needs documented on the SEND record analysis also identifies training requirements.</p> <p>Some training is delivered by Miss Harris.</p> <p>Additional training is delivered through the EP Service, Learning Support Service (whole school), Occupational therapy and the Autism Outreach Team. Whole school training is updated annually for anaphylaxis, asthma and epilepsy and delivered by the School Nurse. Training for other medical conditions such as diabetes and sickle cell are undertaken as needed to ensure that children with medical needs are safe and fully included in all aspects of school life.</p> <p>Miss Harris attends the termly SENCO Forum run by Dudley's Learning Support Service and on occasions attends national training events relating to SEN Practice and cascades the information to staff and Governors as appropriate. School subscribes to NASEN and The Key providing advice relating to government initiatives and SEND</p> <p>Two members of the staff team have received 'Manual Handling' training.</p> <p>EYFS staff have now all undertaken Makaton training.</p> <p>Precision teaching training has taken place for 10 members of staff.</p>

		<p>All staff have received Sensory Awareness Training from the EP service.</p> <p>Further training has been delivered by the Speech Therapy Service to teachers and teaching assistants working with children with specific needs. This includes ‘commenting’ training to all T42’s and Nursery staff to enhance communication in the Early Years.</p> <p>A Teacher of the Deaf delivers training on an annual basis to the staff working with children with a specific hearing difficulty.</p> <p>Miss Harris has undertaken the Accredited Training for SENCO’s at Birmingham University. This formed part of a Post Graduate Certificate in Professional Studies (SEN) at Masters’ Level. Miss Harris has also undertaken Senior Mental Health Lead training through Leeds Beckett University.</p> <p>School has excellent links with a range of health professionals including the Speech and Language Therapist, Occupational Therapist, the School Nurse, local Health Visitors and CAMHS workers and is able to access support and advice readily. The support of these professionals in making referrals through to other health partners is invaluable.</p> <p>School is also happy to help parents to access support networks and websites, detailing specific information about their child’s particular disability or Special Educational Need. “Contact a Family” is particularly useful in these instances giving information about different medical conditions as well as local and national support groups. Accessing the “Local Offer” provides useful information about what is available locally. School also supports parents in gaining advice from the SENDIASS</p>
	<p><b>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</b></p>	<p>Children’s specific needs are identified through the SEN review process and by information received from outside agencies and parents – where specific equipment is deemed to be necessary to support learning child in school, it is recorded onto the child’s support plans. This is discussed with the Head teacher and resources are purchased accordingly from the SEND budget.</p> <p>A request for general resources for SEN is presented to the Head Teacher and agreed, funding permitting. Funding for SEN is prioritised and where a need can be demonstrated and a resource is identified to meet that need, the school tries to fund the request.</p>
	<p><b>7.The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</b></p>	<p>All Parents are invited to attend Parents’ Evening 3 times a year, it is an opportunity for a discussion to gain an overview of progress and a chance to look through their child’s books with the class teacher as well as literacy and numeracy teacher. Where class or group teachers have specific concerns about a child’s special educational needs, they have a duty to share that concern with the parent and inform Miss Harris/ Mrs Donaghue at the earliest opportunity.</p> <p>Parents are key partners in supporting children’s progress. They provide key developmental information and knowledge about their child’s strengths, interests and needs that form the basis of SEND support plans. Through the multi-agency SEND meetings, parents are able to inform the plans being made as well as receive feedback from the different agencies as well as school. Miss /Mrs Donaghue keeps a record of discussions and the class teacher writes the support plan which is copied for parents, other teachers and key partners as necessary.</p>

		<p>Parents are invited into school to observe or join in with an intervention support session to enable them to understand how their child is being supported and how they might support them at home too</p> <p>Wren's Nest operates an "open door" policy – parents can drop in to see Miss Harris/Mrs Donaghue or make an appointment to see them or their child's teacher or the teaching assistant working with their child at any time; either to share a concern or to get a progress update.</p>
	<p><b>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</b></p>	<p>All children with SEN, complete an "All About Me" at least annually which asks them to comment on the areas in which they feel they need support as well as how they would prefer to be supported. Children are also asked about their friendships and if there is anything they are worried about in school. They are also asked to identify the staff they would go to if they had a concern or were worried about something or someone.</p> <p>Children are always told about the future involvement of outside agencies and are asked if they would like to work with that person on their own or if they would like to be accompanied by a member of the school staff.</p> <p>Children who are recommended for counselling have to give their informed consent before the counsellor is engaged to work with them.</p>
	<p><b>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</b></p>	<p>Parents are actively encouraged to come into school as soon as they have any concern – however small – it is much easier to address a little worry than trying to unpick a larger more upsetting issue if it is left. School operates an "open door policy" for this purpose. There is always a member of the Senior Leadership team available.</p> <p>Complaints regarding SEN should be taken to Miss Harris (in the first instance) - please ring on 01384 818517 to make an appointment. If she is unavailable or if the complaint is about her or if she is unable to resolve the issue, please call into see or make an appointment to see Mrs Parkes (Head teacher) - please ring 01384 818515.</p> <p>If parents are still not satisfied, they should write to the SEN / Chair of Governors, Mrs J Snow c/o Wren's Nest Primary School and she will follow the formal complaints procedure for Dudley</p>
	<p><b>10. How the governing body involves other bodies, including health and social care bodies, local authority support services and voluntary organisations, in meeting the needs of</b></p>	<p>School purchases the services of the Learning Support Service, Educational Psychologist and also a Play Therapist.</p> <p>School can also refer directly to the Physical Impairment/Medical Inclusion Service (PIMIS) and the Specialist Early Years Service (0 – 4) for support and advice.</p> <p>School can refer directly to health related agencies including Speech Therapy, Occupational Therapy, Health Visitors and school health.</p> <p>Referrals to CAMHS have to be made by the GP or Social Worker – however, school will write to the GP detailing their concerns and the support given and its impact to help with the referral. Copies of any reports and plans that would assist the GP are also passed</p>

<p><b>pupils with special educational needs and in supporting the families of such pupils</b></p>	<p>on. For some appointments, parents may request the attendance of a member of staff who works closely with their child to help them explain their child's needs, pass on additional information from school etc.</p> <p>A referral can be made to Autism Outreach, once the parents have a written diagnosis from CAMHs or the Paediatric Consultant.</p> <p>No referrals can be made without informed parental consent. Miss Harris/Mrs Donaghue will always discuss these referrals with parents and ask them to sign a consent form for this purpose.</p>
<p><b>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</b></p>	<p>There are a range of agencies able to support parents and /or their children in the voluntary sector. School will happily discuss referrals into these agencies and support parents in making referrals should they wish.</p> <p>SENDIASS Dudley's Special Educational Needs and Disability Information, Advice and Support Service (previously known as Parent Partnership) can support parents with a range of issues including support around exclusions, EHCPs .</p> <p>Tel: 01384 817373 email : <a href="mailto:dudley.sendiass@dudley.gov.uk">dudley.sendiass@dudley.gov.uk</a> Web: <a href="http://www.dudley.gov.uk/dudleysendiass">www.dudley.gov.uk/dudleysendiass</a></p>
<p><b>12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education</b></p>	<p>Information is passed on to the receiving school as soon as possible. A telephone call is made in the first instance to inform the SEN coordinator of the important information relating to the child's needs and how they might be best met. If possible, Miss Harris/Mrs Donaghue will invite a member of staff from the receiving school to attend a "pass on" meeting at Wren's Nest or will visit the new school with parents should they choose to ensure that reports and key personal information about the child is passed on. Further planned visits for the child and parents can be arranged if necessary. Photo books etc. can be made available for children who may struggle to cope with a change in placement. This same process can be applied in reverse – for children coming to Wren's Nest.</p> <p>In the late Spring/early Summer term, pass on meetings are held with the receiving high schools to ensure the key information is available to the new high school as they plan for their induction week and plan the groups and support for particular children. Additional visits are made to the high school for some children before the induction week. For children with specific speech and language difficulties "Moving On" activities are completed with a member of the SEN Team. Learning Mentors also help to prepare children for the transition. At the end of the academic year a summary sheet is sent to the high school, detailing current concerns support and progress over time. Copies of most recent reports and plans are also sent.</p> <p>For Looked After Children and those with EHCPs or severe and complex needs without EHCPs, review meetings are held with the receiving school. Additional visits for the parents can also be made through Miss Harris – she will attend with them if requested.</p>
<p><b>13. Information on where the local authority's local offer is published.</b></p>	<p>For information advice and support on the local offer please visit: <a href="https://dudleyci.co.uk/send-local-offer">https://dudleyci.co.uk/send-local-offer</a></p> <p>For quick access to information on local services and activities across Dudley ring 01384 814398 or click the link above.</p> <p>Wren's Nest works closely with the Dudley Family Information Services and we are more than happy to support parents in finding out more about the Local Offer. The SEN policy has a little more information on this.</p>

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This SEN Information Report links to our policies on: (published on the school website)

- Accessibility plan
- Behaviour
- Equality information and objectives
- Medical Needs
- Safeguarding
- Intimate Care