



Wren's Nest Primary School



Special Educational Needs Information Report Academic Year 2026-2027



Under Section 69 of the Children and Families Act 2014, schools are required to publish an SEN Information Report setting out the provision available for children and young people with special educational needs (SEN) and/or disabilities. The purpose of this report is to provide clear and accessible information for our current and prospective parents and carers the Local Authority and other relevant agencies about the SEN provision available at Wren's Nest Primary School. This report is reviewed and updated at least annually and is agreed by our School SLT and approved by School Governors. This report should be read alongside the school's SEN Policy and the Dudley Local Offer.

Definitions and abbreviations

SEND – Special Educational Needs and/or Disabilities

SENCO – Special Educational Needs Co-ordinator

EHCP – Education, Health and Care Plan

SEMH – Social, Emotional and Mental Health

SEND = Special Educational Needs and/or Disabilities

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

	Information Headings from the Act	What you can expect at Wren's Nest Primary School
1	<i>The kinds of special educational needs for which provision is made at the school.</i>	Wren's Nest is an inclusive mainstream primary school in which OFSTED recognised that. "Inclusion is the golden thread through all school do." Wren's Nest caters for children from the age of 2 through our Time for Two's (T42s) provision to the end of Year 6. We welcome children with and without special educational needs and/or disabilities (SEND) equally and aim to ensure that all children belong, thrive and achieve to achieve their full potential. We support children with a wide range of special educational needs, including: • cognition and learning needs; • communication and interaction needs, • physical and sensory needs; • physical coordination and developmental needs; and • social, emotional and mental health (SEMH) needs. Wren's Nest understand the importance of early identification of need and children's needs may be identified before they start school or at any stage during their time at Wren's Nest. <u>Time for Two's:</u> Children are eligible for a Time for Two's place where they meet the Local Authority's eligibility criteria. This includes children who meet the relevant criteria because of special educational needs and/or disability. Further information about Time for Two's eligibility and provision can be found through the Dudley Local Authority website. 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 https://www.dudley.gov.uk/residents/early-years-and-childcare/for-parents-and-carers/time-for-twos-free-childcare/) Alongside mainstream classrooms which can adapt to meet the needs of SEN children Wren's Nest also has multiple SEND provisions for Wren's Nest children with EHCPs/in the process of assessment for EHCP's or those who have a SEN need identified. Rainbow Room provides specialist nurture support for children in Years 1–6 who require a different approach to meeting their social, emotional and mental health needs. Children access the Rainbow Room from approximately 8:40am to 2:00pm, with opportunities to reintegrate into their mainstream class where appropriate. The curriculum combines academic learning with nurturing and therapeutic approaches and is adapted to the needs of the children accessing the provision. The provision is led by the Nurture Group Manager and Nurture Group Support staff, alongside other staff with relevant specialist expertise. It is overseen by the SENCO. Shooting Stars provides specialist provision for children in Years 3–6 whose primary area of need is cognition and learning, with additional language, physical and/or SEMH needs. Children are taught in three groups throughout the school day. The National Curriculum is followed and adapted to meet the developmental and individual learning needs of the children. English and mathematics are taught at an appropriate level for each group so that children can access

		learning that reflects their individual needs rather than being restricted to age-related expectations. The afternoon curriculum is broad, balanced and adapted to meet the needs of the children. Social and emotional development is also prioritised through curriculum opportunities, teaching approaches and nurturing principles. The Nest is a drop-in nurture provision for children in Years 1–6 who require additional support with their social, emotional and mental health (SEMH) needs. It is led by experienced support staff and overseen by a SEN teacher/SEND team leader and the SENCO. The provision offers targeted support at key points throughout the school day, enabling the school to respond promptly and effectively to children's individual needs. It provides additional nurture and SEMH support, particularly for children who may be awaiting specialist assessment or intervention. Little Stars is a mixed age SEND provision for children whose individual needs mean that they require a more personalised and adapted approach to learning than can be provided within the mainstream classroom. The provision offers a nurturing, structured and inclusive environment for children who may find the mainstream classroom overwhelming or whose developmental stage and individual needs mean that a different approach is currently more appropriate. Provision is carefully tailored to each child, taking account of their strengths, interests, communication needs, developmental stage and individual outcomes. Children access and follow a full adapted curriculum based on the Early Years Foundation Stage (EYFS) framework, with learning and experiences carefully matched to their developmental needs. Twinkle Room is a mixed-age specialist provision for children with complex and additional needs who require a highly personalised approach to learning and support. Children access an individualised curriculum that is carefully designed around their strengths, interests, developmental stage, individual needs and identified outcomes. Where appropriate, learning is underpinned by the Early Years Foundation Stage (EYFS) framework, with curriculum experiences and expectations adapted to reflect each child's developmental level, Sunshine Room is our Local Authority-commissioned Early Years Inclusion Hub for children in pre-school. Children accessing this provision have an EHCP or are undergoing statutory assessment children are places by the IEYS Wren's Nest gives its full commitment and available resources to meet the needs of children with SEND. We work in partnership with children, parents and carers, the Local Authority, and specialist services across education, health and social care to identify appropriate provision and review its impact.
2	Information about the school's policies for the identification and assessment of pupils with special educational needs.	We aim to identify children's special educational needs as early as possible. A child's SEND may be identified before they join Wren's Nest or at any stage during their education. Children's needs may be identified by: • parents and carers;

		- the child; - school staff; - previous schools or early years settings; - Health Visitors; - Integrated Early Years Inclusion Service; - Speech and Language Therapy; - Occupational Therapy; - Educational Psychology; - Learning Support Services; and - other professionals working with the child and family. Wren's Nest is committed to the early identification and support of children with special educational needs and/or disabilities (SEND). We use our best endeavours and available resources to identify and respond to children's individual needs at the earliest opportunity, ensuring that appropriate support is put in place to remove barriers to learning and participation. We follow a graduated approach to SEND support, using the cycle of Assess, Plan, Do and Review. Through this ongoing process, we develop a clear and increasingly detailed understanding of each child's strengths, needs and barriers to learning. Provision is reviewed and refined regularly, with support becoming increasingly personalised and specialist where this is required to meet the child's needs and secure positive outcomes. We work closely with children, parents and carers, the Local Authority and relevant professionals across education, health and social care. Their views, alongside assessment information, observations and evidence of progress, inform decision-making and the planning of provision. We maintain high aspirations for all children with SEND and seek to ensure that support is timely, proportionate and responsive to individual need. Where a child's needs cannot be fully met through ordinarily available provision, we will work collaboratively with families and relevant professionals to consider whether additional or specialist support is required.
3	<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> <i>how the school evaluates the effectiveness of its provision for such pupils;</i>	We do not put a lid on progress for children with SEND. We have high expectations and recognise that all progress is progress. However, we recognise that children with SEND may make progress in small but significant steps which are not always captured through age-related assessment measures. We therefore use the AAT (Ascent Assessment Tracker), an assessment tool designed by specialist settings to track small steps of progress. AAT enables staff to build a detailed picture of each child's development, identify next steps and evaluate the impact of provision. The effectiveness of SEND provision is monitored through a range of assessment and review processes: SEND Support Plans: Mrs Donaghue maintains an up-to-date SEND register of children receiving SEN support. This is reviewed termly and informs future provision. SEND information is shared with Governors as part of the school's monitoring arrangements. Assessment and progress is also assessed in line with Wren's Nest assessment policy. Children from Time for Twos to Year 6 are assessed through the school's SONAR assessment systems. Where children are working significantly below age-related expectations, AAT is used to track individual progress and small steps of development. Children working on an Early Years programme of study are assessed in line with the Early Years Foundation Stage (EYFS) framework. We use SEND Support Plans through Edukey and Provision Maps to identify children's strengths and needs, desired outcomes, provision, interventions and reasonable adjustments, expected impact and progress over time. Termly

a

Achieve

Belong

Thrive

		review and evaluation: Assessment and provision information is reviewed by the Senior Leadership Team as part of the school's Raising Attainment Plan Review. Findings inform future provision and are reported to Governors. All teachers have Pupil Progress meetings with our school assessment leads, and SENCO to ascertain new need and measure progress of all children. Mrs Donaghue meets with Mrs Snow, the SEND Governor, at least termly to review SEND provision, discuss progress and consider any issues arising for children with SEND. Mrs Snow reports key findings through Curriculum and Standards and Full Governing Body meetings. Our monitoring processes combine assessment information with professional knowledge and the views of children and families. This ensures that SEND provision remains responsive, evidence-informed and focused on individual outcomes and progress.
b	<i>the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</i>	All children are given annual and termly National Curriculum targets and AAT 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 and Pupil Progress meetings at which point 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. 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). - Personalised targets are recorded into their English and Maths books as part of the marking and assessment policies. This is monitored by class teachers and phase leaders. - Children working on additional interventions including Precision teaching, Get Moving, and Time to Talk 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. - 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. - 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. - Class and group teachers are responsible for writing the SEND support plans for all children in partnership with the child's English/Maths teachers, support staff and Mrs Donaghue. Class teachers include parental and child voice as part of the review.

		• 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. • This information is shared with parents at the SEND reviews and/or parents evenings as part of the review process. • School has 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.
C	<i>the school's approach to teaching pupils with special educational needs;</i>	Wren's Nest has high expectations for all pupils. Teachers use adaptive teaching approaches to take account of children's individual strengths, needs and starting points. Teachers adapt: • Explanations • resources; • tasks; • questioning; • modelling; • classroom organisation; • pace; • groupings; and • methods of recording. Our aim is for children with SEND to make strong progress from their individual starting points. We recognise that children develop at different rates and that some children may follow an individual developmental pathway rather than making progress in line with age-related expectations. Parents and carers are kept informed about their child's current level of attainment, progress and next steps. 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. Additional support plans and reports from external agencies are shared with relevant staff so that they can inform planning, teaching and resource provision. 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.

d *how the school adapts the curriculum and learning environment for pupils with special educational needs;*

inc the facilities provided to help disabled pupils access the school.

At Wren's Nest we believe that every child is an individual and that all children should be enabled to participate fully in school life.

We aim to develop children's academic achievement, independence, confidence, self-belief and aspirations. Children with SEND access a broad and balanced curriculum. The curriculum is adapted where necessary in all classrooms to meet individual needs.

Where appropriate, adjustments may be made to:

- curriculum content;
- teaching approaches;
- resources;
- assessment arrangements;
- classroom organisation;
- physical access;
- sensory environment;
- communication approaches; and
- the length or structure of activities.

Where a child requires significant adaptations, these are recorded within their SEND Support Plan and discussed with parents.

Accessibility

The school has facilities to support children and adults with disabilities, including:

- a lift;
- accessible toilet facilities;
- accessible parking spaces;
- adaptations to lighting and acoustics; and
- Soundfield systems where required.

Children using the lift do so with adult supervision.

Risk assessments are undertaken where children require additional support because of physical, sensory, medical or other needs.

Reasonable adjustments are considered to enable children to participate in lessons, activities, trips and other aspects of school life.

Staff may receive specialist training in areas including:

- Moving and Handling;
- Makaton;
- medical conditions;
- Sensory needs;
- other specialist areas relevant to the children attending the school.
- Whole school training Makaton has been given to all staff
- Sensory classroom

- Team Teach

For children with hearing needs, Soundfield systems, radio aids or microphones may be used where recommended. The school also provides appropriate support and adjustments for children with medical conditions in accordance with their individual healthcare needs.

Wren's Nest is committed to ensuring that children with SEND and disabilities are able to access the curriculum, school environment and wider school life alongside their peers. We make reasonable adjustments and adapt provision where necessary to remove barriers to participation and promote inclusion.

The school environment is designed to support accessibility for children and adults with disabilities and includes a lift, accessible toilets and a dedicated care room with shower facilities. Children access the lift with adult supervision, and additional staffing arrangements are put in place where required to support children with mobility needs, including those who use wheelchairs or crutches. Accessibility arrangements are reviewed in line with the school's Accessibility Plan and duties under the Equality Act 2010.

The learning environment has been developed to provide additional teaching and learning spaces, enabling flexible grouping and targeted support for all lessons where this is appropriate to their individual needs.

Risk assessments are undertaken by class teachers in consultation with parents and carers and, where appropriate, relevant Health professionals and specialist services, including School Health, CIPS (Communication, Interaction, Physical and Sensory Team) and Mrs Donaghue, Mrs Allport and Mrs Parsons. These assessments help to identify individual needs and inform reasonable adjustments to the curriculum, school day, environment and activities, including school trips.

The school also considers the sensory environment. Lighting and acoustics have been designed to support an inclusive learning environment for all children and staff, including those with sensory or communication needs. Makaton is used throughout school/

Where staff are supporting children with specific medical, physical or communication needs, appropriate training is provided. This may include Moving and Handling Makaton, alongside training relating to specific medical needs. Staff receive annual training in supporting children with asthma, epilepsy and anaphylaxis, with additional training in complex medical needs where needed areas such as provided where required.

We recognise the importance of ensuring that parents and carers can access information and communicate effectively with school. Where English is not a parent or carer's first language, we use appropriate strategies to support communication, including translated information, interpreters and other translation resources. With parental permission, family members or other appropriate adults may also support communication where this is appropriate.

Where a child is unable to attend school for an extended period following hospitalisation or significant illness, the school will work with the relevant services to support continuity of education. Where appropriate, a referral may be made to The Cherry Tree Learning Centre for home tuition. The service works in partnership with the child's family, school and relevant professionals and, wherever possible, uses the class teacher's planning and resources to provide continuity and maintain

		links with the child's curriculum and peers. Additional funding may be considered where appropriate to support this provision. For children with speech, language and communication needs, staff carefully consider the vocabulary and concepts that are essential to accessing the curriculum. Class teachers identify key vocabulary, including tier 2 and subject-specific vocabulary, so that support staff can reinforce and revisit important language and concepts. In the Early Years and SEN provisions, staff use evidence-informed approaches to support early language development. Nursery and Time for Twos staff have received training in The Commenting Approach, which is used as part of quality-first teaching to develop children's understanding and use of language within meaningful interactions and play. These approaches help to ensure that children with communication and language needs are supported to access learning, develop their vocabulary and participate as fully as possible in the life of the school.
e	<i>additional support for learning that is available to pupils with special educational needs;</i>	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 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 than other pupils and that these children are not treated less favourably by other pupils. This additional and/or different support might be in the form of: • 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, • different reading approaches • British Sign Language or Makaton for children with hearing and language difficulties • Soundfield System for children with hearing disabilities to amplify the sound of their teacher's voice • Radio Aids and microphones • Talking Tins • Smaller groups • Additional TA support within the classroom directed at a particular child or group more frequently than the majority of children within the class • Targeted individual support within the classroom (focus might be behavioural, language based, support for working memory, etc. • Larger print size/coloured paper/coloured overlays • Specially adapted keyboard/mouse as needed • Reading Interventions – Precision Teaching • Social Communication Group Support e.g. Time to Talk, Moving On • Group Co-ordination development – Write Dance, Get Moving, • Speech and Language Therapy support (individual/group)

		- 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. - Learning Mentor interventions including anger management, friendship groups etc. - Social stories and comic strip narratives to support children's understanding of social situations - 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.
f	<i>activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum</i>	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. 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, social stories researching the venue online or pre-visits with parents/school. This ensures the visit is a positive experience for all. For some children, an individual risk assessment may identify the need for additional safety measures during school visits or trips. Where appropriate, this may include the use of a wrist strap or reins to support a child's safe participation. This will always be considered on an individual basis, discussed and agreed with parents and carers, and recorded within the child's SEND Support Plan and/or risk assessment. Where appropriate, parents or carers may also be invited to accompany their child on a visit to provide additional support and reassurance. Any equipment required will be provided by the school or family, as agreed in advance.
g	<i>support that is available for improving the emotional and social development of pupils with special educational needs.</i>	Wren's Nest provides support for all pupils but we also have additional provisions/interventions that can further support need, The Nest is a drop-in nurture provision for children in Years 1–6 who require additional support with their social, emotional and mental health (SEMH) needs. It is led by experienced support staff and overseen by a SEN teacher/SEND team leader and the SENCO. The provision offers targeted support at key points throughout the school day, enabling the school to respond promptly and effectively to children's individual needs. It provides additional nurture and SEMH support, particularly for children who may be awaiting specialist assessment or intervention. Rainbow Room provides specialist nurture support for children in Years 1–6 who require a different approach to meeting their social, emotional and mental health needs. Children access the Rainbow Room from approximately 8:40am to 2:00pm, with opportunities to reintegrate into their mainstream class where appropriate. The curriculum combines academic learning with nurturing and therapeutic approaches and is adapted to the needs of the children accessing the provision. The provision is led by the Nurture Group Manager and Nurture Group Support staff, alongside other staff with relevant specialist expertise. It is overseen by the SENCO. We also have a team of 5 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.

		An individual behaviour plan is kept detailing concerns, interventions and half termly evaluations of impact. This is managed by Mrs Donaghue, Mrs Smith 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, E.P. as well as the local authority where a child is at risk of exclusion. Referrals to Sycamore Outreach and Consultant Steve Brown (behaviour support) may also be made. 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. CIPS provide support to school and outreach support to parents for children from 5 years old. Children no longer have to be formally diagnosed with autism to access this service. 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) 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 Mrs Donaghue working closely with parents and support agencies and is a short term measure which is reviewed regularly.
4	The name and contact details of the Special Education Needs Co-ordinator	Special Needs is co-ordinated by Mrs Donaghue at Wren's Nest as part of her role as Supporting SENCO. Please email her on gdonaghue@wrens-nest.dudley.sch.uk or ring 01384 818515
5	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.	Wren's Nest recognises that staff training is essential in ensuring that children with SEND receive appropriate support. Training needs are identified through: • staff discussions; • SEND reviews; • analysis of children's needs; • staff questionnaires; • discussions with external professionals; and • changes in the needs of children attending the school. Training may be delivered by school staff or external specialist services. Staff have received training in areas including: • Makaton; • Precision Teaching;

- Sensory awareness;
- ADHD
- Trauma and attachment;
- sensory classroom approaches;
- SEN mathematics;
- speech and language approaches;
- commenting approaches in the Early Years;
- hearing impairment;
- asthma;
- anaphylaxis;
- epilepsy;
- Moving and Handling; and
- other medical or SEND-related needs as required.

EYFS staff have completed Level 1 Makaton training and whole school CPD continues to be delivered

Speech and Language Therapy services provide training and advice to staff working with children with specific communication needs.

A Teacher of the Deaf provides advice and training for staff supporting children with hearing difficulties.

The Acting SENCO attends relevant Local Authority SENCO networks and training and shares appropriate information with staff and Governors.

The school uses external specialist expertise where children's needs require advice or assessment beyond the school's existing expertise.

School has established links with a range of professionals, including:

- Speech and Language Therapy;
- Occupational Therapy;
- Educational Psychology;
- Learning Support Services;
- School Nursing;
- Health Visiting;
- CIPS
- Integrated early years services;
- CAMHS and other mental health services, where appropriate; and
- other relevant specialist services.

6. Information about how equipment and facilities to support children and young

Children's needs are identified through assessment, SEND reviews, information from parents and carers, and advice from external professionals.

people with special educational needs will be secured.

Where specialist equipment or resources are identified as necessary, this is recorded within the child's support documentation.

The school considers requests for resources in relation to:

- the child's identified need;
- professional advice;
- the expected educational benefit;
- reasonable adjustments;
- available funding; and
- the school's SEND budget.

Examples of resources may include communication aids, specialist seating, adapted writing equipment, technology, hearing support equipment and sensory resources.

Where specialist equipment is required, school works with relevant professionals and parents to identify appropriate equipment and support its use.

7.The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents and carers are valued as key partners in their child's education.

Parents contribute important information about their child's:

- development;
- strengths;
- interests;
- communication;
- behaviour;
- wellbeing;
- needs; and
- experiences outside school.

Parents are consulted through:

- parents' evenings; (3 times a year)
- Open door policy
- SEND Support Plan reviews;
- individual meetings;
- multi-agency meetings;
- telephone conversations;
- written communication; and
- informal discussions with school staff.

Wren's Nest aims to maintain an open and approachable relationship with parents. Parents are encouraged to raise concerns early so that they can be addressed promptly.

	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. 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.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.	Children with SEND are encouraged to participate in decisions about their education and support. Children complete an All About Me activity at least annually, where appropriate. This gives children an opportunity to share: • what they enjoy; • what they are good at; • areas where they need support; • how they prefer to be supported; • friendships and relationships; • worries or concerns; and • which adults they would talk to if they needed help. Children are encouraged to contribute to their SEND Support Plans and reviews in an age-appropriate way. Where external professionals are involved, children are informed about what will happen and are given opportunities to express their views about how they would like to be supported. All children with SEN need, 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. 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. Children who are recommended for counselling must give their informed consent before the counsellor is engaged to work with them.
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.	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. Complaints regarding SEN should be taken to Mrs Donaghue (in the first instance) - please ring on 01384 818515 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.

		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
	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 pupils with special educational needs and in supporting the families of such pupils	Wren's Nest works with a range of external agencies to support children with SEND and their families. Depending on individual need, this may include: • Dudley Learning Support Service; • Educational Psychology; • Speech and Language Therapy; • Occupational Therapy; • School Nursing; • Health Visiting; • Specialist Early Years Services; • Educational Psychology; • CIPS
	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.	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. 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. Tel: 01384 817373 email : dudley.sendiass@dudley.gov.uk Web: www.dudley.gov.uk/dudleysendiass
	12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education	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, 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. 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. 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 Mrs Donaghue – she will attend with them if requested.
	13. Information on where the local authority’s local offer is published.	For information advice and support on the local offer please visit: https://dudleyci.co.uk/send-local-offer For quick access to information on local services and activities across Dudley ring 01384 814398 or click the link above. 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.