

Special educational needs (SEN) information report

Werrington Primary School



Approved by:	Governors	Date: January 2026
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Last reviewed on:	January 2026
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Next review due by:	January 2027
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Dear parents and carers,

At our school, every child is valued, included, and supported to achieve their full potential. We recognise that some pupils may need additional help at different points in their learning journey, and we are committed to working closely with families to ensure that support is timely, effective, and tailored to each child's needs.

This SEN Information Report explains how we identify and support pupils with special educational needs, the provision we offer, and the ways we work in partnership with parents, carers, and external professionals. Our aim is to provide clear, accessible information so you feel confident, informed, and involved in every step of your child's education.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website <https://www.werringtonprimaryschool.co.uk/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties such as dyslexia. We can also support children with dyspraxia, dyscalculia and dysgraphia following a diagnosis.
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Sensory processing

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Jules Perry. Her email address is JulesPerry@werrington.peterborough.sch.uk or senco@werrington.peterborough.sch.uk

She has 9 years experience in this role and has worked as a qualified SENCO across four schools in the Peterborough and Cambridgeshire area. She has been a qualified teacher since 2007.

She achieved the National Award in Special Educational Needs Co-ordination in 2017 and completed a SENCO refresher course in 2022/2023. They are allocated 3 days a week to manage SEN provision.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. They have received training in autism, an introduction to developmental trauma and other CPD linked to supporting children who have a need. As staff we also receive regular training in Safeguarding, Prevent, First Aid, Asthma and Epipen Training. Some staff also have Pediatric First Aid Training.

Teaching assistants (TAs)

We have a team of 29 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

These are some of the qualifications our TAs hold:

NNEB, ADHD awareness diploma, Cache Level 2 Understanding Autism, Mental Wellbeing in Children and Young People, TA level 3, SEND Diploma, BA Hons Degree in Childhood and Youth Studies, TA level 2, Level 3 Diploma parent support work in school, Webster Stratton Facilitator, EDEXCEL level 3 NVQ in children's care, learning and development, Epilepsy Awareness for schools, Lego Therapy, Developmental Trauma, Winstons Wish Childhood Bereavement, YMCA Managing Challenging Behaviour, Intensive Interaction Attention Autism.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Support for learning team
- Local Authority Specialist Services
- Autism Advisory Team
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental health support team
- Education welfare officers
- Social services
- Voluntary sector organisations

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact the class teacher via their email address, class email address or by telephoning the office and leaving a message.

You can also complete a parent concern form which is available at the office.

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

You can also contact the SENCO directly via email or by telephoning the school office.

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

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

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

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, spelling, handwriting, fine and gross motor skills, social interaction.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and complete an initial concern form, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

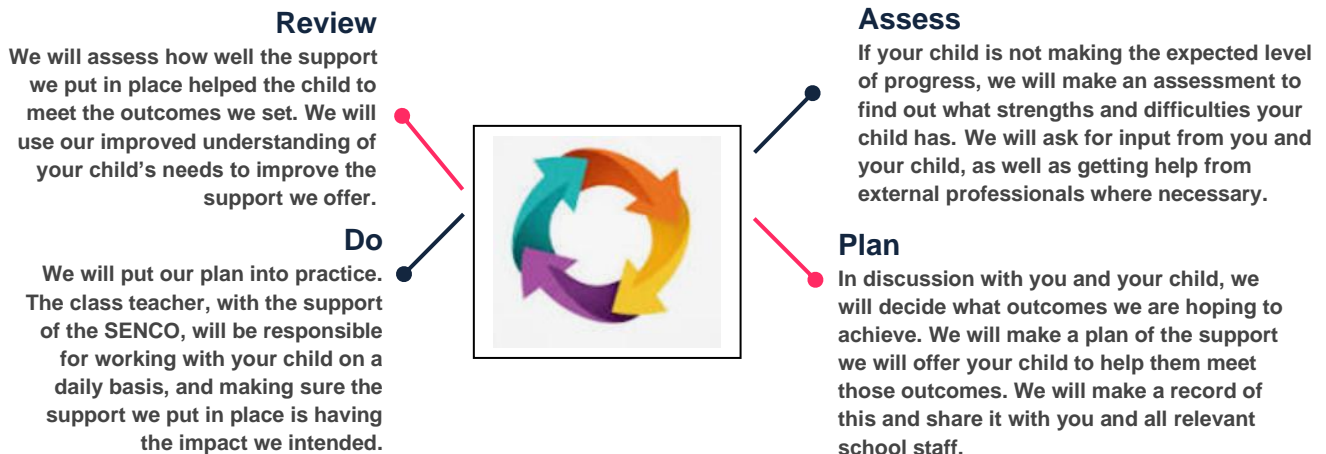
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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

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

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

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



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

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

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

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

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

We will provide annual reports on your child's progress. Parents evenings are held twice a year when you will have time to discuss your child's progress with the class teacher and discuss any concerns you or the teacher may have.

Your child's class teacher will review your child's assess, plan, do, review three times a year. These are sent out via email, with parents given the opportunity to contact the class teacher if there are any questions in the first instance and then to contact the SENCO.

These reviews are held to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance via email or by telephoning the school office. Then contact the SENCO via email or by telephoning the school office should you require any further support.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

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

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when any activity or intervention needs to be carried out in this way.
- Teaching assistants will support pupils in small groups when requested to by the class teacher.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Tinted books Overlays
	Moderate learning difficulties	Adapted tasks Individualised curriculum planning
	Severe learning difficulties	Individualised curriculum Visuals
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Hearing loop Support from the hearing impairment team
	Visual impairment	Limiting classroom displays Enlarged text Chrome book Specialist PE equipment Support from the visual impairment team
	Multi-sensory impairment	
	Physical impairment	Disabled facilities in school

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

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

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

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

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

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to a number of residential sites, which are selected by the class teachers.

All pupils are encouraged to take part in sports days, school council, in school clubs, school performances, visits to the church etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through the annual review process, through discussion with pupils either with the class teacher or the SENCO.
- We run a lunch time club for pupils who need extra support with social or emotional development or for those children who find the playground overwhelming and need a quieter space.

- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through our PSHE lessons and by taking part in anti bullying week.

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

Between years

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

- Hold end of year handover meetings between class teachers and the SENCO if needed
- Social stories to support movement to a new class
- Extra visits from the new class teacher to the current class or vice versa

Between schools

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

- We will send the new school any of the SEN information we have on your child, including their assess, plan, do, reviews, information for any referrals that have been made or any assessments that have taken place

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term. Extra visits can also be arranged if this is needed. We will sometimes refer to the specialist team at the local authority to provide the child with extra transition support.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

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

Miss Kirsty Graham, who is our designated looked after child member of staff, will work with Mrs Jules Perry, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher, SENCO and then Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. The Local Authority will provide you with details of the organisation to contact. The SENDIASS team will also provide support for parents going through this process.

16. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Peterborough's local offer. Peterborough City Council publishes information about the local offer on their website:

<https://www.peterborough.gov.uk/children-and-families/send-local-offer>

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

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/service.page?id=E1PbUIt6ObU>

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

<https://familyvoice.org/>

<https://www.littlemiraclescharity.org.uk/>

<https://www.caringtogether.org/carers-directory/autism-peterborough/>

Useful websites for support for children with special needs:

<https://haypeterborough.co.uk/support/nhs-cpft-adult-attention-deficit-hyperactivity-disorder-adhd-clinic-2/>

<https://www.autism.org.uk/>

<https://nha-handwriting.org.uk/handwriting/help-for-parents/>

<https://www.cpft.nhs.uk/speech-and-language-therapy-children/>

<https://www.cpft.nhs.uk/occupational-therapy-children/>

<https://www.bdadyslexia.org.uk/>

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=FCIJ06Wts68>

<https://www.sensory-people.co.uk/>

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

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

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

