



Special Educational Needs (SEN) Information Report



Pear Tree
Primary School

'Being our Best Selves'

Date agreed	November 2025
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Headteacher	Nikki Casey
Chair of Governors	Jo Hillman
Signed on behalf of the Governing Board by Name:	Signature: Date:
Signed on behalf of the school by:	Signature: Date:

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The aim of this information report is to explain how we implement our SEND policy how special educational needs support works in our school.

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

You can find it on our website

[Pear Tree Primary School: Policies](#)

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, Developmental Language Delay (DLD)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	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

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

Our special educational needs co-ordinator, or SENCO

Natalie Zatrakova leads our Special Educational Needs (SEN) provision across the school. In her role, she oversees the application and implementation of Education, Health and Care Plans (EHCPs), SEN Support Plans, and First Concerns paperwork. Her responsibilities involve working strategically with all stakeholders in the school, including parents, carers, children, teachers, teaching assistants, middle leaders, senior leaders, and governors, to ensure an inclusive and high-quality education for all pupils, regardless of their needs.

Our SENCO is: Mrs Natalie Zatrakova

They have 1 year experience in this role and have and has been a qualified teacher for 9 years, two of which were in a Specialist setting for children with Autism and complex behaviour..

Natalie is working towards achieving the National Professional Qualification in Special Educational Needs.

They are allocated 2.5 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 15 TAs, including 1 higher-level teaching assistant and three Emotional Literacy Support Assistant (ELSA)

Our teaching assistants are trained and supported to deliver interventions such as Lego Therapy, SALT, Precision Teaching and have all attended training on attachment and co-regulation.

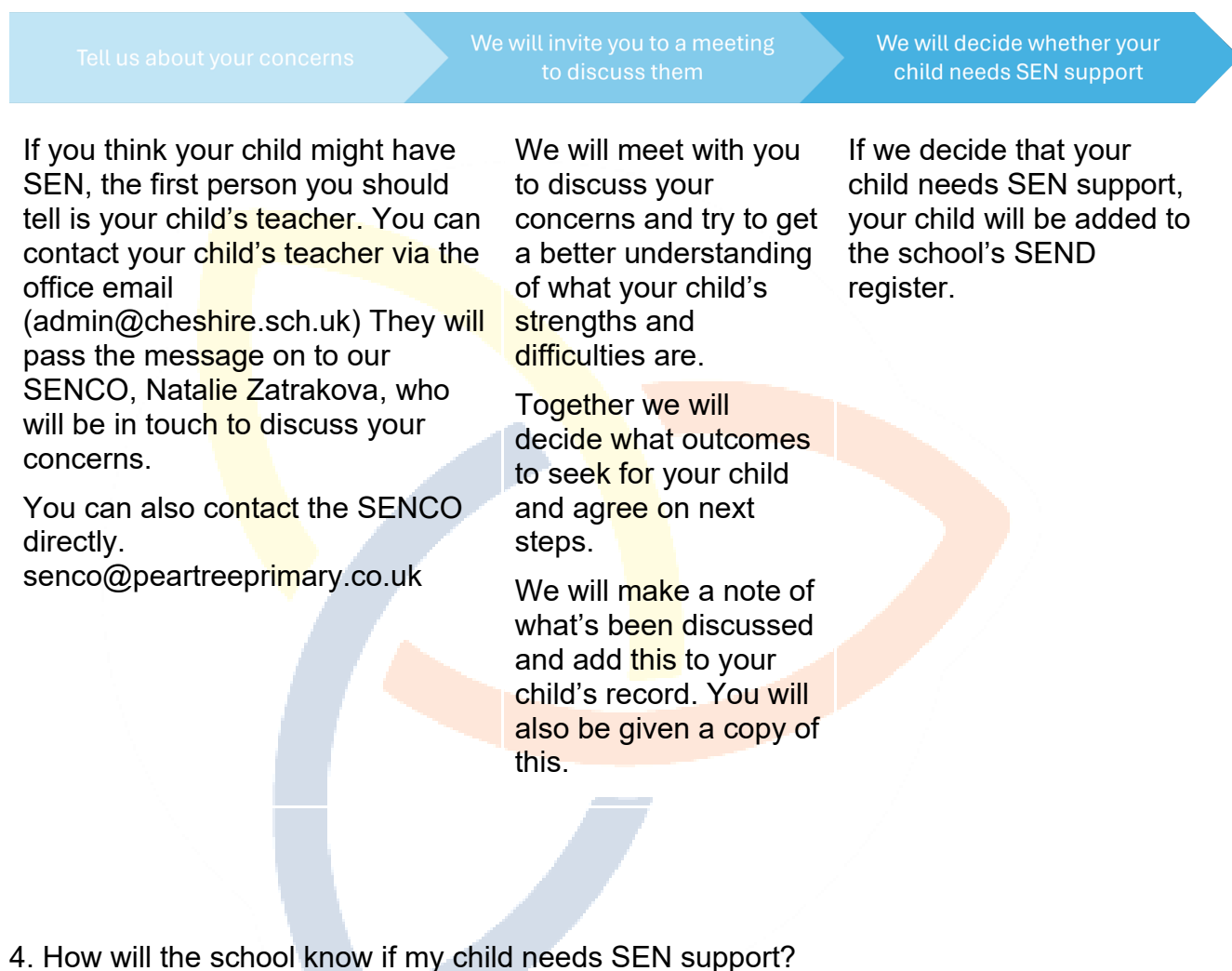
External agencies and experts

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
- Cheshire East Autism Team
- Occupational therapists
- Sensory and Processing Occupational Therapy Support Service (SPOTSS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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



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

All class teachers are informed about Special Educational Needs (SEN) and consistently monitor pupils for any signs that they may not be making the expected academic or social progress. This may relate to areas such as reading, writing, or mathematics, but can also include concerns about a child's emotional regulation, attention, concentration, or social communication.

When a teacher identifies that a pupil is demonstrating slower-than-expected progress, they will first investigate whether there are any gaps in the pupil's learning. If such gaps are identified, targeted support is provided to help the pupil address them. Pupils without SEN typically make rapid progress once these learning gaps have been resolved.

If the pupil continues to experience difficulties and does not make the expected progress, the teacher will consult with the Special Educational Needs Coordinator

(SENCO) and will contact you to discuss the possibility that your child may have SEN.

The SENCO will then observe the pupil both in the classroom and during unstructured times, such as in the playground, to gain a comprehensive understanding of their strengths and areas of difficulty. They will hold discussions with the pupil's teacher(s) to identify any concerns or recent changes in progress, attainment, or behaviour. Additionally, the SENCO will compare your child's development and progress with that of their peers and with relevant national data.

The SENCO will seek your views and will also speak with your child to gather their perspective. Where appropriate, the SENCO may request input from external professionals such as a speech and language therapist, an educational psychologist, the autism team, or a paediatrician.

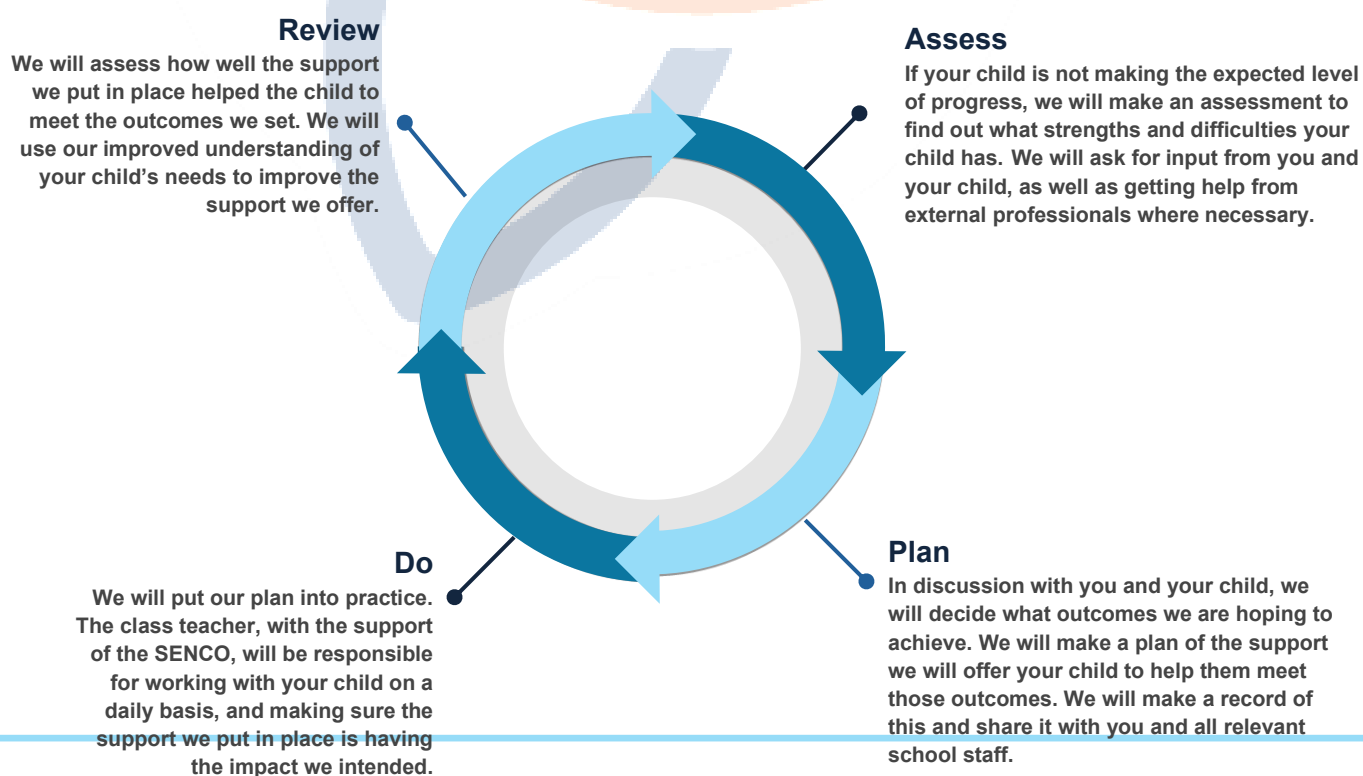
Using all of the information collected, the SENCO will determine whether your child requires SEN support. You will be informed of the outcome of this decision. The school will seek parental consent prior to placing a pupil on the SEND register, ensuring that families are fully informed and agree to the support being put in place.

If SEN support is deemed necessary, your child's name will be added to the school's SEND register, and the class teacher and SENCO will collaborate with you to develop an individual SEN support plan.

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**.



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As part of the planning stage of the graduated approach, we will establish clear, measurable outcomes that we expect your child to work towards. We will monitor your child's progress over time and refine the support provided as we learn which strategies are most effective for them.

This process is ongoing. If a review indicates that a pupil has made sufficient progress, they may no longer require the additional provision offered through SEN support. For other pupils, the cycle will continue, and the school's targets, strategies, and provisions will be revisited and further refined to ensure they remain appropriate.

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

We will provide annual reports outlining your child's progress.

For pupils on the SEN register, your child's class teacher and the SENCO will share the SEN support plan with you three times per year. During these meetings, we will:

- Set clear outcomes for your child's progress
- Review progress towards these outcomes
- Discuss the support that will be put in place to help your child achieve them
- Identify the actions the school will take, the actions we will ask you to take, and the actions we will ask your child to take

These meetings, during which we review and update the SEN support plan, are known as **STAR Days**.

We recognise that you are the expert when it comes to your child's needs and aspirations. We aim to ensure you have a clear understanding of how we are supporting your child, so that you can provide insight into what strategies or approaches you believe will work best.

We also value your input as much as possible, as it helps us build a comprehensive picture of how the SEN support we provide is affecting your child outside of school. If your child's needs or aspirations change at any time, please inform us promptly so that we can keep our provision relevant and effective.

Following any discussion, we will document agreed outcomes, actions, and support, and this record will be shared with all relevant staff. Should any concerns arise between meetings, please contact your child's class teacher via email admin@cheshire.sch.uk

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

The level of involvement will depend on your child's age, communication skills, and level of competence. We recognise that every child is unique, so decisions about their participation will be made on a case-by-case basis, in consultation with you.

We may seek your child's views using a range of approaches, including:

- Attending meetings to discuss their progress and outcomes
- Discussing their views with a member of staff who can represent them during meetings

- Completing a survey
- Using total communication methods, including speech, gesture, symbols, communication aids, or other non-verbal approaches to ensure their voice is fully heard

These approaches ensure that your child can actively participate in decisions about their education in a way that best suits their individual communication needs.

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

Your child's teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality, inclusive teaching is our first response to meeting your child's needs. We ensure that every pupil has access to a broad and balanced curriculum throughout their time at our school.

Teaching is adapted to suit the way each pupil learns best. There is no "one-size-fits-all" approach; adaptations are made on a case-by-case basis to ensure they are meaningful and effective for your child.

These adaptations may include:

- Modifying the curriculum to ensure all pupils can access it, for example through small group work, adapting teaching style, or adjusting lesson content
- Differentiating teaching, for example by providing longer processing times, pre-teaching key vocabulary, reading instructions aloud, or other strategies
- Adapting resources and staffing to support learning
- Using recommended aids, such as laptops, coloured overlays, visual timetables, or larger font
- Providing teaching assistant support on a one-to-one or small group basis, depending on individual needs and the level of support required to meet targets

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 Lego Therapy Talkabout

	Speech and language difficulties	Speech and language therapy Wellcomm Blanks A total communication approach AAC systems
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlays Pre teaching Precision Teaching Fine Motor Skills IDL Literacy Beat Dyslexia
	Moderate learning difficulties	Pre teaching Precision Teaching IDL Literacy Little Wandle interventions Little Wandle fluency approach (KS2)
	Severe learning difficulties	Engagement Model Bespoke curriculum
Social, emotional and mental health	ADHD, ADD	Flexible seating Social stories Comic strip conversations Movement breaks Sensory circuits
	Adverse childhood experiences and/or mental health issues	Nurture groups Friendship Terrace ELSA
Sensory and/or physical	Hearing impairment	Hearing loop Makaton

	Visual impairment	Adapted resources Access to technology to support vision Tactile sensitivity support NV access support
	Multi-sensory impairment	Sensory Circuits Gross motor skills support Regulation support and teaching
	Physical impairment	Gross Motor skills Cool Kids Motor Skills United

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

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 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

In such cases, we will consult with relevant external agencies to obtain recommendations on the most effective strategies and resources to support your child's learning.

The school will cover up to £6,000 of any necessary costs. If additional funding is required, we will make a request to the local authority to request the necessary resources.

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 trips to Burwardsley (Year 2), Buxton (Year 4) and London (Year 6).

All pupils are encouraged to take part in sports day, school plays, school trips, enrichment clubs 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.

Risk assessments are carried out and procedures are put in place to enable children to participate. If staff or a health and safety risk assessment suggest that a child needs one-one support due to their particular needs, we endeavor to provide this. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

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

For applications made during the normal admissions round, parents should use the application form provided by their home local authority, regardless of the local authority in which the schools are located. This form allows you to express a preference for a minimum of three state-funded schools, listed in order of priority. Offers of school places will be communicated directly to parents by the home local authority.

No pupil will be refused admission on the basis of a disability. Pupils with SEND will be admitted under the same criteria as other applicants.

On admission, parents will have the opportunity to meet with the SENCO and class teacher to discuss their child's special educational needs and ensure a safe and supportive start to their learning.

All pupils whose Education, Health and Care (EHC) plan names the school will be admitted before other places are allocated.

13. How does the school support pupils with disabilities

At Pear Tree, we take great pride in our inclusive ethos and are committed to ensuring that all pupils have equal access to learning opportunities, regardless of their needs or disabilities.

Accessibility Plan:

We work with specialist services e.g. Occupational Therapists, Sensory Inclusion Service to provide appropriate facilities that support inclusion and equality. This includes

- Making adjustments to the school environment to ensure it can safely be negotiated by all pupils.
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

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

At Pear Tree Primary School, we are committed to supporting the emotional health and wellbeing of all pupils and staff. We foster a caring, nurturing, and supportive ethos and aim to work collaboratively with parents, carers, and other significant individuals in the lives of our pupils. Our approach is respectful and kind, valuing the contribution of every individual.

We recognise that everyone faces life challenges that can make them vulnerable, and at times, anyone may require additional emotional support. We believe that positive mental health is the responsibility of the whole school community and that everyone has a role to play in promoting it. We also acknowledge that emotional wellbeing has a direct impact on learning and that pupils are never too young to discuss mental health.

<https://d1uw1dikibnh8j.cloudfront.net/media/11396/tmh-parent-leaflet-final-web-updated-by-ed-april-2020.pdf>

At our school we:

- Promote a nurturing environment in which all children feel safe, cared for, and listened to
- Support children in understanding their emotions and feelings
- Encourage children to share concerns or worries using tools such as 'Talk to TED'
- Help children to form and maintain positive social relationships
- Promote self-esteem and ensure children know that they are valued
- Encourage children to be confident and recognise the qualities that make them unique
- Support children in developing emotional resilience and managing setbacks

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a strong sense of belonging
- Facilitating pupil voice and providing opportunities for pupils to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities for pupils to develop a sense of worth through taking responsibility for themselves and others
- Offering time and space for reflection
- Signposting and providing access to appropriate support to meet individual needs
- Implementing the myHappyMind programme to educate pupils on how their brain works and how this can impact on their mental health

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We pursue our aims through:

- Delivering universal, whole-school approaches that promote positive mental health and wellbeing
- Providing support for pupils experiencing recent difficulties, including bereavement
- Implementing specialised, targeted approaches for pupils with more complex or long-term needs
- Our mental health provision map

15. 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:

- Invite both the current class teacher and the next year's teacher to attend the pupil's final STAR Day meeting of the year, where the SEN support plan is reviewed
- Schedule transition days and "move-up" mornings to familiarise pupils with their new environment
- Use social stories to prepare and support pupils for upcoming changes
- Prioritise the development of positive relationships between the pupil and their new teacher before the transition

Between schools

When your child is moving on from our school, we will consult with you regarding the information you would like us to share with the new setting.

The SENCO from the secondary school will meet with our SENCO and will be invited to your child's final STAR Day meeting. During this meeting, the needs of all pupils receiving SEN support will be discussed.

Pupils will be prepared for the transition through:

- Visits to the new school and participation in transition days
- Enhanced transition arrangements for some pupils, providing additional opportunities to familiarise themselves with the new setting
- Developing skills to organise themselves independently
- Familiarisation with new school rules and expectations, including uniform and routines

When your child is moving to our school, we will visit their preschool setting to meet with their keyworker and observe them in play and request paperwork to be shared with us.

Pupils will be prepared for the transition by:

- Being invited to attend 'Getting to Know You' sessions in school
- Parent Information evenings

- Tours of the school environment
- Working closely with the nursery or preschool and their SENCo to support transition to mainstream primary

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

Mrs Nicola Casey (Head Teacher) will work with Natalie Zatrakova, 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.

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

Pear Tree Primary School has an 'Open Door Policy' and parents are welcome to speak to staff at a mutually agreed time, either face to face or by telephone. Regular newsletters are sent out to parents/carers. Additionally, we welcome emails to our office email address who will then send on your email to the relevant class teacher. Parents' evenings are held twice a year and there is an annual written report on your child's achievement. Parents are invited to attend class assemblies to share their children's learning. The views and opinions of Parents of SEND pupils are highly valued by the school.

The initial point of contact is always the child's class teacher. If concerns cannot be dealt with by the class teacher, then an appointment can be made with the SENCO, Natalie Zatrakova. If you feel your concerns still need addressing, then you can make an appointment with the Head Teacher, Mrs Nicola Casey. If you are not satisfied with the school's response, you can escalate the complaint.

You can find The Cornovii Trust's Complaints Policy [here](#).

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.

Mediation and Disagreement Resolution Service, Together Trust Centre, Schools Hill, Cheadle, Cheshire, SK8 1JE, 0161 283 4848, drs@togethertrust.org.uk

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

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

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <http://www.ceias.cheshireeast.gov.uk/home.aspx>
ceias@cheshireeast.gov.uk

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

Cheshire buddies – short breaks for parents and carers in Cheshire

<https://cheshirebuddies.co.uk/>

Ruby's Fund – Support and activities for children with SEND

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

CAFT – Children's adventure Farm Trust <https://caft.co.uk/>

Autism Inclusive – drop in sessions and coffee mornings for parents and activities for children <https://www.aicrewe.org.uk/>

ChAPS (Cheshire Autism Practical Support) Parenting support, workshops

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

Space for Autism – drop in sessions open space for families with children who have

ASC – coffee mornings with professionals <https://www.space4autism.com/>

Contact - <https://contact.org.uk/help-for-families/information-advice-services/our-helpline/>

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

➤ [IPSEA](#)

➤ [SEND family support](#)

➤ [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)

19. 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

