



Warren Wood Primary School

Annual Report to Parents on SEND and Inclusion

July 2026

Key Staff:

SENDCo - Ms K Entwistle

Pastoral Manager- Mrs L Brealey

TA support – Mrs N Lightfoot

Mrs C Holt

Mrs M Unsworth

Miss R McMylor

Miss C Baynes

Mrs C McKenna

Miss H Parker

Mrs M Medford

Mrs S Hasnain

Miss K Doxey

Miss K Hayes

Mrs C Youngblood

Mrs M Connolly

Mrs N Costantino

Mrs R Howells

Miss S Thomasson

Mrs S Cuthbert

Mrs Y Akhtar

Mrs M Nelson

Teacher of the Deaf – Mrs C Tombs

LA Inclusion Teacher – Mrs N Pritchard

SEND Governor – Mr A Read

Policies

All policies include explicit reference to SEND, Inclusion and Equality.

Numbers of Pupils with SEND

SEND Support	36 boys 28 girls
EHC Plan	12 boys 4 girls
% SEND Support	11.4%
% EHCP	4%



Identification procedures for students with SEND

- *Use is made of data from feeder Early Years settings.
- *The EYFS team visit the feeder settings to meet the children and discuss needs with parents and outside agencies.
- *The SENDCo works closely with all teachers to identify any additional needs. Observations are carried out, resources purchased and information disseminated.
- *Catch-up groups are organised within each Key Stage. These are monitored and assessed every term to ensure progress and suitability. Information is reported to all staff and Governors.
- *Students identified as being vulnerable and/or having SEND are given additional support to ease transition.
- *Children not meeting age related expectations, and are in need of substantial differentiation, are referred to LSS (Learning Support Services) to see if they meet criteria for additional support.
- *Teachers carry out assessments for reading, writing, spelling and maths regularly in relation to national standards.
- *Tracking of pupils' attainment takes place at 10, 20 and 36 weeks throughout the school. Data is analysed and strategies are put in place to support children.

How students are ensured access to the curriculum/activities:

- *All children, regardless of their individual needs are placed within a class.
- *All children are integrated fully into the life of the school and have access to a broad and balanced curriculum.
- *Individual children with SEND have a personalised learning programme designed for them, depending upon their specific need.
- *Support is made available across the curriculum in class and teaching assistants are available to aid progress on an individual or small group basis within the classroom.
- *The SENDCo has the recognised National SENDCo qualification. Teaching staff and TAs have been trained in current legislation, Wellcomm, Team Teach, Attachment, Autism, ADHD, Diabetes, Epilepsy, First Aid, Dyslexia, DLD, Downs Syndrome and Catch-up programmes. Training is on-going and updated throughout the year.



* SEND support plans, 1 Page Profiles, My Plans, Attachment Plans and Sensory Lifestyle Plans are co-produced and shared with all relevant staff, parents, pupils and outside agencies.

*All children have access to the extra-curricular activities on offer at school.

Provision made for individuals

*The school has a generic policy for SEND and Inclusion but support and intervention is very much planned and delivered on an individual basis. As such there is a range of provision on offer.

*Provision may include: in class support (teacher, TA, peer); small group teaching; Individual teaching; Phonics, Comprehension Express (Reading Intervention), Nessy (spelling), Plus 1 (Maths), Power of 2 (Maths), Social Skills group, Nurture group, Motor Skills, SEMH, Sensory Support, and Speech and Language (Wellcomm).

Statutory Reporting Requirements

*All statutory reporting requirements are met.

*SEND reporting is an integral part of the Census and data collection. Data is readily available and reports can be collated.

Liaison with external agencies

The school maintains positive liaison and undertakes collaborative work with a range of outside agencies and support services including: MHST; CAMHS; CDU; Hearing and Vision Service; OT; Inclusion team; School Nurse; Social Services; Ethnic Diversity; SALT and Primary Jigsaw

Communication with parents

Parents are welcome to contact Ms Entwistle or Mrs Brealey at any time either by telephone or email. Meetings with teachers are welcomed at a convenient time. Parents of children on the SEND register meet with the SENDCo and teacher to discuss next steps.

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Disabled pupils

The school is committed to being an inclusive school. All statutory requirements are met for the admittance of children with any disability and we offer a warm and caring community to support individual needs.

Effectiveness of provision

The SENDCo, overseen by the Head Teacher, meets with children, parents, staff and external agencies to monitor the academic and pastoral progress of SEND pupils on a termly basis. Where a need is identified an intervention programme is organised and the outcome is reviewed.

Funding

Schools receive funding for all children with special educational needs. From this, schools are able to provide what children need, including equipment. The local authority may need to contribute further if the equipment is particularly expensive or specialist or if they need a Learning Support Assistant to work with them. This is then assessed by the Special Educational Needs Panel for the Local Authority who will make a judgement of what support is necessary and allocate some time and money to school to pay for or towards the cost of such support.

Transition planning

As part of the whole school transition programme close links are made between feeder settings and between Key Stages and classes. Information is recorded on school admission forms and teachers meet to discuss the children. For some children tailored transition resources are created.

Local Offer

Details of the Local Offer can be found on the Stockport website.

The School Offer can be found at <http://www.warrenwood.stockport.sch.uk/>