



POULTON ST CHAD'S
CHURCH OF ENGLAND
PRIMARY SCHOOL

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

SEND Information Report 2026

Issue Number	Date	Author	Approver	Review Date	Changes
1	May 2024	R.Thompson	Rachelle Hayton, Chair of Governors	May 2025	Newly Written
2	Dec 2026	R Thompson	Rachelle Hayton, Chair of Governors	Jan 2026	Updated with Assistant SENDCo info.

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Sections covered in our information report are:

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4. People in school who work with pupils with Special Educational Needs and their parents
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1. Our Mission statement:

St Chad's Church of England Primary School aims to develop all its pupils to their full intellectual, spiritual and physical potential by creating an atmosphere based on Christian faith and values in the Anglican tradition.

Poulton St Chad's CE Primary School is an inclusive school. We aim to ensure all our pupils, whatever their ability or needs, reach their potential, are equally valued and are happy at our school.

2. Aims and Purpose of our SEND Information Report:

To outline the Special Educational Needs and Disability (SEND) provision for children at Poulton St Chads' CE Primary School.

We aim to :

- Ensure that the arrangements made for pupils with special educational needs comply with the requirements in **section 69 of the Children and Families Act 2014, the SEN information specified in schedule 1 of SEN and Disability Regulations 2014, the Equality Act 2010 and the SEND Code of Practice 0-25 years.**
- Ensure that children with special educational needs are valued within school and that their needs and uniqueness are provided for through support and a curriculum adapted and designed to develop their abilities to the maximum.
- Ensure that all our pupils are involved with decisions made about them and their education and future.
- Ensure that parents are involved in school life and are kept informed about their child's progress.
- Ensure children with SEND who are looked after by the Local Authority are supported.

3. Definition of Special Educational Needs:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of the children of the same age.
- b. have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c. are under compulsory school age and fall within the definition at (a) and (b) above or would do so if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. (SEN COP 2001 1,3)

4. People in school who work with pupils with Special Educational Needs and their parents:

All teachers in school teach, and have responsibility for children with special educational needs. The following people have specific roles within the school:

Headteacher and SENDCo are responsible for the oversight of SEND provision across the school and that children's progress is monitored regularly. The SENDCo and SEN Governor meet termly to discuss provision, programmes of support and individual needs.

Family Support Worker (FSW) supports individual children and their families as well as groups of children with and without SEND.

Key Stage 2 Intervention Teaching Assistant works with identified individual children with an EHCP and those on SEN Support to ensure they are provided with 1:1 or small group intervention to support outcomes set out in their EHCP or Pupil Passports.

SEN Governor regularly liaises with the SENDCo regularly and reports to the Governing Body

External agencies such as Speech and Language Therapy, Educational Psychology, Counselling and Specialist teachers support children, staff and parents where appropriate.

Welfare staff are aware of the needs of particular children and are given strategies to support individual children where necessary.

SENDCo Responsibilities:

- Oversee the daily operation of the school's SEND Policy
- Advise on a graduated approach to SEND support
- Support staff to ensure effective provision is planned and delivered
- Provide training where necessary
- Advise on the deployment of staff and the delegated budget to meet the needs of children with SEND.
- Liaise with parents of pupils with SEND
- Act as the Designated Teacher where a looked-after child has SEND
- Liaise and work alongside other schools, Educational Psychology, Specialist teachers, Paediatric Children's Services, Counsellors and Early Years providers and other organisations where appropriate.

5. Identifying special educational needs:

It is vital that a pupil's special educational needs are identified as early as possible.

We believe it is important to meet with parents as soon as possible to discuss any concerns and the next steps we plan to take to support their child. Parents are consulted before their child is recognised on the SEND Register and whilst on the register, parents are invited into school each term (in addition to Parent's Evening) to discuss their child's progress.

How do we identify pupils who have special educational needs?

Before entry into school

- The Office team at school contact parents of new starters and ask for basic information, including whether they feel their child has any special educational needs. This information is collated and the SENDCo liaises with nursery settings.
- During the summer term, the SENDCo and/or EYFS teacher visit children in their nursery setting and meet with staff to discuss the needs of those children.
- Following this, the SENDCo and/or EYFS teacher meet with parents to discuss their child's transition into school and make plans to support this.

In school

All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEND as early as possible. Quality First Teaching is the first step in ensuring children. This could be through:

- Teacher observation
- Teaching Assistant observation
- Assessment (internal and National Curriculum)
- Screening tools
- Information from previous settings
- Information shared by parents

Teachers note their concerns and share with the SENDCo which is then discussed at the bi-weekly Inclusion meetings with the Headteacher, SENDCo and FSW. The SENDCo will then liaise with staff involved to agree on action that needs to be taken.

Children who enter school mid-year or after Foundation Stage

The SENDCo liaises with staff from the previous school and to ensure all records and paperwork is transferred and can be accessed by school (either in paper form or via CPOMS).

6. Provision for children with SEND

All children receive Quality First Teaching (QFT) and have access to a broad and balanced curriculum. The curriculum is planned and adapted to take into account any special educational needs a child may have. This is monitored and evaluated regularly to ensure continued effectiveness. The school uses a graduated approach to SEN Support.

Ways in which we support children with SEND:

- Provide a differentiated and adapted curriculum taking into account specific needs
- Make adaptations to the learning environment in order to ensure the curriculum is accessible
- Deployment of Teaching Assistants
- Deployment of FSW
- Individual and group Interventions
- Specialist equipment and resources
- Specialist teaching interventions
- Use of appropriate ICT equipment and online programmes
- Social Skills programmes
- Sensory Circuits and Diets
- Involve pupils in writing Pupil passports and target setting

The SENDCo or specialist teachers may carry out diagnostic tests to gather more information of the child's specific difficulties. Parents will be kept informed of any outcomes.

7. Special Educational Needs and Disability SEND Register

When we identify that a pupil has a special educational need and this has been discussed with parents, we place them on the SEND Register. The criteria we use for this is outlined below and in line with the SEND Code of Practice which identifies SEND under four categories (shown in brackets):

- A child is **working significantly behind their peers** and not making adequate progress (Cognition and Learning)
- A child who has **Social, Emotional and Mental Health difficulties** (SEMH)
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress. This includes **visual, hearing and physical impairments** (Physical or Sensory)
- A child has difficulties with their communication and interaction and includes Speech and Language and Autistic Spectrum Conditions (Communication and Interaction).

In line with the SEND Code of Practice 2014, children are recognised on the SEND Register as SEN Support or EHCP (Education Health Care Plan) as well as their area of need.

8. Pupil Passports and Targeted Learning Plans

Children placed on the SEND Register will all have a Pupil Passport. This is a collaborative document written by the class teacher and child. It includes information about themselves, strengths, areas to develop and other useful information. Parents are invited into school termly to discuss the Pupil Passport, the targets set and progress being made towards those targets.

In the summer term, parents are invited to meet with the current class teacher and the next class teacher to discuss their child's needs and to support a positive transition from one class to the next.

Targeted Learning Plans are used where appropriate to support target setting for children with an EHCP and sometimes those on SEN Support.

9. Education Health Care Plan (EHCP)

The majority of children and young people with SEND will have their needs met within local mainstream early years settings, schools and colleges. Some children however may require an Education Health Care needs assessment in order for the local authority (LA) to decide whether it is necessary for it to make provision in accordance with an EHCP.

The purpose of an EHCP is to make special educational provision to meet the needs of the child and secure positive outcomes for them in school and for their future.

If the LA feel that statutory assessment is appropriate because the child's needs are not being met by the SEN support that is normally available in school, an EHCP will be written by Lancashire County Council. The school, child's parents and child will be involved in developing and producing the plan alongside other professionals involved with the child and family.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if this differs from their preferred choice.

Once an EHCP has been agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents, child and other professionals involved. The annual review process enables the plan to be evaluated and changes to be made where appropriate.

Further information can be found via the SEND Local Offer

10. Local Offer

Poulton St Chad's local offer informs parents of what SEND support they can expect if their child attends our school (a copy is available on the school website) For further information, please look at Lancashire's Local Offer available at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

11. Consulting with Parents

We believe that working with parents as partners is vital in helping children reach their potential. We work hard to establish positive relationships with families, based on mutual respect, to ensure positive outcomes. We recognise that being a parent of a child with SEND can be difficult and worrying and we try our best to be supportive and understanding.

In school we involve parents by:

- Meeting with parents on request (outside of meetings outlined previously) when appropriate.
- Sharing information on our website and social media page
- Parents Evenings
- Pupil Passport meetings
- Linking with Parent Partnership Services and relevant voluntary organisations

12. Consulting with Children

Listening to the views of our SEND children and what they say about their needs and how we can best support them is important. We do this by:

- Making children the centre of the Pupil Passport process
- Involving children in target setting
- Giving children access to the FSW when they request it
- Encouraging them to become involved in extra-curricular activities and the wider school life.

13. External Agencies

To ensure as much support is available to our pupils with SEND, we welcome collaborative working with external agencies including, but not limited to:

- Educational Psychology
- SEND Services
- Specialist Teachers
- Child and Family Wellbeing Service (CFWS)

- School Nursing Service
- School doctor
- Paediatrics
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Red Marsh School Outreach
- New Start Counselling Services

14. Training

We are committed to Continuing Professional Development (CPD) and see this is vital in the development of our SEND provision at Poulton St Chad's.

Staff are encouraged to attend both in-person and online training that will help them acquire the skills needed to work with and support children with SEND.

Part of the SENDCo's role is to ensure that staff meetings and INSET training days incorporate in-house SEND training.

Teaching Assistants will also receive training to ensure they feel confident and are effective in delivering any additional support both inside and outside the classroom.

The SENDCo attends Lancashire's SENDCo meetings and Educational Psychology Cluster Meetings in order to keep up to date with local and national SEND information.

15. Record Keeping

We record all the steps taken to meet a child's needs via CPOMS (Child Protection Online Monitoring System). The SENDCo is responsible for these records and for making sure they are made available to others who need to see them. The records may include:

- previous school information
- information from parents
- external reports from outside agencies eg paediatric clinic letters, SALT reports
- incident logs linked to progress/support/behaviours
- Pupil passports

16. Assessment

We regularly assess and review all children on the SEND Register. This happens bi-weekly at Inclusion meetings involving the Headteacher, SENDCo and FSW. Each term, there is an SEN Focus week and during this time, targets are reviewed, parents meet with class teachers and class teachers attend Provision Map meetings with the Headteacher and SENDCo to discuss

individual children's provision, interventions, impact and plans moving forwards. Following these meetings, provision maps are updated and the SEN register is also updated.

In addition to class teacher assessment, we have other tools in school to assess children:

- PIVATS (P scales)
- Boxall profile
- DST-J and E- DST (Dyslexia screeners)

17. Access Arrangements

Children with SEND may qualify for special arrangements during the statutory SATS assessments in Year 2 and 6, the Year 1 Phonics screener and Year 4 Times Table Test. These special arrangements may include extra time, working in a small room, a scribe, a reader, movement breaks etc. The Headteacher, SENDCo and class teacher decide which children qualify for these arrangements based on current ways of working within the classroom.

18. Admission Arrangements

Poulton St Chads CE Primary School believe that the admissions criteria should not discriminate against pupils with SEND. Pupils with SEND will be admitted in line with Lancashire's admissions policy.

Preschool liaison as outlined above allows any concerns re SEND to be raised prior to the child joining our school.

19. Transition

When a child with SEND transitions to high school, the SENDCo liaises with the new SENDCo and passes any relevant information to the new school. Where appropriate and if possible, children with SEND may be able to access additional visits.

In order that the transition to a new class is successful, class teachers meet to discuss their cohorts and in particular those children with SEND. Parents are invited to meet with current and new class teacher, to discuss the Pupil passport and the targets and to discuss any worries or concerns they may have. We understand that transition to a new classroom, school and class teacher can be a worrying time for children and parents and therefore we aim to support this transition as much as possible.

20. Accessibility:

Please see the Accessibility plan on the school's website.

21. Raising a complaint:

We very much hope that we are able to work collaboratively and supportively with parents and that together we can ensure the best outcomes for children with SEND. We will always do our best to respond to your concerns. However, if you feel that your concerns are not being responded to, details of how to make a formal complaint are outlined in the Complaints Procedures under the Policy section of our school website.

22. Bullying:

The school anti-bullying policy outlines the steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. This is available on the school website and on request from the school office.

Reviewing the SEND Information Report:

- The SEND Information Report is reviewed annually or earlier if necessary.