

Lostock Hall Community Primary school



SEN Information Report September 2026

Name of the Special Educational Needs & Disabilities Co-ordinator:

Miss Amy Berry

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The kinds of SEND we provided for.

Lostock Hall Community Primary School is a mainstream school with a mainstream Pre-School attached. We are an inclusive school, and we endeavour to provide our children with life skills that they will use to shape their future. We will nurture talents and provide secure foundations for learning. Our inclusive curriculum has a clear purpose to enable a progressive learning journey of knowledge, skills and creativity. At Lostock Hall Community Primary School, we:

- are focused upon teaching and learning
- are positive and motivated
- have a high self-esteem and high expectations
- have respect for each other
- create independent learners and risk takers
- create an inclusive, interesting, enjoyable and extended curriculum
- are performance driven and values led and we always celebrate our achievements

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

We prioritise the early identification of pupils who may encounter difficulties in accessing learning and the wider opportunities of school life. The SENDCo works collaboratively with the leadership team and class teachers to analyse assessment information and closely monitor individual progress. Identification is informed by a range of evidence, including baseline assessments, EYFS data, SATs, PIVATS, standardised scores and specialist screening and assessments. This process is used to determine the most effective support and provision required, ensuring children's needs are met without focusing on labels or categories.

The Code of Practice suggests that *'pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching'*.

Children will only be placed on the SEND Record if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND record is kept by the SENDCo in consultation with class teachers.

All staff at Lostock Hall Community Primary School, have high expectations and ambitions for children and young people with SEND. We work closely together to provide equal opportunities and a broad and balanced curriculum for all, regardless of gender, race, creed or ability.

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo will oversee the day- to-day operation of the SEND policy, working closely with the School Leadership Team (SLT) and all staff.

The SENDCo works closely supporting teachers to identify, plan and review the effectiveness of additional support and interventions for individuals. Teachers are responsible for delivering 'high quality teaching', differentiated for individual pupils. *'Class Teachers are responsible and accountable for the progress and development of pupils within their class; this includes where pupils access support from teaching assistants or specialist staff'* (SEND Code of Practice 2014.) The class teacher is responsible for adapting their teaching, responding to the strengths and needs of all pupils in their class and deploy support staff effectively to support children's learning.

The Governing Body is fully supportive of the school including its work for pupils with additional needs. The SEND Governor works collaboratively with the SENDCo through regular visits and meetings, feeding back to the Governing Body.

- Headteacher: Mrs Laura Webb
- Deputy Headteacher & SENDCO: Miss Amy Berry
- SEND Governor: Mrs Joanne Leach

Families can be directed towards the school's SEN information report and Local Offer via our website www.lostockhallcps.co.uk. Lancashire's Local offer can be found via the website www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx. Here you can find more information about support available in Lancashire to support you and your child.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Children and families are involved in the planning for the progress through regular discussions about achievements and 'next steps'. The child's voice is central to every review of progress, contributing to their own reviews at their own level. The SEN Record is kept by the SENDCo in consultation with class teachers.

Pupils' progress is continually monitored throughout the school. The teacher in liaison with the key staff and SENDCo assess and evaluate the progress of children with SEND termly or when necessary, adapting provision accordingly. Parents/carers are kept informed at all times.

Our 'marking, response and feedback policy' clearly recognises that children are continually involved with the process of evaluating the progress of their learning, identifying achievements and next steps in every lesson. Children and staff work together, identifying strengths and next steps. We feel this supports children's confidence and self-esteem in learning, and contributes to accelerated learning. As this is a consistent process across the school, children can respond to feedback, self-assess and evaluate their own learning.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

If a potential Special Educational Need is identified, we respond in an increasingly personalised way; as we work with the child and their family from the onset to assess their needs, understand more about the gaps in their learning, and the barriers they are experiencing.

The 'graduated approach' is a four-part cycle of assessment, planning, doing and reviewing. This process will happen termly, involving key staff, parents and the child.

Assess:

Staff identify if there are pupils with learning needs in their class; this involves clearly analysing the pupil's needs using the class teacher's assessments and experience

of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working significantly below the level of their peers. Advice from other professionals is incorporated into the child's IEP.

Plan:

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Education Plan (IEP) with a clear date for review. Parental involvement will be sought, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do:

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can help identify their need. The impact on progress, development and or behaviour that is expected will be recorded by the class teacher and other staff and summarised on the IEP in preparation for the termly progress review.

Review:

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary, outside assessments may be considered at the progress review with parents to inform a future cycle of response. To track a child's long-term progress and level of intervention he/she will be included on the SEN record by the SENDCo.

Most children with SEN will have their needs met within the school – effectively at 'school level'. This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within school. We will continue to identify the child as having special educational needs.

If the child can maintain good progress without the additional and different resources, he or she will not be identified with special educational needs and will be removed from the SEN record.

School operates an open-door policy with regards to any concern a parent may have. School hold two parent's evenings a year to provide parents with opportunities

to discuss the progress of their child, alongside two written reports. We hold Open Days where parents can look at the work children have created. Parent questionnaires are given out to gather parent's views and suggestions. A comments book is available which also contains letters from Parents and Visitors about the school.

How will the curriculum be matched to my child/young person's needs?

Our school follows the SEN Code of Practice's approach to meeting the needs of all learners, including those that have, or may have SEN. A graduated approach is central to all we do as a school as we continually assess, plan, implement and review our approaches to teaching all children. If, however, a potential Special Educational Need is identified, we respond in an increasingly personalised way; as we work with the child and their family to assess their needs, we understand more about the gaps in their learning, and barriers they are experiencing. Our approach right across school can be summarised below:

High quality teaching, sometimes called 'quality first' teaching, differentiated for individual pupils, is the first step we take in responding to the needs of pupils who have, or may have SEN. *'Class Teachers are responsible and accountable for the progress and development of pupils within their class; this includes where pupils access support from teaching assistants or specialist staff'* (SEND Code of Practice 2014.) The class teacher is responsible for adapting their teaching to respond to the strengths and needs of all pupils in their class.

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed termly and next steps are put in place from there.

A class teacher may use a range of ways to record next steps, these being:

- Individual Education Plans
- Individual Behaviour Management Plans
- Provision Maps

Children and families are involved in the planning for the progress through regular discussions about 'next steps'. The child's voice is central to every review of progress. The SEN Record is kept by the SENDCo in consultation with class teachers.

How accessible is the school environment?

The school is fully wheelchair accessible. To ensure all access for all pupils, parents and staff with disabilities the school has ensured that all doorways and entrances to the school are on a single level, wide enough to accommodate a wheelchair if necessary. There are stairs and a lift to access the year 5 and 6 classrooms upstairs. There are easily accessible disabled car parking spaces available for parents, visitors and staff. It has 3 disabled toilets with changing facilities if required.

In the school entrance, we have a 'Meet the Staff' display, clearly identifying staff and their role. All relevant policies, procedures and information including termly newsletters are available on our school website; hard copies can be requested from the school office. There is a community noticeboard outside the school, along with other documents in the school entrance foyer. All information is regularly updated.

The furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. All resources are labelled with pictures or writing, depending on the class and their needs. There is a visual daily timetable displayed in each classroom.

We have a range of Computing programs and equipment available for children with SEND, in addition to laptops, Ipads, computers, a Clever Touch and Interactive Whiteboards. In EYFS and KS1, the Interactive Whiteboards are easily accessible with steps.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEND. Most of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget (*Code of Practice 2014*).

The SENDCO is responsible for the annual completion of the resource audit to identify and prioritise resources required to fulfil SEND needs. The completed document is reviewed and authorised by the School Business Manager, Deputy Headteacher and Headteacher.

Each class teacher is supported by a teaching assistant. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching

assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

During statutory assessments the teacher will use their professional judgement to assess any additional resources required to support individual needs such as allowing additional time for medical needs, extra staff to provide 1:1 reading support and application to the examination board to request modified versions of the test paper specific to learning needs, i.e. larger font.

Whilst parents and staff are involved, the Headteacher is accountable for making the final decision.

Oversight of access arrangements to allow pupils with SEND to partake in national curriculum SATs tests at the end of Key Stage 1 and 2, and other formal assessment procedures such as the Year 1 phonics screening is the responsibility of the Headteacher. Where it is necessary to 'dis-apply' or collate evidence to demonstrate a need for particular arrangements to be made to allow a child with SEND to partake in the test, for example enlarging the paper, this will be overseen by the SLT and SENDCO.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Pupils' progress is monitored throughout the school. The SENDCO and key staff assess and evaluate the progress of children with SEND termly or when necessary, adapting provision accordingly. Parents are kept informed at all times.

School hold two parent's evenings a year to provide parents with opportunities to discuss the progress of their child, alongside two written reports.

IEPs with individual targets are set for all children with SEND and these are reviewed termly as appropriate. They will have suggestions for parents to support their child's learning at home.

If your child has an Education Health Care Plan, the SENDCO will arrange review meetings, inviting parents, agencies and professionals involved with the child, completing all relevant documents prior to the review meeting. Pupils contribute to their own reviews at their own level. EHC Plans and statement review meetings will be held:

- Early Years- every 6 months
- KS1 and KS2- yearly

Children with an EHCP will still have termly reviews, reviewing IEP targets set.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Training needs of staff and the school are identified through the School Improvement Plan, the appraisal cycle and individual pupil needs. Support staff and teacher appraisals and professional discussions identify individual training needs. Training is put into place in response to these discussions.

The SENDCo regularly attends training to keep up to date with local and national updates in SEND and provides feedback to staff.

We have very good links with a range of other outside agencies including health and therapy services, educational psychologist and family support agencies in addition to the strong partnership established with the School Nurse. We have regular contact with the School Nurse who can either give support for individual children/families or help with staff training. The School Nurse will also come into class to support any relevant topics e.g healthy eating, hygiene, tooth care.

School has a Learning Mentor who supports children both academically and emotionally. She takes individual or small groups of children to support them. She liaises with the SENDCo and Class Teachers as well as with the Parents. We liaise effectivity with external agencies to support and advise on the provision of intervention strategies; the School Nurse, CAMHS, Occupational Therapy, Speech and Language and any other relevant agencies.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transition between classes, key stages, schools and nurseries is a challenging time for all pupils, and especially those with additional needs and/or SEND. Therefore steps are taken to enable this transition to be as smooth and positive as possible- for the pupil and their family.

Meetings are held between other settings, class teachers and the SENDCo at which SEND documents are discussed and exchanged. Additional visits can be arranged if appropriate for pupils with SEND.

How will my child/young person be included in activities outside the classroom, including school trips?

School has Breakfast and After School club available on site for all pupils. Holiday club is also offered to all pupils.

There are opportunities for pupils to take part in weekly music (KS2) or Ju Jitsu lessons at a fee. In addition, across the year, pupils can take part in cross-country, Ipad, netball, Boccia, cross-stitch, multi-skills, Dance, choir and Art club all free of charge. The clubs are available to all the pupils in the designated age range assigned to that activity (e.g. cross stich available to Key Stage 2 but not Key Stage 1). All clubs are inclusive to all children and SEND children are encouraged to attend.

Each year group are their own assigned 'Buddy class'. We also have a 'Reading buddy' system in place where KS2 children, read with children in KS1. Playground bobbies help at playtimes and lunchtimes, supporting children with friendship and help develop social skills. We have a friendship stop, to promote developing new friendships.

The school has a rigorous policy for carrying out and implementing risk assessments. Risk assessments are working documents. All polices are reviewed annually. The Headteacher, Governors and members of SLT carry out Risk Assessments termly and where necessary, feeding back to all staff members.

There is a Full Supervision Policy with Safeguarding arrangements in place at the start and end of the day. If required the handover is carried out by key staff.

There are easily accessible pick up and drop off places in front of the school.

At break times and lunchtimes there are Teachers, Support Staff and Welfare Assistants to supervise the children on the playground and in the Halls.

Children who we feel may need assistance in an emergency has a PEEP (Personal Emergency Evacuation Plan). These are reviewed annually/ if when needed.

All Class Teachers taking the children out on trips will complete the Risk Assessment appropriate forms prior to the event and send these to the Local Authority.

Parents can find policies on our school website or request a hard copy from the office.

What support will there be for my child/young person's overall well-being?

At Lostock Hall Community Primary School we recognise that children with medical conditions should be effectively supported to have full access to education. Some children with medical conditions may be disabled and where this is the case Lostock Hall Community Primary School will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have an Education Health Care Plan which brings together health and social care, as well as special educational provision.

There is a full Health and Safety Policy containing audits and actions which fully meet the needs of all the children including the safe keeping and management of medication.

- Our 'Administering medication' policy is followed by all staff rigorously.
- Care plans are drawn up by the school nurse, with input from the child's family and school.
- If a child has a specific medical need, staff will carry out additional training to support and needs of that child.
- All staff are aware of children with Care plans and are available to all staff, in first aid areas. If a child has a care plan Care it is clearly displayed their classroom.
- All staff are aware of children who have high risk medical problems. Photographs of all children with high risk medical needs are displayed in the school office, kitchen, staffroom, individual classrooms and in each Key Stage Year groups.
- In all classes there are readily available lists of children with asthma or diabetes and medication is stored in a labelled safe cupboard nearby for easy access if necessary.
- All staff are aware of what to do in a medical emergency and there are First Aid trained members of staff. A trained first aider list is displayed in each year group, alongside our 'emergency procedure'.
- We have very good links with health and therapy services. We have regular contact with the School Nurse who can either give support for individual children or help with staff training. The School Nurse will also come into class to support any relevant topics e.g healthy eating, hygiene, tooth care.
- The Learning Mentor- Mrs B Redman also supports the children with Pastoral and Emotional support. She is a trained Councillor and uses many different approaches to help and support the children with a variety of needs. Parents can discuss these with her prior to her working with the children.

All staff rigorously follow our school behaviour policy. The aims of the policy are:

- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills. This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To reinforce good behaviour, providing a range of rewards for children of all ages, needs and abilities, rather than simply punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Once the school behavioural policy actions have been exhausted support would be sought from external specialist agencies, i.e. Golden Hill, REACH, CAMH's, SALT or the Educational Psychologist. We would then implement the interventions and strategies suggested by the relevant professionals and agencies, reviewing and evaluating impact.

All the above is done with the intent to support the improvement in behaviour, maximising attendance and where ever possible avoiding the need for exclusion.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Subject leaders monitor their subject. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

To ensure the quality of our SEND provision, the school will conduct regular audits involving all members of staff. This will involve:

- Lesson visits and learning walks
- Scrutiny of books, planning and Individual Education Plans
- Peer review
- Data analysis of targeted intervention and progress of pupils with SEN
- Pupil book study
- Staff audits
- Parent views; school questionnaire
- Monitoring staff CPD

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

We have established links with key outside services aimed at promoting the well-being of our children and their families including, health and therapy services, educational psychologist and family support agencies in addition to the strong partnership established with the School Nurse. We have regular contact with the School Nurse who can either give support for individual children/ families or help with staff training.

We may use the Early Help Assessment (EHA) process.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

For more information, our complaints policy can be found on our school website. If any parent/ carer has any concerns regarding the education of their child with SEND they should contact the school immediately and make an appointment to see the child's class teacher. If the matter is not resolve, a meeting will be made with the SENDCo, Amy Berry.

Our school 'Complaints policy' is available on our website. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Our school website has all the relevant information and links needed for parents to seek additional support. These include:

- A link to the Lancashire Local Offer
- Like the 'Facebook' Lancashire Local offer
- School Nursing Service
- Our School Local Offer
- 'SEND' termly newsletter- This contains lots of information for parents about what is happening in Lancashire (ie support groups, events, activities).

The above extends the advice and information beyond just our own school to provide a more holistic support offering.

Where can I find information on where the local authority's local offer is published?

- Lostock Hall Community Primary Schools' Local Offer - <https://www.lostockhallcps.co.uk/special-educational-needs-disabilities-send>
- Lancashire County Councils Local Offer: <http://www.lancashire.gov.uk/send>
- Like the 'Facebook' Lancashire Local offer: <https://en-gb.facebook.com/LancashireLocalOffer/>