



**Alston Lane Catholic Primary School & Nursery**  
SEN Information Report  
September 2025

**Name of the Special Educational Needs/Disabilities Coordinator:**

**Rachel Woodrow**

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**Alston Lane Catholic Primary School and Nursery**  
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**What kinds of Special Educational Needs and Disability (SEND) does the school provide for?**

Alston Lane Catholic Primary School & Nursery is a mainstream setting and our intent is to develop the whole child (spiritually, morally, culturally and socially) through our personalised, sequenced, balanced and broad curriculum, so our children have the opportunity to:

- Develop a good character, life skills and knowledge of themselves (Character).
- Become successful, life-long learners (Cognition).
- Make a personal and positive impact in their local community and globally (Community).

The 4 areas of need which we cater for at Alston Lane are categorised broadly as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional Mental Health difficulties
- Sensory and/or Physical

We are an inclusive school that welcomes children from all backgrounds and abilities. Our Inclusion Statement:

*'At Alston Lane, we are committed to building a community which is accessible to everyone. We want everyone to feel that they belong to our school family, so that we can all learn and grow together as children of God and reach our full potential'*  
ensures that inclusive practices permeate through the curriculum we deliver daily.

We are committed to working together with all members of our school community and believe in achievement for all. We strive to create an inclusive culture in our school by:

- Offering a broad and balanced curriculum to all children whilst being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.
- Offering high quality teaching for all learners and actively monitoring teaching and learning in school.
- Having robust systems for the early identification of barriers to learning and participation, so that all learners get the right type of support at the right time.
- Creating a learning environment which is flexible enough to meet the needs of all members of our school community and wherever practicable, adaptations and additional support is managed within the main learning space for the year group, to allow maximum inclusion.
- Having a commitment to staff training so that all members of our team are equipped to offer high standards of teaching and learning according to the needs in our school.

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

#### **How does the school meet the needs of SEND learners?**

At Alston Lane, we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, LAPs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention to achieve best outcomes. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

The Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have received appropriate interventions / adjustments and good quality personalised teaching. Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school. The SEND register is reviewed by the SENDCo in consultation with class teachers.

Underpinning ALL our provision in school is the graduated approach cycle of 'assess, plan, do, review'. This approach ensures that all children get the support they need to reach their full potential and that our provision is tailored to the needs of individual learners through the following stages:

#### **Stage 1: Ordinarily Available Provision**

At Alston Lane, we believe that quality first teaching, adapted to meet the needs of individual children is the first step in responding to pupils who may have SEND.

This means:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching is built on what children already know, can do and can understand.

- Different teaching pedagogies are in place so that children are fully involved in learning.
- Specific adaptations/strategies/interventions (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn.
- Teachers will liaise with parents, so they know what their child is learning and how they are progressing.

Throughout the year, we regularly review the quality of teaching for all pupils, including those at risk of underachievement. Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through adaptive teaching strategies and interventions.

### **Stage 2: School Support**

When a class teacher is concerned about a child's progress despite receiving the quality first teaching described above, they will complete a form describing the issue and the SENDCo will arrange a meeting to discuss next steps. At this stage, class teachers will enhance, tailor and tweak our ordinarily available provision by introducing specific adaptations, strategies, resources and/or interventions which they feel could close the gap/need which has been identified. The class teacher will liaise with parents to include their voice and ensure that they are aware of the agreed provision. Where possible, the child's voice will also be included at this stage.

When children are on this level of support, the class teacher is required to monitor the impact of the provision for up to two 6-week review periods. At the end of each review period, the class teacher will decide next steps from the following options:

- The child has made progress and can return to receiving ordinarily available provision (this could be with some specific adaptations/strategies in place).
- Some progress has been made, but another period of 'School Support' is needed with new provision.
- Advice from the SENDCo is needed.

The decision to make Special Educational Provision involves the SENDCo, Class Teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. If it is agreed that Special Educational Provision is needed, then the child will be placed on our SEN Register and will receive support through Stage 3 or Stage 4.

### **Stage 3: SEN Support (Targeted intervention)**

Children who are on SEN Support will have a Targeted Learning Plan (TLP) which is co-produced by the SENDCo and Class Teacher to meet the child's specific needs. Depending on the child's need, a Specialist Teacher may also be involved in the co-production and review of the TLP.

TLPs are personalised for each child, but they will include:

- An overview of the child's strengths and needs in terms of the 4 broad areas of SEN.
- Evidence of pupil voice.
- Long term outcomes which are then broken down into small achievable SMART targets.
- The agreed provision to support the child's identified needs and progression towards an outcome.

The agreed provision could include targeted interventions delivered by the class teacher or teaching assistant usually on a small group basis. These interventions will have specific targets to help children make accelerated progress and they will be assessed and monitored

by the SENDCo. The provision could also include any adaptations needed to support the child such as the use of assisted technology or adaptations to the learning environment.

TLPs will be reviewed on a half-termly basis by the class teacher and targets may be tweaked. The teacher and SENDCo will meet at the end of each term to conduct a full evaluation of the TLP and generate new targets for the next term. Following this meeting, the class teacher will arrange a meeting with the parents to discuss progress and next steps.

If a child is not making progress, despite receiving this level of targeted support, the SENDCo will liaise with parents about their concerns and consider more support or help from outside agencies. When the plan, do, review cycle has identified that provision at SEN support is not having the desired impact on a child's progress, then Specialist Support may be required.

#### **Stage 4: Specialist Support (Specified Individual / EHCP)**

Some pupils will require more specialist support to help meet their needs. These pupils may have been assessed by outside agencies, be awaiting an Education, Health and Care Plan (EHCP) or currently have an EHCP. These children will still have a personalised TLP (as outlined above) which identifies their specific targets. For higher levels of need the school may liaise with external agencies and professionals including:

- Speech and Language Therapy Service
- Teacher of the Deaf / Teacher of the Visually Impaired
- Occupational Therapy
- Educational Psychology Services
- SEND Traded Services for access to Specialist Teachers.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those who may need additional support from teaching assistants or specialist staff. The SENDCO will organise the annual reviews for children with an EHCP ensuring that all stakeholders (parents, pupils, teachers, professionals) are involved in this process.

#### **What should a parent do if they think their child may have special educational needs?**

The first point of contact if you have a concern, is your child's class teacher. We have an open-door policy at Alston Lane and class teachers will always make time to discuss concerns with parents. All class teachers can be contacted via the [staff@alstonlane.mecmat.org](mailto:staff@alstonlane.mecmat.org) email address.

You can also contact the school's SENDCO (Rachel Woodrow) at [rwoodrow@alstonlane.mecmat.org](mailto:rwoodrow@alstonlane.mecmat.org) or the Headteacher (Mark FitzGibbon) [head@alstonlane.mecmat.org](mailto:head@alstonlane.mecmat.org).

#### **What are the roles of key people in school?**

##### **Class teachers**

Class teachers at Alston Lane have the highest expectations for all pupils in their class. All teaching is based on building on what individual children already know, can do and can understand.

*"All teachers are teachers of children with special educational needs."  
SEND Code of Practice 2015: 0 to 25 years, 2015, Section 6.36*

Class teachers are responsible for:

- Creating a positive and supportive environment for all pupils, without exception.

- Ensuring that all pupils have access to quality first teaching.
- Building an ongoing, holistic understanding of pupils and their needs.
- Using a variety of methods to teach lessons, which caters for all children's preferred learning styles.
- Planning, teaching and reviewing lessons, which incorporate specific support strategies (which may have been suggested by the SENDCO, Specialist Teacher or professionals from outside agencies).
- Monitoring the progress each child is making and identifying, planning and delivering any additional support your child may need. This could include adapting resources, targeted intervention or additional support.
- Communicating any concerns to parents and SENDCO.
- Writing and reviewing Targeted Learning Plans (TLPs) at least once per term. This may be done in conjunction with the SENDCO and/or a Specialist Teacher.
- Ensuring that all members of staff working with your child are aware of their individual needs and the specific adjustments in place to enable them to be included and to make progress.
- Following and implementing the school's SEND policy.

#### **SENDCo – Mrs R Woodrow**

The Special Educational Needs and Disability Coordinator (SENDCo) manages all support for children with SEND and develops the school's SEND Policy to ensure every child gets consistent, high-quality support.

The SENDCO is responsible for:

- Developing and reviewing the school's special educational needs and disabilities (SEND) policy.
- Coordinating and liaising with other agencies which might support your child's learning. These might include Speech and Language Therapy, Physiotherapy, Occupational Therapy, Specialist Teachers or Educational Psychologist.
- Providing support to the class teacher to address your child's needs and support with the writing and reviewing of Targeted Learning Plans.
- Coordinating any Statutory Assessment and managing the Annual Review of Education and Health Care Plans (EHCPs).
- Keeping up to date SEND records and tracking the progress of children with additional needs in conjunction with the Senior Leadership Team.
- Organising relevant staff training so everyone feels confident in supporting children with special needs.
- Liaising with parents to ensure that their child's needs are fully met within the school setting.

#### **The Head Teacher – Mr M FitzGibbon**

The Head Teacher is responsible for the management of all aspects of the school's work, including the support of children with SEND. Mr FitzGibbon will give responsibility to the SENDCO, class teachers and subject leaders, but he is still responsible for ensuring that your child's needs are met. The Head Teacher must keep the governing body informed of SEND within the School.

#### **The school Governor with responsibility for SEND – Mrs K Kaye**

The School Governor with Responsibility for SEND liaises with the SENDCO and keeps the Governing body informed about SEND within the school. They ensure that the school has policies and systems in place to identify and support children with SEND.

**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 on the SEND register help create their Targeted Learning Plans. They also give feedback on their progress during their termly reviews.
- One Page Profiles are created and updated as per the requirements of Lancashire's SEND process.
- Children with statutory SEND needs (who have an EHCP) are asked to contribute to their annual review at a developmentally appropriate level.
- As part of their monitoring requirements, subject leaders are asked to obtain 'Pupil Voice' feedback. What pupils say help to shape development plans of that subject each year.

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

- Parents/carers are always welcome to book a meeting with their child's class teacher or the SENDCo at any time during the year. We're happy to offer advice and practical tips to help you support your child at home.
- If your child has a Targeted Learning Plan (TLP) it will include clear targets. You'll receive a copy and be invited to review and discuss it, including how you can help at home.
- For children with more complex needs and an Education, Health and Care Plan (EHCP), we hold a formal annual review meeting to talk about their progress and support.
- We also offer Parents' Evenings in the autumn and spring terms, and parents can request a meeting to discuss the annual report in the summer term, if needed.
- Annual parent questionnaires given out to gather parental views and suggestions which help to tailor our school improvement plan.
- Early Help procedures can be raised at any time with permission from the parent. Regular TAF meetings will be arranged with the relevant personnel which could include the Head Teacher, SENDCo and any external professionals supporting the family.

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

At Alston Lane we are proud of our bespoke curriculum offer. The curriculum is detailed on our school website and teachers will share termly curriculum overviews with parents, so you know what your child is learning.

We are committed to offering quality first teaching to ALL pupils and we aim to know and understand the individual needs of every child as well as we can. We are passionate about creating inclusive classroom cultures where everyone is valued as an individual and we strive to nurture positive attitudes within our school community about individual differences, disability and special educational needs.

Our ordinarily available provision (Stage 1) ensures that we have high aspirations and expectations of all learners. We expect children with special educational needs to make good or better progress by reducing barriers to learning through adaptive practices, multi-sensory resources and adaptations to the learning environment.

School leaders have robust systems in place to monitor children's progress and class teachers are accountable for the progress of all children in their class. Where concerns are raised, a plan of action is discussed with the SENDCo. This may involve further internal assessments being carried out, enhanced quality first teaching, inclusion in an intervention, specific assessments by an external agency or referral to counselling. It would always involve a discussion with parents/carers and the graduated approach would be discussed.

Where progress towards targets is slow and not shown though the assessment of the curriculum, a layered approach to target setting would be discussed and the use of LAPs or PIVATs may be necessary. If it is identified that your child needs 'additional to' and 'different from provision' (Stage 3 – SEN Support or Stage 4 – Specialist Support), this will be detailed in their Targeted Learning Plan (TLP). Support and resources are provided across all subjects (core and foundation) to help children succeed.

Staff are trained regularly with regards to SEND and specific training is offered according to need. We have access to the school nurse who will support staff with regards to specific medical needs. We have teaching assistants who are trained to cater for varying needs; these include Speech and Language Difficulties, Autistic Spectrum Conditions, Behavioural Difficulties and Hearing/Visual Impairment.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

#### **How accessible is the school environment?**

Alston Lane is a single level site and is ramped to allow full access. The site consists of two separate buildings: the main school and the nursery and there are no parts of the buildings which are inaccessible. Accessible toileting facilities with an electronic changing bed are available in the main school.

The school has use of the church car park which is in front of the main school building. Disabled parking bays are located on this car park.

In addition, the Governing Body ensures that any particular needs, i.e., closed hearing loops or additional furniture within classes are funded through school delegated funds and the school accessibility plan ensures a proactive response in addition to any reactive needs. Further information is available in our Local Offer, via our school website.

#### **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?**

A Provision Map for SEND is created annually by the SENDCo. This focuses upon specific SEND interventions required to meet needs and the cost of provision is identified on this document.

The SENDCo also commissions support from Specialist Teachers, Therapists and Educational Psychology services. Where a child has an EHCP, the provision is discussed at an annual review.

Regular meetings with SLT, parents and the SEND Governor enable allocation of provision to be discussed.

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

Class teachers are responsible for the progress of all children in their class. If a parent has any questions about how their child is progressing or how they can help them further, then they should approach the class teacher initially. If the parent feels that they wish to discuss this further, then they can contact the SENDCo for additional support.

We offer two Parents' Evenings each year, termly report cards and a full end of year report which all provide information for parents about their child's effort, attainment and progress. However, the class teacher will contact parents at any point in the school year if they have any concerns regarding progress, behaviour or emotional well-being so that a collaborative approach can be fostered.

We respond quickly to parents' concerns and put relevant strategies in place. Parents/carers are fully informed about the support in school. Parents are invited to 'Meet the Teacher' evenings at the start of each academic year and various workshops throughout the year, for example, reading workshops, class work showcases, SAT's workshops and Information meetings.

We operate an 'open door' policy and encourage all our parents to be involved in their child's school life. This is a key message at the induction meetings for our Reception starters. We aim to be sensitive and honest with our parents in terms of the progress that their child is making and if we have any concerns take action early through monitored additional support.

**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?**

At Alston Lane, all staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need. We have teaching assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Behavioural Difficulties, Hearing Impairment and Specific Learning Difficulties SpLD (Dyslexia). However, teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We also buy in specialist providers to inform provision. The SENDCo works with a wide range of external agencies including the School Nurse, Physiotherapists, Occupational Therapists, Consultants, Children's Social Care, Children's Centres, and signposts to other services offering family support including the Children and Family Wellbeing Service.

**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?**

For children starting in Reception, new parents are invited to an information evening which is held in the summer term before they start in September. The Early Years Leader liaises with the nursery settings and families of all new starters, and if we feel that the transition may be difficult, the Early Years Leader and SENDCo hold a parent meeting to organise a personalised transition. Personalised transition plans will vary dependent on need, but they can include class books, videos or 'social stories' to help children prepare, alongside additional transition days.

We work closely with other schools when children join or leave us, making sure all paperwork and important information is shared so each child's needs are understood.

Within school we carefully manage transitions between year groups. In the summer term, each year group has a transition day where children have a chance to meet their new teacher and learn the routines/expectations within the classroom. Personalised transition plans are developed for children who have SEND and may require more support at times of change. At the end of each academic year, teachers arrange transition meetings to hand over relevant information and ensure a smooth move to the next class. At the start of each academic year, parents are invited to a 'Meet the Teacher' evening, where teachers will share helpful details about class routines, curriculum and expectations.

If your child is moving to a new school before the end of Year 6 and they have SEND, the SENDCo will support the process by liaising with the SENDCo at the new school to discuss and if appropriate implement a transition plan with the new school. The SENDCo will ensure that all records are sent to the new school.

When a Year 6 child transfers to secondary school, the SENDCo will discuss the specific needs of your child with the SENDCo of the secondary school and if needed, a transition plan will be written and implemented. If your child has complex needs, an EHCP review will take place to support their transition to secondary school.

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

We strive to give all of our SEN children the opportunity to take an active part in every aspect of school life, including regular planned extra-curricular activities/trips. We take on board parent's comments regarding extra-curricular provision and strive to adapt what we do.

Adaptations can be anything from allocating a member of staff to support the child or being flexible on when the child attends. School trips are planned with all children's needs in mind. Parents are consulted where extra precautions may be necessary and the relevant risk assessments completed. Care Plans are in place to support children with medical needs.

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

We are an inclusive school that prioritises each child's social, emotional and spiritual wellbeing. The class teacher is responsible for the care of every child in their class, including their pastoral, medical, and social needs.

##### Medical Support

We follow a school policy for giving and managing medicines. You can find this on our website. If your child needs prescribed medicine during the school day, please contact the school office. Most of our staff are trained in paediatric first aid, including staff in the early years Foundation Stage. Intimate Care Plans are made in conjunction with the school nurse and parents.

##### Behaviour and Emotional Support

We have clear policies on behaviour and bullying, available from the school office or on our website. The members of SLT work closely with the SENDCo and identify children who may need additional emotional support.

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

Pupil Progress meetings take place termly with the Class Teacher, Head Teacher and SENDCo. The progress of each child is reviewed individually and the support, assessment or intervention needed is discussed. This information is part of the graduated response of the assess, plan, do review cycle. Where more detailed assessments may need to be undertaken by Specialist Teachers, the information from these will then be fed back to teachers with suggestions on how to provide for the child's needs. If a child has a TLP, these are reviewed by teachers each half term and fully evaluated by the SENDCO and class teacher at the end of each term.

We listen to the views of pupils with SEND by gathering in their views through:

- TLP reviews
- Preparation for annual reviews
- School council meeting
- Interviews with subject leaders.

We listen to the views of parents and carers through:

- The annual parent questionnaire
- TLP reviews
- Preparation for annual reviews
- Parent consultation meetings with the class teacher
- An open-door policy of meetings with the class teacher, SENDCO, Senior Leaders and/or Headteacher.

The Head Teacher, SENDCo, Senior Leaders and Governors share key data with staff during regular meetings. Senior Leaders identify key issues and make improvements through a robust cycle of school improvement planning. The SEND Governor helps to drive standards for SEND children, by regularly liaising with the SENDCO and auditing different aspects of SEND provision.

### **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?**

Depending on a child's needs, we work with a range of specialist services, including:

- Counselling
- Specialist Teachers
- Educational Psychology
- Outreach services from Lancashire County Council
- Speech and Language Therapy (NHS-provided, funded by the Local Authority or Bridge Education Therapy)
- TOTD (Teachers of the deaf)
- Occupational Therapy
- Golden Hill Inclusion Support Team (GHIST)
- Behaviour advice services- Reach Behaviour
- Parent Partnership Service – helps families understand and navigate SEND processes • Children and Family Wellbeing Service
- Primary Mental Health Workers
- Child Action Northwest
- Key counselling services
- Inclusion and Engagement Service

These services help us provide the right support for each child at the right time. We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

**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?**

The first point of contact if a child/young person wishes to discuss something about their special educational need should be with their Class Teacher. A child may feel that they can talk to one of the Teaching Assistants who will be able to support them with their discussions with the class teacher.

If a parent/carer wishes to discuss something about their child/young person, the first point of contact should be the Class Teacher. If the parent/carer wishes to discuss the issue further, then they can arrange a meeting with the SENDCo. If a parent/carer wishes to make a formal complaint the complaints procedure can be found on our school website.

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

The school SENDCo is able to provide contact detail of support services for children/young people and their parents/carers with special education. Information is also on the Lancashire County Council website [Parent carer support groups - Lancashire County Council](#)

We signpost parents to Lancashire's Information and Advice Team (AIS) in order to access support around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

They can also support to families in:

- managing mediation appeals, to the First-tier Tribunal
- exclusion from school
- liaising between you, your nursery, school or college and other professionals

[Information, advice and support - Lancashire County Council](#)

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

A link to Lancashire's Local Offer can be found on our website.

[About the SEND local offer - Lancashire County Council](#)

Alston Lane's Local Offer can be found on our school website under SEND & Inclusion.

[Alston Lane Catholic Primary School and Nursery](#)