



"Belonging, Serving Succeeding"

## SEN Information Report

Name of School: **Banks St Stephen's C of E Primary**

School Number: **08077**

<b>School/Academy Name and Address</b>	Banks St Stephen's CE Primary School, Greaves Hall Avenue, Banks, Southport, PR9 8BL		<b>Telephone Number</b>	01704 225332
			<b>Website Address</b>	<a href="http://www.bank-st-stephens.lancs.sch.uk">www.bank-st-stephens.lancs.sch.uk</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>x</b>			
<b>What age range of pupils does the school cater for?</b>	<b>3-11 Years</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs M Mussell</b> <a href="mailto:m.mussell@bank-st-stephens.lancs.sch.uk">m.mussell@bank-st-stephens.lancs.sch.uk</a> <b>01704 225332</b>			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name of Person/Job Title</b>	<b>Mrs M Mussell – SENCO/Deputy Head Teacher</b>		
<b>Contact telephone number</b>	<b>01704 225332</b>	<b>Email</b>	<a href="mailto:m.mussell@bank-st-stephens.lancs.sch.uk">m.mussell@bank-st-stephens.lancs.sch.uk</a>

I confirm that our Local Offer has now been published on the school/academy website. *Mrs S M Mussell*

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="https://www.bank-st-stephens.lancs.sch.uk/key-information/send">https://www.bank-st-stephens.lancs.sch.uk/key-information/send</a>		
<b>Name</b>	Banks St Stephen's CE Primary School	<b>Date</b>	20/06/2025

## Accessibility and Inclusion

### Inclusion Statement

Guided by our Christian values of belonging, serving and succeeding, we create a welcoming and supportive environment for all children at Banks St. Stephen's, including those with special educational needs.

We work in partnership with families to ensure each child feels included, cared for and encouraged to reach their full potential. Together, we help children to grow in confidence, develop their strengths and flourish.

### How accessible is our school environment?

**Wheelchair Accessibility:** The school building is fully wheelchair accessible. All main entrances and classrooms are on one level or accessible via ramps. To ensure access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary.

**Parking:** We have designated accessible parking spaces located near the main school entrance to ensure easy access for those with mobility needs.

**Toilets and Changing Facilities:** We have accessible toilet facilities suitable for children and adults, including a changing facility for pupils who may require personal care.

**Ongoing Improvements:** We regularly review our accessibility plan and work with occupational therapists, physiotherapists and other professionals to identify and implement additional improvements to the environment.

### How accessible is our information?

We aim to ensure that all information shared by the school is clear, inclusive and accessible to everyone. Information is available on the school website and Class Dojo in addition to regular weekly newsletters and Podcast.

**Alternative Formats:** School information such as policies, newsletters and communications can be made available in a range of formats, including large print, simplified text and translated documents where required. We produce a weekly podcast which presents newsletters in an audio format.

**Language Support:** For families whose first language is not English, we provide all information using Class Dojo which has the capability to translate all information into a variety of languages. We also use visual supports and translated key documents where needed.

**Accessible Communication:** Staff are trained to use inclusive communication strategies and we work in partnership with parents to provide bespoke support for those with additional communication needs.

### How accessible is our provision?

Our curriculum and resources are adapted to meet the individual needs of all pupils.

**Use of Visual Aids:** We use a wide range of resources, including visual timetables, symbols, pictures and signs to help children understand routines, access learning materials and communicate effectively.

**Furniture and Equipment:** Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom. Some of our classrooms are equipped with alternative seating options and quiet spaces for children who need them. One classroom has flexible seating which provides a variety of seating choices for the children to choose from and the ability to move seating positions to improve learning. This will be introduced in another classroom next year.

**Inclusive Planning:** Activities are adapted and presented in a variety of formats, including dual coding, to cater for diverse learning styles and abilities. Teachers plan with accessibility in mind, ensuring that all children can take part in every aspect of school life, including trips, clubs and special events.

### What specialised equipment do we have?

We make use of a range of specialised equipment and assistive technology to support pupils with additional needs.

**Assistive Technology:** The school has a range of technology including iPads, headphones, netbooks, computers and interactive whiteboards installed in every classroom.

**Sensory Equipment:** We have sensory resources available for children who benefit from regulation strategies, including weighted blankets, wobble cushions, fidget toys and sensory tents.

**Specialist Equipment:** When necessary, we work with external professionals to provide personalised aids such as standing frames, specialist chairs or communication devices tailored to individual pupils.

## Teaching and Learning

### What arrangements do we have to identify and assess children with SEN?

We follow a graduated approach to identifying and assessing pupils with Special Educational Needs (SEN), in line with the SEND Code of Practice. Early identification is key. Class teachers regularly assess pupil progress and consult with the SENCO if concerns arise.

We use a combination of teacher observations, pupil progress data, standardised assessments and developmental checklists to build a clear picture of a child's strengths and difficulties. Parental input is also vital and we encourage open, ongoing communication with families. Where appropriate, we involve external agencies such as educational psychologists, speech and language therapists or occupational therapists to carry out further assessments.

### What additional support can we provide in the classroom?

In-class support is tailored to individual needs and may include:

- Use of visual aids, prompts and checklists
- Task boards or timers to aid focus and structure
- Use of ICT and assistive technology
- Peer support and buddy systems

Teachers work closely with the SENCO and support staff to implement strategies from individual support plans or EHCPs (Education, Health and Care Plans).

### What provision do we offer pupils to learn independently?

We are committed to making the curriculum accessible to all learners. Strategies to facilitate access and encourage independence include:

- Adaptive teaching and learning activities
- Small group or one-to-one support when needed
- High quality first teaching
- Pre-teaching & learning
- Scaffolded tasks and instructions
- Being aspirational for all pupils and having high expectations of them
- Personalised learning targets
- Alternative recording methods (e.g., voice recordings, laptops, visuals)
- Use of multi-sensory teaching methods
- Breakout spaces for regulated, quiet learning
- Personal workstations for children who need reduced distractions

- intervention programs are available to support children who require support beyond class-based approaches - Toe by Toe, Talk Boost, Fast Track Phonics, Wellcomm, Spelling Frame, spag.com, and Pathway to Regulation game.

### **What SEN and disability awareness training is available to all staff?**

All staff receive regular training on SEN and disability awareness. This includes whole-school training on:

- The SEND Code of Practice
- Identifying and supporting children with SEN
- Supporting children with autism, ADHD, dyslexia and speech/language needs
- Behaviour support and emotional regulation
- Inclusive classroom strategies
- Trauma and attachment training
- Health needs (eg, diabetes training)

Training is delivered by the SENCO, local authority specialists and health professionals. Staff also have access to online CPD platforms to deepen their understanding of specific needs.

### **What staff specialisms/expertise in SEN and disability do you have?**

Our SENCO is a qualified teacher and holds the National Award for SEN Coordination (NASENCO). In addition, we have a member of staff who is currently training to be able to diagnose dyslexia.

Some staff have some expertise in supporting pupils ASD and sensory processing difficulties. Our team also includes our pastoral and family support lead who is a mental health first aider and supports children with social, emotional and mental health needs.

What ongoing support and development is in place for staff supporting children with SEN?  
Staff involved in supporting children with SEN receive:

- Regular coaching and mentoring from the SENCO
- Access to external training opportunities from local services and professional bodies
- Time for collaboration and planning with specialists and therapists
- Updates on new strategies, resources and policy changes in SEN practice
- Consultation meetings with our link Educational Psychologist
- Support staff attend weekly briefings and are invited to all staff meetings

### **What arrangements do we make for reasonable adjustments and support to the child during tests and SATs?**

We ensure that all statutory assessments, including SATs, are fully inclusive. Reasonable adjustments may include:

- ☐ Extra time

- ☐ Use of a scribe or reader
- ☐ Rest breaks
- ☐ Smaller, quieter test environments
- ☐ Use of assistive technology
- ☐ Modified materials (e.g., large print or coloured paper)

The SENCO works with class teachers and parents to apply for and implement these access arrangements in accordance with the latest guidance from the Standards and Testing Agency.

### How does our SEN provision map show how pupils are supported?

Our SEN provision map is a dynamic tool that provides a clear overview of:

- The types of support available in school (universal, targeted and specialist)
- Interventions in place, including who delivers them, their frequency and duration
- Allocation of staff and resources to specific pupils or groups
- Impact measures used to monitor pupil progress

The provision map is reviewed termly to ensure that support is effective and aligned with children's evolving needs. It helps inform planning, resource allocation and communication with parents and governors.

## Reviewing and Evaluating Outcomes

### How are review meetings arranged if my child has an Education, Health and Care Plan (EHCP)?

Children with an EHC Plan have a formal **Annual Review** once a year or **twice** a year for Early Years pupils.

This meeting looks at your child's progress, the support they receive and whether any changes are needed.

You'll be invited in advance and given any reports beforehand. Your views, and your child's, are really important. Other professionals may be involved too.

### How is support arranged for children with other SEN support needs?

Children who need extra help but don't have an EHC Plan are supported through SEN Support. We use an "Assess, Plan, Do, Review" cycle to make sure your child is getting the right help.

We assess your child's needs by working with teachers, you and sometimes outside specialists.

We plan support tailored to your child (such as small group work, extra resources or adapted teaching).



We implement the planned support in class or in small groups.

We review progress regularly—at least termly—and make changes if needed.

You'll be kept informed and involved throughout. We'll meet with you when appropriate to talk about your child's progress and any next steps. You're always welcome to ask questions or raise concerns at any time.

You will be given copies of your child's individual education plan or positive behaviour plan. You will be asked to contribute to this.

### **How do we check that the support we give children is working?**

We regularly check how well the support we give is helping your child. This helps us make sure they're making good progress and getting what they need.

We do this by:

Tracking progress in learning and personal development throughout the year.

Using the "Assess, Plan, Do, Review" cycle to check what's working and what might need to change.

Holding meetings with you to talk about how things are going and agree next steps.

Listening to your child's views and watching how confident and settled they feel in school.

Involving specialist professionals, when needed, to help us review and improve support.

Reviewing outcomes from EHC Plans or SEN Support plans to see if goals are being met.

We use all this information to decide if support needs to stay the same, be changed or reduced if your child is making good progress. Our aim is always to make sure your child can thrive and succeed.

## **Keeping Children Safe**

### **How and when will risk assessments be done? Who will carry out risk assessments?**

All our staff who work with children with SEND understand that some children may need extra support to stay safe. They know that these children might find it harder to speak up if something is wrong, so they are careful to watch out and make sure everyone feels safe and heard.



Information about pupils with SEND is shared securely with the right school staff using a system called CPOMs. This helps staff know if there are any concerns or risks to your child's safety. When we spot any risks, we put steps in place to keep your child safe and supported.

We work with health professionals to create care plans that keep children with medical needs safe and supported. If needed, we check the school environment to make sure it meets your child's needs.

We carry out risk assessments to make sure your child stays safe, especially if they need extra support or during activities like trips or using certain equipment.

Risk assessments are done before any new activity or when we notice something might be risky for your child. This helps us plan how to keep them safe.

Trained staff members who know your child well carry out these assessments. Sometimes, specialists or other professionals might also help.

We review and update these risk assessments to make sure they're still right for your child.

#### **What handover arrangements will be made at the start and end of the school day?**

We make sure your child is safely handed over to a trusted adult when they arrive at school and again when they leave at the end of the day.

At the start of the day, a member of staff will welcome your child and help them settle in. At the end of the day, your child will be given to the adult you've told us will be collecting them.

If there are any changes to who is picking up your child, please let us know so we can keep them safe.

For children with extra needs, we can arrange additional support during these times to make transitions smoother.

#### **Do you have parking areas for pick up and drop offs?**

Yes, we have a designated disabled parking area where you can safely drop off and pick up your child if needed.

If you need extra support with parking or drop-off, just let us know—we're happy to help!

#### **What arrangements will be made to supervise my child during breaks and lunchtimes?**

We make sure your child is well supported and safe during breaks and lunchtimes. There are trained staff on duty who supervise all children and can provide extra help if your child needs it.

If your child has specific needs, we can arrange for additional support during these times to help them join in and feel comfortable.

We also make sure your child knows where to go and who to talk to if they need help during breaks or lunchtime.

**How do you make sure my child stays safe outside the classroom?  
(e.g. during PE lessons, school trips)**

We take extra care to keep your child safe whenever they are outside the classroom, such as during PE lessons, breaks or school trips.

Before any activity, we think about what could be risky and plan how to keep your child safe. Staff who know your child well are always there to supervise and help.

If your child needs extra support, we make sure they have the right help to join in safely and enjoy these activities.

**Where can I find details of policies on anti-bullying?**

You can find our school's anti-bullying policy on our school website under the "Policies" section.

If you prefer, we can also provide a paper copy—just ask at the school office.

We take bullying very seriously and work hard to make sure every child feels safe and respected.

## **Health (including Emotional Health and Wellbeing)**

**How do you manage safekeeping and administration of medication?**

If your child needs to take medication during the school day, we make sure it is stored safely—usually in a locked cabinet in the head teacher's office or the fridge in the school office, depending on the type of medication. We always follow clear guidelines to keep your child safe. Two members of staff will supervise the administration of medication and this will be documented.

We ask parents and carers to fill out a consent form with clear instructions before any medication is given. We also keep careful records of when and how medication is administered. All medication must be prescribed by a doctor or pharmacist and be clearly labelled with your child's name and the dosage.

Medicines are carried and administered by staff on trips and during residential visits. All information is collected from parents using the Local Authority Medical Consent Form.

Emergency medication such as inhalers and epi-pens are kept near to the child – usually in their classroom.

Your child's health and safety are our priority at all times.

### **How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?**

If your child has a medical or care need, we'll work closely with you—and any professionals involved—to create a clear care plan that outlines how we can best support your child at school. This includes things like medication, daily routines, equipment or anything else important to your child's wellbeing.

Once the care plan is agreed, we make sure all relevant staff members are fully informed and understand how to follow it. We also review the plan regularly with you to make sure it stays up to date and continues to meet your child's needs. Copies of Care Plans are passed on to the relevant class teacher, breakfast and after school clubs and the master copy is kept in the main office.

### **What would our school do in the case of a medical emergency?**

In the case of a medical emergency, our trained staff would act quickly to keep your child safe. First aid would be given immediately, and if needed, emergency services would be called.

We would contact you (or your named emergency contact) as soon as possible to let you know what has happened and what steps have been taken.

All staff follow our medical emergency procedures and we regularly update our training to make sure we respond calmly and effectively in any situation.

In the case of a medical emergency 999 would be called (details of condition would be given - available in the office) and at the same time first aid administered and parents contacted.

### **How do you ensure that staff are trained/qualified to deal with a child's particular needs?**

We make sure that staff have the right training to support children with a range of needs. If your child has specific medical, emotional or learning needs, we arrange the necessary training so staff know exactly how to help and keep your child safe.

We also work with healthcare professionals, therapists and specialist teams who can guide us and provide extra support or advice when needed.

Training is regularly updated so that staff stay confident and well-prepared to meet your child's individual needs.

Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. A number of staff are trained to administer diabetic medication.

Where necessary the school seeks out relevant training to address the specific needs of pupils. Most staff have received training in the use of the defibrillator and are trained in CPR.

### **Which health or therapy services can children access on school premises?**

Children may be able to access a range of health and therapy services in school, depending on their individual needs. These can include visits from professionals such as the school nurse, speech and language therapists, physiotherapists, occupational therapists and mental health support workers. We work closely with families and outside agencies to arrange this support. We also have a member of staff who is mental health first aid trained for both adults and children and provides pastoral support.

## **Communication with Parents**

### **How do you ensure that I know “who’s who”? Who can I contact if they have concerns about their child/young person?**

We understand how important it is for you to know who is supporting your child. At the start of the year (or when your child joins the school), we will introduce you to key staff such as your child’s class teacher, teaching assistant and the Special Educational Needs Coordinator (SENCO) – Mrs Mussell.

Our school website contains details of all staff currently employed by the school.

There are photographs of all staff displayed in our front entrance.

We have a ‘Meet the Teacher’ session in the first week of school for you to come and meet staff and ask any questions.

We also provide a list of key contacts on our school website and in welcome packs so you always know who to speak to if you have any questions or concerns.

If you’re ever worried or have a question about your child, you can speak to their class teacher in the first instance. They know your child best day-to-day.

If you need more support, our SENCO is available to discuss any concerns about your child’s needs, progress or support. You can also contact the headteacher if you feel further discussion is needed. We’re here to work with you and make sure your child gets the right support.

### **How do I communicate with key staff?**

We know how important regular communication is and we aim to make it as easy as possible for you to talk to us.

You're always welcome to speak to your child's class teacher—either briefly at drop-off or pick-up times or by arranging a longer meeting if needed. We encourage you to contact us if you have any concerns or just want to check in.

If you'd like to speak to the SENCO or another member of staff, we recommend making an appointment so we can give you the time and privacy needed for a full conversation. You can do this by calling the school office, emailing or sending a message to our bursar on Class Dojo.

We aim to be approachable and supportive—we're here to work with you.

### **How do you keep us updated with our child's progress? Do you offer Open Days?**

We believe in working closely with families and keeping you informed about your child's progress throughout the year.

You'll receive regular updates through parents' evening meetings, written reports at the end of the year and informal chats with your child's teacher. If your child has special educational needs, we may also hold additional review meetings to talk through their support plan and next steps.

We encourage ongoing communication and you're always welcome to contact us if you'd like an update or have any concerns.

We hold Open Days and welcome events throughout the year. These are a great opportunity for you to meet staff, visit classrooms and find out more about how we support all children in school.

For new Reception starters, we offer welcome meetings before your child begins school. These meetings help you get to know the team, ask questions and ensure a smooth and happy start for your child.

### **How can I give feedback to the school?**

You can share your feedback in a number of ways:

By speaking to your child's class teacher or the SENCO.

Through parent questionnaires or surveys we send out during the year.

At parent meetings or review sessions.

By emailing or calling the school office.

By messaging the bursar on Class Dojo.

During open days or school events.

We're always happy to listen—whether you have a concern, suggestion or something positive to share. Working together helps us give your child the best possible support.

## Working Together

### What opportunities do you offer for our children to have their say?

We believe it's important that all children feel heard and have a chance to share their thoughts, ideas and feelings—especially when it comes to their learning and support.

Children are encouraged to take part in:

Pupil voice activities, such as surveys or discussions about what helps them learn.

Review meetings (where appropriate), so they can share what's going well and what they might need help with.

School Council, Parliament or other leadership roles, where they can represent their classmates and help make decisions about school life.

Daily check-ins or time with trusted adults so they always have someone to talk to.

We make sure every child, including those with additional needs, has a voice and feels valued.

### What opportunities are there for us to have our say about our child's education?

We believe that parents and carers are key partners in their child's education and we welcome your views and involvement.

You'll have opportunities to share your thoughts through:

Parent-teacher meetings and SEND review meetings, where we discuss your child's progress and support.

Annual reviews for children with an Education, Health and Care Plan (EHCP).

Informal chats with staff—just ask if you'd like to arrange a time to talk.

Parent surveys and questionnaires throughout the year.

Open days and information evenings, where you can meet staff and share feedback.

We value your input and work closely with you to make sure your child is happy, supported and making progress.

## **What opportunities are there for us to get involved in the life of the school or become school governors?**

We really value the involvement of parents and carers in school life and there are lots of ways you can get involved:

Volunteering in school – You can help with reading, trips or classroom activities (subject to usual safeguarding checks).

Attending school events – Join us for assemblies, performances, workshops and special theme days.

Joining FOSS (Friends of St. Stephen's) – A great way to support fundraising, school events and build our school community.

Becoming a school governor – If you're interested in helping shape the direction of the school, you can apply to join our governing body when vacancies arise. Governors work with school leaders to support and challenge the school in providing the best for our children.

We'll always let you know about opportunities through newsletters, the school website and parent communications—your involvement makes a real difference.

## **How do the Governors involve other agencies in meeting the needs of pupils with SEN and supporting their families?**

Our school's governing body plays an important role in making sure children with special educational needs and disabilities (SEND) get the support they need.

The SEN governors work closely with the school's leadership to:

Make sure the school is meeting its legal duties for children with SEND.

Support and challenge the school to ensure all children are included, well cared for and making progress.

Help monitor the quality of SEND provision.

They act as a critical friend, helping the school to continually improve and do the very best for every child.

## **How do home agreements support children with SEN and their families?**

Our home/school agreement is a shared commitment between families, pupils and the school. It sets out how we will work together to support your child's learning, wellbeing and development.

For children with special educational needs (SEN), this agreement helps to:

Build strong, positive relationships between home and school.



Create clear expectations so everyone understands how best to support your child.

Encourage regular communication so we can share progress, concerns or changes in support.

Make sure that your child feels safe, understood and encouraged both at home and at school.

By working in partnership, we can provide the most consistent and effective support for your child's individual needs.

## What help and support is available for the family?

### Do you offer help with completing forms and paperwork? Who normally provides this help and how would I access this?

Yes, we understand that some forms and paperwork—especially for special educational needs (SEN) support or funding—can feel overwhelming and we're here to help.

Our SENCO or a member of the school's pastoral or office team can support you with completing forms, including those for EHCP applications, referrals to outside agencies or accessing extra support for your child.

If you need help, just let us know—either by speaking to your child's teacher, contacting the school office or emailing the SENCO.

### What information, advice and guidance can we provide parents/carers with? How would parents/carers access this?

We offer a range of information, advice and guidance to support you and your child throughout their time at school—especially if they have special educational needs (SEN).

This may include support with:

Understanding your child's needs and the support available.

SEN processes, such as support plans or EHCP applications.

Referrals to external services (like speech and language therapy, educational psychology, or mental health support).

Accessing local support groups or parent networks.

Help with forms, funding applications and accessing additional resources.

Our SENCO is usually the main point of contact for SEN-related advice and our pastoral lead can also help with wider issues, such as emotional wellbeing or family support.

You can access this help by:

Speaking to your child's teacher.

Contacting the SENCO directly via phone or email.

Asking at the school office, who can point you in the right direction.

We're here to support you as well as your child—and we'll always do our best to help or signpost you to someone who can.

### **How does the school help parents with travel plans to get their child to and from school?**

Schools support parents by guiding them through the process of applying for travel help from the local council.

The local council may offer:

Free or subsidised transport (like a taxi or bus).

A personal travel budget.

Travel training for older children.

Eligibility depends on your child's needs, distance from school, and whether they attend the nearest suitable school.

The school SENCO can help with applications and provide supporting documents.

SENDIASS (SEN information and advisory service) can also give free, independent advice.

## Transition to Secondary School

### What support does the school offer around transition?

For children with EHC Plans, it's part of the Year 6 Annual Review which is held early in the Autumn term.

Schools share key information and may arrange extra visits to the new school.

Children may complete transition activities, like social stories or visual timetables.

Children may have small group or individual support from our pastoral lead.

Parents are kept informed and involved throughout the process.

Extra support is available if your child finds change difficult.

## Extra-Curricular Activities

### Do you offer school holiday and/or before and after school childcare?

We understand that many families need childcare outside of normal school hours. Here's what we offer and how we support children with special educational needs (SEN):

#### Before and After School Care

We offer a Breakfast Club from 7:45am and an After School Club until 6pm.

Our staff aim to provide a calm, safe and welcoming environment.

If your child has additional needs, please let us know—we will work with you to make sure they feel settled and supported.

Dependent on demand, we sometimes run a holiday club during school holidays.

Our holiday club is open to all children and we aim to include children with SEN wherever possible. Please speak to us about your child's needs so we can plan ahead.

We can also signpost you to local providers that may be able to offer suitable care.

Adjustments or additional support can often be put in place—just speak to our SENCO.

### **What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?**

We offer a range of clubs and activities to help children explore their interests, make friends and have fun outside of lessons.

#### **After-School Clubs**

We run a variety of after-school clubs across the year, such as:

Sports (football, gymnastics, dance, netball)

Music (KS2 school choir). We also offer guitar lessons which are paid for by parents/carers and brass lessons which are funded by school.

Reading Club

Art Club (KS1)

Care Crew

All after school clubs are free of charge other than guitar.

We aim to make all activities inclusive and accessible.

If your child needs extra support to take part, we're happy to talk with you and make any reasonable adjustments.

### **How do you make sure clubs and activities are inclusive?**

All clubs and activities are planned to be inclusive for children with SEND.

Staff are informed of children's needs and can make adjustments where needed.

We work closely with parents to provide the right support.

Talk to the SENCO or club leader if your child needs extra support to take part.

### **How do you help children to make friends?**

Building friendships is an important part of school life and we support all children—especially those with SEND—to develop positive social skills and relationships.

#### **In the Classroom**

Teachers plan activities that encourage teamwork, sharing and turn-taking.

We help children learn how to start conversations, take turns and understand other people's feelings.

### **Social Skills Support**

Some children benefit from small group sessions or 1:1 support to build confidence in making friends.

We might use games, role-play or social stories to help children learn how to join in with others.

### **Playground and Lunchtime Help**

Staff are on hand to support children at playtimes, especially if they find social situations tricky.

We buddy systems to help children join in with games and feel included.

### **Working with Parents**

If you're worried about your child's friendships, we'll listen and work with you to find the best way to support them.