



# SEN Information Report

## Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.

## Guidance for Completion

This guidance reflects the statutory guidance from the DfE in the CoP, and pulls on good practice from the national Association of Special Educational Needs (NASEN). The statutory requirements are detailed in the CoP 6.79 – 6.83. Lancashire County Council would encourage all educational providers to use the following template to produce their SEN Information Report.

# Carleton Green Community Primary School

## SEN Information Report December 2023

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

Amy Parker

### Contact details:

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### The kinds of SEND we provide for.

Carleton Green Community Primary school is a larger than average sized mainstream primary school with 45 pupils in each year group. We have created a stimulating, caring and harmonious environment in which all individuals feel valued and are encouraged to strive to realise their potential. We strongly believe in tailoring our teaching and learning to meet the needs of all of our pupils regardless of age, gender, race and disability. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction

Some pupils experience difficulties when communicating and interacting with others. This can take several forms, for example, difficulties in sound production: limited use and understanding of words and phrases and/or underdeveloped skills in communicating with others.

- Cognition and Learning

Some pupils face difficulties when learning. There are several reasons why some children find aspects of learning more challenging, ranging from specific issues e.g. dyslexia or dyscalculia to wide ranging difficulties that can affect all areas of development e.g. poor memory skills, or processing difficulties. Each child is treated as an individual and needs are met accordingly.

- Social, Mental and Emotional Health

Some pupils require additional support with their personal development to overcome various social, emotional and behavioural barriers to their learning. We value a nurturing philosophy at Carleton Green Community Primary School which underpins the way we understand and support each pupil.

- Physical and Sensory

Some pupils have physical and/or sensory needs which require the curriculum and environment to be adapted to ensure they can fully access learning opportunities.

**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?**

During our induction process for our Early Years setting, we will talk to other nurseries and agencies about any needs and share information.

On admission to our setting, we will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. The SENDCo will liaise closely with the class teacher to analyse data and individually track pupils who are experiencing difficulties.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

In most cases, pupils are only identified as having SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and interventions.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If you think your child/young person has special educational needs, please raise your concerns with the class teacher/SENDCo.

**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?**

When supporting children with SEN, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small.

For children with an EHC Plan, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.

**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?**

We aim to develop partnerships with every parent and carer in the education of their child. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School has an "open door policy" so you can contact us at any time and we will arrange a meeting as soon as possible. An appointment to speak with the SENDCo can also be made through the school office. We will formally notify parents when it is decided that a pupil will receive SEND support.

As a school, we feel that it is important that:

- Everyone develops a good understanding of the pupil's areas of strength and needs.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Although parents/carers are free to contact us at any time to discuss their child's progress there are also opportunities at key points throughout the academic year. We carry out parents' evening in November and February and issue interim reports at Christmas and Easter with an end of year report given in the summer.

If a child has been identified as having a barrier to their learning and therefore has been placed on the SEND register a SEND Support Plan will be constructed which will assess the current situation, provide a plan to overcome the barrier to learning with a planned review time. Parents will be invited to discuss this and share in the formation of the plan and the review cycle. These meetings will be held with the SENDCo and the class teacher on a termly basis.

If it is identified that your child has a long-term, complex need it may be appropriate to request a statutory assessment of their needs. School will guide you through each step of this process.

All policies are available to view on the website and there are links available offering further support.

Parents and children are fully appraised of the parameters and expectations in school as they sign a Home School Agreement on admission to our setting.

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

The SEN Code of Practice (2015) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' At Carleton Green our priority is to ensure that all children, including those with SEN have access to good or outstanding lessons which are appropriately adapted and personalised to meet the needs of individual children.

Some children may need additional personalised provision. This may be delivered one to one or in very small groups, sometimes out of the classroom by a specialist teacher or professional or suitably qualified and well-trained learning support assistant. The content and purpose of such provision is discussed in detail with children and parents/carers and is reviewed frequently to ensure it is having a positive impact. The provision is recorded in a SEND Support Plan

School may seek advice or require other professionals to contribute to a more comprehensive assessment of needs to ensure that the appropriate personalised provision is put in place.

#### Education, Health and Care Plan (EHCP)

Some children may have additional provision as detailed in their EHCP. Top up funding is provided by the Local Authority.

Learning Support Assistant's (LSA's) are allocated carefully according to their skills and experience.

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

The school is built across one floor except for the upper Key Stage Two classrooms, which are accessible via two staircases. Where children have a physical disability that prevents

them from accessing the upstairs rooms we are able to relocate the classrooms. We have a disabled toilet and shower room and parking bays at the front of the school. Outdoor areas are accessible for all. All classroom doors are wide enough for wheelchair access. Lighting in the school has been updated to LED.

School staff are on duty on the school playground in the morning and see the children out in the evening. For children with SEND special arrangements may be made. We offer extra support using our Learning Support Assistants at both lunchtime and playtime where required.

In the case of pupils attending Carleton Green with physical disabilities, we work alongside parents, Occupational Therapists and Physiotherapists to ensure we provide the necessary facilities, equipment and support. LSA's can provide physiotherapy/occupational therapy exercises, following a programme of support from the trained professionals.

**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?**

Through discussions with parents, teachers, LSA's and children, the SENDCO, alongside the Headteacher, makes decisions regarding the most effective allocation of resources. This includes human and physical resources.

Pupils with EHC plans have provision listed clearly in their plan which is met by internal and external sources. EHC plans are reviewed annually, including the level of support required and its impact. All relevant parties are involved in the review process.

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

As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open afternoons and annual reports.

The Headteacher tracks the progress of all children including those identified as having a special educational need or disability using Sonar or PIVATS if the progress markers are smaller. We also use information that may be gathered through learning walks, discussions with colleagues, parents and pupils.

Pupil progress meetings are carried out on a half termly basis. This enables us to look at the effectiveness of our provision, make any adjustments that may be necessary and set targets.



If interventions are required these are discussed with parents. Children are assessed at the outset and then at the end of a half term/term to look at the effectiveness of that intervention. Interventions and plans are monitored by the SENDCo to ensure that the provision meets the needs of the children.

Reports to the Senior Leadership Team and SEND governor are made on a termly basis.

Children with SEND are expected to make good progress because of the additional provision they receive. If this is the case, provision is judged to be effective. At the review of the SEND Support Plan it will be considered whether discharge from the SEND register is required or whether the child is to continue with the same level of support or whether additional support needs to be put in place.

For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.

### **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?**

We recognise that to support our children effectively our staff need to have the skills and knowledge to understand the needs of individual children. CPD is offered to all staff and a record is kept of all training. The need for training is reviewed by the Senior Leadership Team through the Appraisal process. Training is undertaken by all staff when a need arises. Examples of this are Makaton training, Team Teach, Autism training and Communication and Interaction training and BSL.

We have access to a School Nurse who will support families with medical needs and assist our staff. Moving and handling training has been carried out for children with physical disabilities.

Children have access to a range of additional provision. This includes:

- Teacher/LSA support to develop speech, language and communication skills. Children's communication skills are assessed on entry to reception and this can lead to some children accessing specific early intervention activities in groups or 1:1. We refer to Speech and Language therapy, if necessary, for children throughout school and follow programmes set by Speech and Language therapists.
- LSA's are trained in precision teaching to support pupils with their learning.
- LSA's are trained to deliver Toe by Toe and Word Wasp interventions to support pupils with difficulties in reading and spelling.
- Two LSA's have been trained by Physiotherapists/Occupational therapists to follow a specialised programme to support physical skills.



- Our school learning mentor will deliver programmes to support children's Social, Emotional and Mental Health needs.
- Fine motor skills activities in class to support development of strength and co-ordination. Programmes also followed from Occupational therapists.
- Counselling is provided by qualified counsellors from New Start.
- Reachout ASC Specialist Teachers scheduled to visit half termly to advise and support staff teaching children who have a diagnosis or present traits of ASC.
- Specialist Teacher (Lyndon Day) will visit to assess pupils with specific needs, provide advice and resources to teachers/LSA's and SENDCo.

### **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?**

Many children start in our Early Years setting. We admit 45 children each academic year. As soon as a child has been offered a place at our school we have an induction evening where parents are notified of our induction dates. We offer several stay and play sessions after the end of the school day. Prior to the induction, we arrange for nursery and/or home visits so that we can get to know the children and share information. Our SENDCo may also be actively involved at this stage if there are any concerns to ensure that when a child starts school in September the required support is in place.

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given time to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN. All children are given the opportunity to spend a week with their new class teacher. Where necessary, children with SEN make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Moving on to secondary school can be an exciting but daunting time for all children so at Carleton Green we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools including special schools within the area. For children with EHC plans, the SENDCo from the secondary school will be invited to either the Year 5 transition Annual Review or the Year 6 Annual Review or both. This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond. If a child is on 'SEN Support' a transition meeting with the SENDCo from the secondary school during the summer term of their final year takes place to pass on important information about each child. Parents are invited to attend.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For

children with Special Educational Needs and for children who are likely to find the transition more challenging the SENDCo will arrange an extra visit to the secondary school.

If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school. The Headteacher/SENDCo will liaise with the new Headteacher, SENDCo to ensure that they are well-informed of the child's individual needs.

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

At Carleton Green we pride ourselves on providing an inclusive learning environment where all children including children with SEN are treated equally and have access to the full range of opportunities that we provide.

All extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs and lunch time clubs.

All pupils are encouraged to go on our day trips and our residential trips in Year 5 and Year 6.

All pupils are encouraged to take part in sports day and school plays.

Provision is put in place to ensure that all pupils can access these activities and staff are fully aware of any pupil who may need additional support.

Risk assessments will be carried out for specific children and advice may be taken from local agencies. For trips, the Local Authority and the governing board will also review the risk assessments. All children are included in class trips. Children are considered individually regarding the support they need e.g. 1:1 adult, visual timetables, physical equipment etc. Access arrangements are included in the risk assessments and the parent and pupil are included in these discussions so that they feel secure.

During break and lunch times, children with SEN are able to play outside with their peers. There are areas outside for those who prefer to sit and play with friends or alone, rather than run around. In more challenging situations, we have adults supervising certain pupils during these times. All staff, including welfare, are briefed on individual needs. Children with SEN are also able to have some quiet time in the library area if they prefer to stay inside.

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

Carleton Green Community Primary School has a nurturing ethos. The school strives to develop and support the positive wellbeing of all our pupils.

Our learning mentor is available to offer social, emotional and mental health support to our pupils during 1:1 sessions. For example, support with managing behaviour, anxiety, lack of confidence and self-esteem, dealing with separation, grief, or maintaining friendships.

We have a trained Kidsafe teacher who delivers information to all children. Children are taught about bullying, friendships and staying safe.

We are proud of our inclusive school where all children accept and support each other. We encourage and expect empathy and understanding from pupils and staff at all times. We understand that children with SEND are vulnerable and therefore observe their well-being closely. We take any reports of bullying seriously and it would be dealt with as set out in the Behaviour Policy.

We have an established school council which is open to all children and children take part in Pupil Voice.

Class assemblies are held each week and the Carleton Code is used to support improvements in emotional and social development.

For children with medical needs, we work alongside parents, paediatricians, school nurses and specialists to ensure correct care is in place. We have health care plans which are regularly reviewed. (See Medical Policy for information on administering medication).

All staff receive annual Safeguarding training.

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

At Carleton Green Community Primary School, we have a robust system of self-evaluation in which we evaluate:

- Effectiveness of leadership and management
- Quality of education
- Personal development,
- Behaviour and Attitudes

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENDCO and SEN Governor meet to discuss the provision for children with SEN. The governors also receive regular reports.

Each term the performance of all children, including those with SEN is analysed by the Headteacher, SENDCO and Key Stage Leaders and areas of need are identified. In

addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

Parents are kept informed, as previously mentioned, throughout the year.

**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?**

School

Acting Headteacher: Mrs S Clark

SENDCO: Miss Amy Parker

Learning Mentor: Mrs D Crooks

The SENDCo will complete an Early Help Assessment (EHA) to ascertain needs when supporting families. This enables us to link to social services, the local authority support services and certain voluntary organisations.

External agencies

We have strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of children with SEN are appropriately met. This includes working with:

- *Special Educational Needs and Disability Case Manager (Owen Freeman)*
- *Educational Psychologists*
- *Speech and Language Therapists*

We currently have several therapists from NHS Therapy Services working with our children in school.

Advisory teachers:

We work with a specialist teacher previously from Lancashire SEND Specialist Teaching Service who carries out observations and assessments. We have also begun to work with Emma Turver from Reachout ASC who implements action plans for children with a medical diagnosis of ASC and those who present traits.

Occupational therapists/Physiotherapists:

Children in need of OT or physio input need to be referred by their GP or paediatrician. If a programme is required, we can support parents by following the programme in school.

- Medical practitioners* including school nurses, paediatricians and the Child and Adolescent Mental Health Service (CAMHS) team.
- Social Workers* from Lancashire County Council and other agencies.
- Professionals from local Children's centres.*
- Counsellors* from New Start.

We have looked after children who are under the care of the Local Authority. Some of these children are under the care of Blackpool. We work with these agencies to ensure that the provision for these children is allowing them to make progress.

**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?**

At Carleton Green Community Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If parents have questions or concerns about the provision for a child with SEN, in the first instance, we encourage them to contact the child's class teacher. Should they then wish to discuss the concerns further, they could contact the SENDCo, SLT or Deputy Headteacher/Headteacher.

In the unlikely event that a concern is not resolved, please make contact with our Chair of Governors in line with our 'Complaints policy'.

**Contact details for raising concerns:**

Acting Headteacher: Mrs S Clark  
[s.clark@carletongreen.lancs.sch.uk](mailto:s.clark@carletongreen.lancs.sch.uk)

SENDCo: Miss A. Parker  
[a.parker@carletongreen.lancs.sch.uk](mailto:a.parker@carletongreen.lancs.sch.uk)

Chair of Governors: Mrs C Davies – contact via school office

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

SENDIASS is available for parents to access additional information, support and advice.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

School Nurse 0300 2470040

Barnardo's Independent Support 01772 629470

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

Our contribution to the local offer is detailed on the school website under Inclusion  
<http://www.carletongreen.lancs.sch.uk/Parents/inclusion>

Lancashire County Council Local Offer - <http://www.lancashire.gov.uk/send>