



**ECCLESTON**  
**PRIMARY SCHOOL**  
incorporating  
**Beechbuds Pre-School**

**SEND Information Report**  
**2024 - 2025**

*Inspiring independent learners to thrive in a changing world*

# SEND INFORMATION REPORT

2024-2025

## SEND Profile:

Our SEND profile for 2024-2025 shows that we have 13% of children identified as having SEND.

This percentage is made up of the following groups:

- 38% are identified as having SEND linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)
- 35% are identified as having SEND linked to Communication and Interaction as the main category of need (including speech and language difficulties and problems with social interaction)
- 15% are identified as having SEND linked to Physical and Sensory as the main category of need (including disabilities such as those affecting mobility, sight and hearing)
- 12% are identified as having SEND linked to Social, Emotional and Mental Health as the main category of need (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)

## Education and Health Care Plan

- 12% of our SEND register have an Education and Health Care Plan.

**Number on Additional Needs list:** 8 children – not registered SEND

## Achievement for all

At Eccleston Primary School we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills, so that all children regardless of individual need make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

## Definition of Special Educational Need:

At different times in their school life, a child or young person may have a special educational need. The code provides a definition of SEN:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'*

If a child is identified as having SEN, we will work closely with them and their parents to provide provision that is additional to or different from the adapted curriculum which is already in place. We work with children to overcome barriers to learning.

### **Aims of SEN provision:**

- To identify pupils with SEN as early as possible and put relevant and purposeful intervention in place;
- To identify children who are underachieving and identify reasons for this;
- To support children to make the best progress of which they are capable;
- To maintain appropriate records and to monitor pupil progress;
- To provide full access to the curriculum in all areas;
- To work in partnership with children and parents/guardians;

### **Identifying Special Educational Needs**

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction;
  2. Cognition and Learning;
  3. Social, Mental and Emotional Health;
  4. Sensory and/or Physical;
- (SEN Code of Practice 2014)**

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

The SENCo 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, WellComm, PIPs, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. 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 (2014) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching.

Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by the SENCo in consultation with class teachers and the Senior Leadership Team.

### **A Graduated Approach to SEN:**

At Eccleston Primary School **high quality teaching**, adapted for individual children, is the first step in responding to pupils who may have SEN.

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 ways of teaching are in place so that children are fully involved in learning;
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn;
- Teachers will let parents know what their child is learning and how they are progressing;

At school 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 targets and interventions. The decision to make Special Educational Provision involves the SENCo, 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. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at Targeted Intervention and Specific Individual Support level. The programmes of intervention and support for children reflect the need to access the whole curriculum.

### **Targeted interventions**

- These may be run in the classroom or in sessions outside of whole class learning;
- They are teacher led and may be delivered by a teacher or teaching assistant ;
- These are usually group , but may be 1:1, with specific targets to help children to make progress and secure knowledge and understanding;
- Interventions will be assessed and monitored by class teachers and the SLT;
- Teachers will closely monitor the frequency that children require intervention, if this is becoming regular practise then pupils will be considered for **Specific Individual Support**.

### **Specific Individual support**

- Some pupils will follow 1-1 work; such as if the learner has a Education Health and Care Plan or if they have been assessed by outside agencies;
- Some children will have a 'Pupil Passport' with individual needs and targets identified by the teacher, SENCo, pupils and parents. These will be monitored and reviewed termly in consultation with parents.
- Children with Social and Emotional and Mental health needs are supported in school through small group activities; PALS, supervised playtimes, check ins and work with external agencies when required.

For higher levels of need, school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service;
- Occupational Therapy;
- Educational Psychology Service;
- The Special Educational Needs and Disabilities (SEND) Service;
- SEND Traded Specialist Teachers;
- KEY Charity Trust – Family Support Services;
- Play Therapy;
- Behavioural Therapist;
- Golden Hill School;
- Shine Therapy.

### **Monitoring and Evaluating SEND Provision in School:**

The SENCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENCo regularly feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

Parents take part in annual review meetings for children with Education, Health and Care (EHC) plans. They receive copies of all relevant paperwork concerning their child. Pupils always contribute to their own reviews at their own level.

Individual targets are set for all children with SEND and these are reviewed termly as appropriate. Children are actively involved in the setting of their own personal targets with the guidance and support of their teacher. Parents meet with class teachers to review previous targets and to discuss next targets.

Our school operates an open door policy with regards to any concern that a parent may have. Regular meetings with key staff and the Senior Leadership Team look at the effectiveness of the provision made for children with SEND and disability.

### **Managing Pupils Needs on the SEN register:**

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

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

- Individual Behaviour Management Plans
- Individual Nurture Plans
- Pupil Passports

Children and families are involved in planning for progress through termly review meetings. The child's voice is central to every review of progress.

Provision for pupils, requiring a Pupil Passport, will be a minimum of 1 hour per week. This maybe on a 1:1 basis or as part of a small group.

A child will be exited from the SEN register when they are accessing adaptations within the class; that is when they do not need anything above and beyond what is offered to the class as a whole.

We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

### **Transition from Key Stage 2 to 3:**

Each year pupils visit their new Secondary School for taster sessions. A teacher from the local secondary school visits the Year 6 class to discuss their transition and answer any questions our pupils may have.

The Year 6 class teacher completes detailed transition information, not only about academic progress and achievements, but friendships and additional needs. Our Year 6 teacher meets with the Head of Year 7 to ensure all individual information is transferred.

### **Accessibility:**

The school was built 1970 and is fully wheelchair accessible. To ensure full access for pupils and parents/carers with disabilities, the site is on a single level with three ramped access doors and toilet facilities for the disabled. Internal doors are wide enough to accommodate a wheelchair. There are accessible parking spaces available.

The school communicates weekly with parents/carers via the newsletter. Information, including holiday dates and school policies are available on the website.

Furniture is modern and of a suitable height appropriate to the age group of pupils being taught in that classroom. A number of class rooms have adjustable height tables. Signs, photographs and symbols are used in the lower age ranges to support children's access to resources.

The school has a range of ICT programmes for pupils with SEND in addition to ipads, laptops, headphones, and interactive whiteboards installed in every classroom.

### **Lancashire County Council – Complaints information**

#### **Complain about a school**

If you have a complaint about the way the school has supported your child's special educational needs, please follow the school's complaints procedure.

The school's policies and procedures are on their website.

#### **EHC plans and assessments**

If your complaint is about your education health and care (EHC) assessment or plan, you can complain to Lancashire County Council. If you disagree with a decision about your EHC assessment or plan, you can appeal to the SEND Tribunal.

- [EHC plans – disagreements and complaints](#)

#### **Roles and Responsibilities**

**The person responsible for managing SEND provision (SENCo) in school is Mrs Rachael Davies and for the pre-school is Mrs Shirley Miller.**

**SEND Governor:** Miss Danielle Battersby

**Designated Lead for Safeguarding:** Craig Todd

**Children Looked After (CLA) Lead:** Craig Todd

**Children with Medical Needs:** Craig Todd

**Special Educational Needs and Disability Officer (Case Manager) from the Local Authority:**  
Miranda Chestnutt

**South - Chorley, South Ribble, West Lancashire and Preston**

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