



ECCLESTON
PRIMARY SCHOOL
incorporating
Beechbuds Pre-School

SEND Information Report 2026 - 2027

Inspiring independent learners to thrive in a changing world

SEND INFORMATION REPORT

2026-2027

1. SEND Profile:

Reception to Year 6

Our SEND profile for 2026-2027 shows that we have 12% of children identified as having SEND.

This percentage is made up of the following groups:

- 40% are identified as having SEND linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)
- 36% 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)
- 12% 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

- 24% of our SEND register have an Education and Health Care Plan.

Number on Additional Needs list: 10 children – not registered SEND

Beechbuds Pre-School

In Beechbuds Pre-School, 6% of pupils are identified as having SEND.

Our Approach to SEND - Achievement for all

At Ecclestone Primary School, we believe that every child has the right to a high-quality, inclusive education that enables them to achieve their potential.

We recognise that children learn in different ways and may require different levels of support at different points in their education. We are committed to identifying barriers to learning early and working closely with children, parents and professionals to ensure that appropriate support is put in place.

We have high expectations for all pupils, including pupils with SEND. Our approach is based on **high-quality, adaptive teaching**, with teachers making appropriate adjustments to enable pupils to access an ambitious curriculum alongside their peers.

We aim to ensure that pupils with SEND are fully included in the life of the school and have opportunities to participate, achieve, develop independence and experience success.

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.

What can families expect from our SEND 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.

2. What kinds of SEND do we provide for?

We support pupils with a wide range of special educational needs and disabilities across the four broad areas identified in the SEND Code of Practice:

Communication and Interaction

This may include:

- speech, language and communication needs;
- difficulties understanding or using language;
- social communication needs;
- difficulties with interaction and social understanding.

Cognition and Learning

This may include:

- specific learning difficulties;

- difficulties with reading, writing or mathematics;
- developmental delay;
- difficulties with memory, processing or working memory.

Social, Emotional and Mental Health

This may include:

- difficulties with emotional regulation;
- anxiety;
- difficulties with attention and concentration;
- social and emotional needs;
- behavioural needs arising from underlying SEND.

Sensory and/or Physical Needs

This may include:

- visual or hearing needs;
- physical disabilities;
- sensory processing needs;
- medical needs which affect access to learning.

We recognise that pupils may have needs across more than one area and that each child is an individual.

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 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.

3. How do we identify pupils with SEND?

We use a range of information to identify pupils who may have additional needs.

This may include:

- information from parents and carers;
- information from previous settings or schools;
- teacher observations;

- assessment and progress information;
- reading, writing and mathematics assessments;
- observations of communication and interaction;
- information from the child;
- concerns raised by staff;
- screening and assessment;
- advice from external professionals;
- information relating to behaviour, emotional wellbeing or attendance.

Teachers continually assess pupils' learning and development. Where a pupil is experiencing difficulties, the class teacher will consider whether changes to teaching, classroom support or reasonable adjustments may remove the barrier.

Where concerns remain, the class teacher will discuss these with the SENCO and, where appropriate, with parents.

4. How do we support pupils with SEND?

High-quality teaching is the first response to meeting the needs of pupils with SEND.

Teachers use adaptive teaching to identify and respond to barriers to learning. This may include:

- clear and concise instructions;
- breaking tasks into manageable steps;
- additional modelling;
- visual supports;
- practical resources;
- pre-teaching vocabulary;
- repetition and overlearning;
- appropriate scaffolding;
- additional processing time;
- adapted resources;
- checking understanding regularly;
- opportunities for additional practice;
- alternative ways of recording or demonstrating learning.

We aim, wherever possible, for pupils with SEND to access the **same ambitious curriculum as their peers**, with adaptations made to remove barriers rather than unnecessarily reducing expectations.

Additional interventions may also be provided where a specific need has been identified. These are carefully planned, have a clear objective and are reviewed regularly to assess their impact.

A Graduated Approach to SEND:

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.

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.

5. How do we adapt the curriculum and learning environment?

We recognise that pupils may need different levels of support to access the curriculum.

Adaptations may include:

- visual timetables;
- now and next boards;
- visual instructions;
- communication supports;
- accessible texts;
- reduced reading or recording demands where appropriate;
- concrete and practical resources;
- technology or assistive technology;
- alternative recording methods;
- additional opportunities to practise key skills;
- sensory adaptations;
- changes to seating or the classroom environment.

We aim to remove unnecessary barriers while maintaining appropriate challenge and ambition.

Pupils are not routinely given different work simply because they have SEND. Teachers consider the intended learning and identify the adaptations needed to enable individual pupils to access it.

6. How do we support communication?

Some pupils may find spoken language, lengthy instructions or unfamiliar vocabulary difficult to process.

Staff use a range of strategies according to individual need, including:

- now and next boards;
- visual timetables;
- first/then language;
- visual instructions;
- symbols and pictures;
- gestures and agreed signs;
- key vocabulary;

- modelling;
- checklists;
- communication cards or books;
- alternative and augmentative communication where appropriate.

Teachers give pupils sufficient processing time and check understanding through questioning, demonstration and observation rather than relying solely on asking, “*Do you understand?*”

7. How do we support reading and learning?

We recognise that difficulties with reading can create barriers across the whole curriculum.

Pupils may receive support through:

- high-quality phonics teaching;
- additional reading practice;
- targeted reading interventions;
- pre-teaching vocabulary;
- texts being read aloud;
- accessible texts and resources;
- visual representations;
- repeated opportunities to practise;
- support with subject-specific vocabulary.

Pupils should not be excluded from learning in other subjects because they cannot independently read the associated text.

8. How do we support pupils' emotional wellbeing and behaviour?

We recognise that some pupils with SEND may experience difficulties with emotional regulation, anxiety, social interaction or behaviour.

We use positive and supportive approaches which aim to understand the reason behind a pupil's difficulty and identify appropriate support.

Support may include:

- predictable routines;
- visual timetables;
- now and next boards;

- emotional regulation strategies;
- access to a quiet or calm space where appropriate;
- adult support;
- social stories;
- targeted interventions;
- opportunities to develop social and emotional skills;
- reasonable adjustments to support individual needs.

We maintain high expectations for behaviour while recognising that some pupils may require additional support or reasonable adjustments to meet those expectations.

9. How do we use teaching assistants to support pupils with SEND?

Teaching assistants support pupils to access learning and develop independence.

Their support may include:

- supporting pupils to understand instructions;
- reinforcing teacher input;
- providing targeted intervention;
- supporting communication;
- helping pupils to use agreed strategies;
- facilitating access to resources.

Where an intervention is delivered, there will be a clear focus, objective and intended outcome.

We are careful to avoid pupils becoming unnecessarily dependent on adult support. The class teacher remains responsible for the teaching, learning and progress of every pupil.

10. How do we assess and monitor progress?

Teachers assess pupils regularly through:

- classroom assessment;
- questioning;
- observation;
- marking and feedback;
- practical activities;

- formal assessments;
- reading assessments;
- writing and mathematics assessments.

For pupils with SEND, we consider both **progress towards age-related expectations and progress from their individual starting points.**

Where additional provision is put in place, we monitor whether it is making a difference to the pupil's learning, independence or wider outcomes.

Provision is adjusted when it is no longer appropriate or when a different approach is required.

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 (Pupil Passports) 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.

The SENCo regularly feeds back to governors following audits of provision.

11. How are parents and carers involved?

We believe that parents and carers have an important role in supporting their child's education.

We will:

- listen to parents' concerns and views;
- share information about their child's progress;
- discuss strengths and areas of need;
- involve parents in decisions about additional support;
- share appropriate strategies that can be used at home;
- seek parents' views when reviewing SEND support;
- work with parents when seeking advice from external professionals.

Parents are encouraged to speak to their child's class teacher in the first instance if they have concerns.

Support for Parents and Carers

We recognise that navigating SEND processes can sometimes feel complex, and we are committed to working openly and collaboratively with parents and carers. If you have concerns about your child's learning, development or additional needs, your child's class teacher is usually the first point of contact. Parents can also speak to the school SENDCo for further advice about their child's needs, the support available in school and the graduated Assess, Plan, Do, Review process.

Parents and carers can also access Lancashire SEND Information, Advice and Support Service (SEND IAS). This is a free, confidential and impartial service, operating at arm's length from the Local Authority, which provides information, advice and support to parents and carers of children and young people with SEND. It can provide advice about SEN Support, rights and responsibilities, Education, Health and Care Plans (EHCPs), health and social care processes, mediation and appeals, and can support families in communicating with schools and other professionals. [\[lancssendias.org.uk\]](https://lancssendias.org.uk), [\[lancashire.gov.uk\]](https://lancashire.gov.uk)

Lancashire SEND IAS contact details can be found on the last page of the SEND Information Report.

Families can also access the Lancashire SEND Local Offer, which brings together information about services, support, advice and activities available for children and young people with SEND and their families across Lancashire. <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

12. How are pupils involved?

We value the views of pupils and seek to involve them in decisions about their education wherever appropriate.

Depending on their age and level of understanding, pupils may be involved in:

- discussing their strengths and areas for development;
- identifying what helps them to learn;
- setting and reviewing targets;
- contributing to SEND reviews;
- discussing reasonable adjustments;
- sharing their views about support and interventions.

We want pupils to understand that SEND support is designed to help them become successful and increasingly independent learners.

13. How do we support pupils with an Education, Health and Care Plan?

Where a pupil has an Education, Health and Care (EHC) Plan, we work with the pupil, parents, local authority and relevant professionals to deliver the provision specified in the plan.

We monitor progress towards the outcomes identified within the EHC Plan and contribute to the annual review process.

Where appropriate, we work with parents and professionals to plan effective transitions between phases of education.

14. How do we support transition?

We recognise that transitions can be particularly important for pupils with SEND.

We provide additional support where required when pupils:

- join our school;
- move between year groups;
- move between key stages;
- move from another school;
- prepare to move to secondary school.

Transition support may include:

- additional visits;
- meetings between staff;
- sharing information with the receiving setting;
- visual information;
- transition books;
- additional opportunities to meet new staff;
- individual transition plans where appropriate.

15. A Graduated Response to identifying additional needs

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
- 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 may be 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.

The flowchart below outlines our school system for deciding whether a pupil should be added to the SEND register.

Eccleston Primary School

A Graduated Response to identifying additional needs



Concern Identified	Teacher, parent/carers, pupil, assessment information or another professional identifies a concern		
Assess	Class teacher gathers information to understand the pupil's strengths and barriers to learning: - What does assessment information tell us? - What does the pupil already know and understand? - Are there gaps in learning or attendance? - What are the pupil and parent/carers views? - What adaptations have already been tried?		
Plan	Class teacher identifies appropriate adaptations, strategies and/or targeted support. Agree: - What are we trying to achieve? - What will be done differently? - Who will provide the support? - How success will be measured? - When progress will be reviewed?		
Do	Class teacher implements the agreed provision through high-quality adaptive teaching and any additional support. The class teacher remains responsible for the pupil's learning, progress and provision.		
Review	Evaluate the pupil's progress and response to support. - What has changed? - Has the support been effective? - Are the identified barriers reducing? - What do assessment, pupil and parent views tell us?		
	Has the concern been resolved?		
	Yes Continue high-quality adaptive teaching and monitoring	No Discuss with SENDCO Review evidence from Assess, Plan, Do, Review Cycle Further Assessment e.g. SENDCO + class teacher + pupil + parents/carers Does the pupil have SEND requiring special educational provision?	
		Yes Refine class provision	No Add to the SEND register

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

16. How do we support disabled pupils?

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 accessible toilets. Internal doors are wide enough to accommodate wheelchairs. 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, headphones, and interactive whiteboards installed in every classroom.

We are committed to ensuring that disabled pupils are not treated less favourably and are able to participate fully in school life.

We make reasonable adjustments where necessary and consider accessibility across:

- the curriculum;
- the physical environment;
- school activities and trips;
- communication and information;
- extra-curricular activities.

Further information can be found in our **Accessibility Plan**.

17. How do we support pupils with medical needs?

We work with families and relevant health professionals to support pupils with medical needs that affect their access to education.

Where required, individual healthcare plans or other appropriate arrangements will be put in place. Staff receive relevant training where necessary to ensure that pupils can safely access school and learning.

18. How do we support Looked-After Children?

We are committed to ensuring that looked-after children receive appropriate support to achieve their full potential. The Designated Teacher works closely with the SENDCo, class teachers, carers, social workers, the Virtual School and other professionals to identify and respond to each child's individual needs.

Every looked-after child has a Personal Education Plan (PEP), which forms part of their care plan and sets out what needs to happen to support their educational progress and achievement. Where a child

also has SEND, the PEP and SEND provision are considered together to ensure that support is coordinated, appropriately targeted and regularly reviewed.

19. Lancashire County Council – Complaints information

Complain about school

We aim to work in partnership with parents and carers and encourage families to raise any concerns about their child's SEND provision at the earliest opportunity. In the first instance, parents should discuss concerns with their child's class teacher and/or SENDCo, who will work with them to try to resolve the matter. Contact details are available on the last page of this document.

If the concern cannot be resolved at this stage, parents should contact the Headteacher. Where a parent remains dissatisfied, they may make a formal complaint to the Chair of Governors.

Parents may also seek free, confidential and impartial information and advice from Lancashire SEND Information, Advice and Support Service (SEND IAS).

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](#)

20. Roles and Responsibilities

The person responsible for managing SEND provision (SENCo): Mrs Kate Cranage

Contact details for SENCo: hello@eccleston.lancs.sch.uk Telephone: 01257 451114

SEND Governor: Miss Danielle Battersby

Designated Lead for Safeguarding: Mrs Elizabeth Speakman

Children Looked After (CLA) Lead: Mrs Elizabeth Speakman

Children with Medical Needs: Mrs Elizabeth Speakman

Special Educational Needs and Disability EHCP Officer from the Local Authority: Nadia Ahmed

South - Chorley, South Ribble, West Lancashire and Preston

Tel: 01772 531 597

SEND.South@lancashire.gov.uk

Lancashire SEND IAS: Free, confidential and impartial SEND advice and support for families.
0300 123 6706. [\[lancssendias.org.uk\]](http://lancssendias.org.uk), [\[lancashire.gov.uk\]](http://lancashire.gov.uk)

