

Reviewed: September 2026
Next Review Date: September 2027

Signed by:

Headteacher

Mrs Claire Jones

Date: September 2026

Co-Chairs of Governors

Mrs Joanna Potter and Mrs Danielle Smith

Date: September 2026

Euxton Primrose Hill Primary School

SEND Information Report



Courage • Ambition • Respect • Excellence

Together we will make a difference

1. Introduction & Commitment

Primrose Hill Primary School is committed to providing an inclusive education where every child can achieve and thrive. We support all pupils, including those with Special Educational Needs and Disabilities (SEND), to access a broad and balanced curriculum. Our approach follows the SEND Code of Practice (2015) and the Special Educational Needs and Disability Regulations (2014).

Our school is committed to providing a fully inclusive learning environment where every pupil is valued, supported and enabled to succeed. In line with the Education Endowment Foundation's (EEF) *Guide to Inclusive Teaching* and the Department for Education's expectation that all schools publish an Inclusion Strategy by December 2026, we are committed to evidence-informed, inclusive practice that prioritises high-quality adaptive teaching, early identification, the removal of barriers to learning, and effective partnerships with pupils, families and external agencies to ensure all learners, including those with SEND, can achieve their full potential.

2. Areas of SEND

We support children across the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical Needs

3. Who to Contact

- Your child's class teacher – first point of contact for any concerns.
- SENDCO: Mrs Emma Swinburn – oversees SEND provision, works with staff, parents and external professionals.
- Headteacher: Mrs Claire Jones – responsible for overall provision
- SEND Governor: Mrs Joanna Potter – provides strategic oversight - contact: office@primrosehill-euxton.lancs.sch.uk

4. Types of Support Available

Support is tailored to each child's needs. This may include:

- Quality First Teaching – high expectations, adapted lessons, strategies to support learning.
- Small group or 1:1 interventions – targeted programmes led by teachers, TAs or HLTAs.
- Specialist support – advice and assessments from services such as Speech & Language Therapy, Educational Psychology and CAMHS.
- Education Health and Care Plans (EHCPs) – for children with severe & complex, lifelong needs requiring high levels of support.

- The Burrow – our enhanced SEND provision for children with EHCPs. Overseen by the SENDCO, led by an HLTA, TA and Learning Mentor. Children follow the Equals Curriculum and individual learning programmes with high levels of adult support.

5. Identifying SEND & Reviewing Progress

We identify SEND through teacher observations, assessments, discussions with parents and advice from external professionals. Provision is regularly reviewed through pupil progress meetings, SEND reviews and, where relevant, annual reviews for children with EHCPs.

6. How Parents Are Kept Informed

We value strong communication with parents. Progress is shared through parents' evenings, reports, review meetings and informal updates. Parents of children with SEND have opportunities to discuss support and progress.

7. Adapting Teaching & Curriculum

Teachers adapt lessons, resources and approaches to ensure all children can access the curriculum. Individual Education Plans (IEPs) are used to set clear targets and strategies for your child.

8. Inclusion & Wellbeing

Children with SEND are fully included in school life, including trips and clubs. Support may include 1:1 adult support where needed. We also offer emotional wellbeing support through Learning Mentor sessions, Nurture groups and ELSA intervention.

9. Staff Training & Expertise

Our staff receive regular training to meet the needs of pupils with SEND. We also work with external specialists such as Educational Psychologists, Speech & Language Therapists and Specialist Teachers.

10. Accessibility

Our school is fully accessible, with ramps, hygiene facilities and adapted resources. Accessibility is regularly reviewed in consultation with professionals and in line with our Accessibility Plan.

11. Parent Involvement & Pupil Voice

We work closely with parents and encourage pupil voice through surveys, reviews and School Council. Parents are welcomed into school through open evenings, PTA events and regular communication.

12. Concerns & Complaints

If you have concerns about SEND provision, please speak to the class teacher, SENDCO or Headteacher. Unresolved matters can be raised through the school's Complaints Policy.

13. Transitions

We plan carefully for class changes and secondary transfer. Extra visits and support are provided for children who may find transition challenging. We liaise closely with new schools to ensure smooth handover of information.

14. Local Offer & Further Information

Lancashire's SEND Local Offer provides details of services and support for children and families:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Independent advice is also available through the IAS Service:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>