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Preesall Fleetwood's Charity Church of England Primary School



SEN Information Report

Preesall Fleetwood's Charity Church of England Primary School

SENCO: Michelle Potter (NASENCO)

SEN Governor: Christine Hallett

Contact: mpotter@fleetwoods.lancs.sch.uk

SEND Vision and Inclusion

Our Vision

"You are the light of the world. A town built on a hill cannot be hidden." (Matthew 5:14)

At Preesall Fleetwood's Charity C of E Primary School, we believe that every child is unique, valued and belongs. Inspired by our Christian vision, we are committed to creating a fully inclusive school where all pupils are welcomed, respected and supported to flourish academically, socially, emotionally and spiritually.

We recognise and celebrate diversity and are committed to ensuring equality of opportunity for all. We strive to remove barriers to learning, participation and achievement so that every child can access the full life of the school and achieve their God-given potential. We believe that inclusion is everyone's responsibility and that all children should feel safe, successful, represented and empowered within our school community.

How does Preesall Fleetwood's Charity Church of England Primary School know if my child needs extra help?

We monitor and track the progress of all of our children on a half-termly basis. This enables early identification of children who are failing to make expected progress or who may be experiencing barriers to learning.

Through our inclusive approach, staff carefully monitor not only academic progress but also pupils' social, emotional, communication and sensory needs. We actively aim to identify and

remove specific barriers to learning, enabling pupils to make progress in all aspects of their learning and development.

Class teachers will meet with the SENCO and Head teacher each term to discuss any concerns about progress or accessing the curriculum for individual pupils. A plan for moving forward will be created which may include targeted intervention; specific learning programmes; use of specialist teachers or assessment to identify a specific learning barrier.

We work hard to develop positive and open partnerships with parents, where communication is key. At transition meetings, we encourage parents to approach school if they have any concerns about their child's development, well-being or progress.

What should I do if I think my child may have special educational needs?

Please mention your concerns to the class teacher as soon as possible. The class teacher will share these concerns with the SENCo (Mrs Michelle Potter), who will offer advice and complete observations if needed. Assessment may take place and a follow-up plan will be developed.

Targeted intervention may be required to support your child, and this will be discussed with you. An Individual Pupil Plan (IPP) may be written to provide support for the child. This would be developed collaboratively and shared with the child and parent. The pupil's name may then be added to the SEND register.

Outside agencies may be approached for advice, such as the Inclusion and Disability Support Service, specialist teachers or an Educational Psychologist. In the case of children with medical needs, specialist support, equipment and training can be provided by Lancashire Inclusion Service and NHS professionals.

We encourage you to make an appointment to come into school to discuss any needs or concerns about your child, at any point during the school year.

How will I know how my child is doing?

Parents receive a termly report which shares academic progress as well as attitudes to learning and we have 2 parents' evenings in the year, in the Autumn and Spring Term where progress can be discussed in more detail.

Reviews are held annually for children with Education, Health and Care Plans (EHCPs). This provides an opportunity for parents, pupils, staff and outside agencies to meet and review the provision offered by the school.

Parents' views are actively sought and children contribute at an age-appropriate level. All Individual Pupil Plans are reviewed termly and parents can contribute to evaluations and the setting of new targets.

IPP targets are monitored and plans are evaluated regularly. Progress is monitored for each child individually through half-termly assessment and termly pupil progress reviews in reading, writing and mathematics. Where pupils are making less than expected progress, reasons are carefully considered, provision is reviewed and adapted, and further support is implemented where necessary.

How will my child's needs be identified and the learning and development provision matched to their needs?

At Fleetwood's Charity, we believe that **high-quality first teaching is the foundation of inclusive practice**. All pupils are entitled to access a broad, balanced and ambitious curriculum. Teaching and learning are adapted to meet the needs of individual children through appropriate scaffolds, reasonable adjustments and adaptive teaching strategies.

This may include:

- Adapted teaching approaches.
- Additional support from the class teacher or teaching assistant.
- Visual supports and resources.
- Alternative methods of recording work.
- Assistive technology where appropriate.
- Targeted support for communication, sensory or emotional needs.

Additional Need

If a child's needs relate to more specific areas of learning, they may be included in a targeted intervention group. This may be led by the class teacher or teaching assistant. The length of intervention varies according to need and is monitored regularly. The impact of interventions is measured, reviewed and used to inform future planning.

Higher Need

If a pupil has higher-level needs, they may be identified as requiring SEN Support and an Individual Pupil Plan may be written. The development of an IPP involves parents, carers, the child and, where appropriate, relevant professionals. This process identifies specific, achievable targets and the strategies needed to support them.

Complex Needs

If a pupil's needs are more complex, a formal assessment for an Education, Health and Care Plan may be undertaken. Parents are fully involved throughout this process.

What support will there be for my child's overall well-being?

We recognise that there are many reasons why some children may have additional emotional, social or mental health needs which require support and nurturing. Positive well-being is fundamental to successful learning and inclusion.

The whole school follows a restorative behaviour approach; trauma informed practice and a consistent approach to regulation as well as a structured PSHE programme (Coram Life Education) to support emotional literacy, resilience and personal development. Additional support may be provided through individual or small-group interventions.

Our whole-school approach to regulation includes:

- Calm, supportive learning environments.
- Calm spaces for regulation and reflection.
- Visual timetables and visual supports.
- Sensory boxes and sensory resources.
- Planned transitions throughout the day.
- Predictable routines.
- Calm, consistent language used by all adults.
- Restorative approaches to relationships and behaviour.
- Well-being check-ins for individual pupils as needed.
- Use of professional services as required.

These strategies help children feel safe, understood and ready to learn.

What training have the staff who support children with SEND had?

Our staff have expertise and experience in supporting children with a wide range of needs, including:

- Supporting children with autism.
- Supporting speech, language and communication needs.
- Supporting children with moderate learning difficulties.
- Supporting children with specific learning difficulties.
- Supporting children with challenging behaviour.
- Supporting children who have experienced adverse childhood experiences (ACEs).

Staff training is reviewed regularly to ensure provision reflects current best practice and the needs of pupils within school.

How will you help me to support my child in their learning?

When children have been identified as having additional needs, the views, aspirations and experiences of the child and their parents or carers are central to planning support.

This may be achieved through:

- Informal discussions with staff.
- Teacher and child meetings.
- Teacher and parent meetings.
- Review meetings.
- Meetings involving outside agencies where appropriate.
- Ongoing communication between home and school.

We believe that strong partnerships between home and school are essential in securing the best outcomes for children.

How might my child be included in activities outside the classroom, including school trips?

We are committed to ensuring that all pupils can participate fully in school life.

We provide a variety of after-school clubs throughout the year, including sports clubs and non-sporting activities. These are generally free of charge and available to all children within the relevant age group.

All children are included in age-appropriate school workshops, visits and educational trips. Reasonable adjustments and additional support, including support from teaching assistants where required, are provided to ensure that pupils with SEND can participate alongside their peers.

How accessible is the school environment?

We aim to provide an environment that is welcoming, accessible and inclusive for all.

To support pupils with SEND, we provide:

- Visual timetables within classrooms.
- Modern age-appropriate furniture.
- Fine motor skill development resources.
- Headphones, laptops and iPads.
- Interactive whiteboards.
- Writing slopes and specialised equipment where required.
- Calm and sensory resources to support regulation.

The school site also includes:

- Ramp access to entrances and exits.
- An accessible toilet.
- An accessible parking space.

How will the school prepare and support my child to join the school, transfer to a new school or move to the next stage of education?

Fleetwood's Charity is a small primary school with mixed-age classes where children quickly become part of the school community and develop a strong sense of belonging.

We place great importance on effective transitions and recognise that some pupils may require additional support during periods of change.

For children starting school:

- Pre-school transition sessions are organised.
- Reception transition sessions.
- Opportunities are provided to meet staff and peers.
- Additional visits can be arranged where appropriate.

For children transferring from another school:

- The SENCo may undertake a pre-visit or liaise with the previous school's SENCo.
- Additional transition resources, such as personalised books, may be created.
- Taster visits can be arranged where appropriate.

When moving classes:

- Information is shared between teachers.
- Transition meetings take place.
- Children attend taster sessions with their new teacher.
- Additional visits can be arranged if required.

When moving to secondary school:

- Pupils attend transition visits.
- Secondary staff visit school where possible.
- The SENCo liaises with the receiving school's SENCo.
- Additional visits are available for pupils with EHCPs.
- Transition-focused learning supports children in managing change and preparing for the future.

How will the school's resources be allocated and matched to children's special educational needs?

The school budget, received from Lancashire Local Authority, includes funding to support children with SEND.

The Headteacher decides how SEND funding is allocated in consultation with governors, based on the needs of pupils within school. Resources and staffing are directed to where they will have the greatest impact and help remove barriers to learning, participation and achievement.

Additional provision may be allocated following discussions between the Headteacher, SENCo and class teachers during pupil progress meetings, review meetings and annual reviews.

How is the decision made about how much support my child will receive?

Decisions regarding support are made through consultation with parents, teachers, support staff and relevant external professionals.

Support is tailored to individual needs and reviewed regularly through the graduated approach of: **Assess → Plan → Do → Review.**

The level and type of support will be adjusted as needs change to ensure each pupil receives the right support at the right time.

How can I find information on the Local Authority's Local Offer?

The Lancashire Local Offer provides information about services and support available for children and young people with SEND and their families:

<https://www.lancashire.gov.uk/send/>

Who can I contact for further information?

Headteacher

Victoria Gladwin

Head@fleetwoods.lancs.sch.uk

SENCo

Michelle Potter

mpotter@fleetwoods.lancs.sch.uk

SEND Governor

Christine Hallett (contact via the school)

Lancashire Local Offer

<https://www.lancashire.gov.uk/send/>

Our Commitment to Inclusion

At Fleetwood's Charity, inclusion is at the heart of everything we do. We aim to create a culture where differences are respected, individual strengths are celebrated and every child feels valued, included and able to succeed. Through high-quality first teaching, adaptive practice, restorative approaches and strong partnerships with families, we strive to ensure that all pupils can learn, participate and flourish as valued members of our school community. Guided by our vision that every child is a light in the world, we seek to help each pupil shine brightly and fulfil their potential.