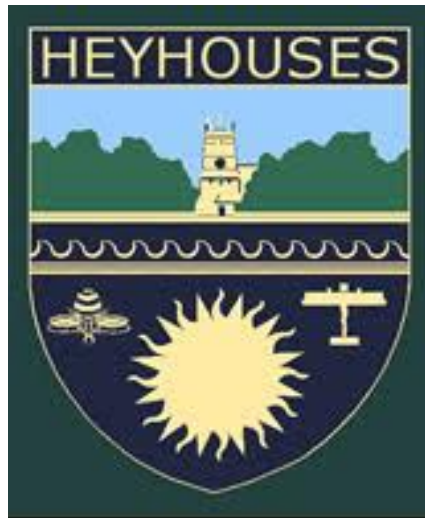


Heyhouses Endowed Church of England Primary School

Accessible Special Educational Needs Information Report



"We seek to enable children to reach their full potential educationally, spiritually and socially, so that they may become all that God has created them to be."

Date: September 2025

Review Cycle: Annually

Next review due: September 2026

Policy Lead: Senco – Lorraine Poole

Approved by: Governing Body

School Contact Information

- **School Name:** Heyhouses Church of England Primary School
- **Address:** Clarendon Road North, Lytham St Annes, Lancashire, FY8 3EE
- **Phone:** 0125 722014
- **Website:** heyhouses.lancs.sch.uk
- **Headteacher:** Mrs EA Hodgson – head@heyhouses.lancs.sch.uk
- **SENCO:** Mrs Lorraine Poole – lorraine.poole@heyhouses.lancs.sch.uk
- **School Number:** 04047
- **Age Range:** 4 to 11
- **Number of Pupils:** 573 (as of 25/9/25) capacity 630

What Types of Special Educational Needs (SEND) Are Supported?

We do not specialise in one particular area of SEND, but we aim to support all children by:

- Adapting teaching
- Accessing specialist services
- Following individual needs

How We Identify and Assess Children with SEND

We follow the **Graduated Approach**, which includes:

1. **Quality First Teaching:** Teachers adapt lessons for individual needs.
2. **Set Clear Targets:** Monitor progress.
3. **Consult SENCO:** If progress is not adequate, further assessment or external referrals may follow.
4. **SEND Register:** Children needing ongoing support are added to our register at **SEN Support**.
5. **Statutory Assessment:** If needed, we may request an Education, Health and Care Plan (EHCP) via the Local Authority.

More info: [Lancashire SEND Support](#)

Working with Parents and Pupils

- Parents are involved early in the process.
 - Reviews happen **at least termly**.
 - We collect parent and pupil feedback.
 - Annual reports are provided.
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Monitoring Progress

- **Teachers** monitor day-to-day progress.
 - **Interventions** are used when needed.
 - SEN Team reviews the impact.
 - If support is not enough, we may request further assessment or specialist input with the permission and involvement of parents/carers.
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Teaching Approach

All teachers are responsible for the progress of children with SEND.

- **Curriculum is adapted** to remove barriers.
 - **Personalised learning** may be provided where needed.
 - **Reasonable adjustments** are made in classrooms.
 - See the **School Provision Map** for more detail.
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Admissions for Children with SEND

- We follow equal access policies for all children.
 - If a child has an EHCP, we are consulted by the Local Authority to see if we can meet their needs.
 - See our **Admissions Policy** for full details.
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Supporting Transitions

- **Before Reception:** Visits to nurseries; meetings with staff and parents.
- **Class Changes:** Children visit new classrooms and meet new teachers.
- **Extra Support:** Transition books, extra visits, and settling-in sessions available.

- **Year 6 to Secondary:** SENCO coordinates handover and additional visits as needed. Sharing of key information at transition meetings between Year 6 staff and High School/Next setting.
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Staff Skills and External Support

- Over 100 staff – many trained in specialist SEND areas.
 - **Training includes:** Autism, ADHD, Makaton, Colourful Semantics, Trauma-informed practice.
 - **Specialist support includes:**
 - ASC Reachout (autism)
 - Visual/hearing impairment services
 - Educational Psychologists
 - Cognition and Learning specialists
 - **Pastoral Lead:** Rebecca Harrington – full-time support for wellbeing.
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Monitoring SEN Provision

- Reviewed termly with SENCO and teaching staff.
- Progress shared in Learning Plans and review meetings.
- Evidence-based strategies used (e.g. via [EEF](#))
- Policies reviewed annually.

If you are concerned, speak to the Class Teacher, SENCO, or a member of the Senior Leadership Team.

Inclusion in School Activities

- **Clubs and roles** (e.g. school council, ECO Warriors) are open to all.
 - **Before/after school club** is accessible to all pupils.
 - **Reasonable adjustments** are made for full participation (e.g., in PE).
 - **Care plans** used when needed.
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Emotional and Social Support

- **ACEs Training:** All staff understand childhood trauma and emotional needs.
- **Group Programmes:** Lego Therapy, Social Detectives, sensory breaks.

- **Pastoral Support:** 1:1 help from our Pastoral Lead.
 - **Wellbeing Programme:**
 - **myHappyMind** – NHS-backed mental wellbeing curriculum
 - myhappymind.org
 - **Family Support:** via Coastal Collective – drop-ins, coaching, classes.
 - thecoastalcollective.org.uk
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What is the Local Offer?

The **Local Offer** is a government initiative to provide clear info on:

- Education
 - Health
 - Social Care services
- For children with SEND (ages 0–25).

You can access Lancashire's Local Offer here:

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

Also, Lancashire offers **Break Time** – a service providing short break activities:
Break Time Activities – Lancashire County Council

Details are provided in the full SEN report or on the Inclusion section of the school website.

Summary

Heyhouses CE Primary School is committed to:

- Inclusive education
- Early identification of SEND
- Regular communication with families
- Personalised teaching and support
- Emotional and social wellbeing
- Continuous monitoring and improvement of provision

We aim for all children to thrive, regardless of their needs.