



SEND Information Report 2025/26

SENCO: Mrs Alison Culshaw

Headteacher: Mrs Jane Smethurst

SEN Governor: Mrs Rosemary Brown

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What is the SEND (Special Educational Needs and Disabilities) information report?

Welcome to our SEN information report which is part of the Lancashire Offer for Learners with special needs. www.lancashire.gov.uk/SEND

The aim of our report is to give information about what our school offers all pupils, and in particular those who have special educational needs or disability. All Lancashire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The four broad 'areas of need' are

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

At Kirkham and Wesham Primary School, we embrace the fact that every child is different, and, therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Alison Culshaw (SENCO) to discuss your concerns.

1. How does the school know if your child needs extra help?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”

Early identification is vital, and the school takes advice from specialist teachers and outside agencies where appropriate to help advise on the provision of intervention strategies. Before starting at school, visits to Nurseries and Pre-schools are carried out by the SENCO in order to highlight children with specific needs. Meeting with families gain further information about any needs. All children are assessed on entry, further assessments undertaken if additional needs are identified. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. A class teacher may complete a Cause for Concern form and meets to discuss this with the SENCO. Appropriate measures are then put in place to meet this need. This could include further assessment either internally or externally by a specific professional, e.g. IDSS, specialist teacher, Educational Psychologist, Speech & Language Therapist or Occupational Therapist.

The necessary support will be provided alongside Quality First Teaching. Initially this may include specific strategies suggested by the SENCO or external agencies, intervention groups delivered outside the classroom, resources to support lessons within the classroom. A differentiated or individualised curriculum may be put in place and input will be monitored regularly by the class teacher and by the SENCO.

We have a high proportion of teaching assistants who work with identified children either 1:1 or in small groups and teachers plan accordingly to meet the needs of all of the children in their class.

We work with external agencies who advise on SEN issues and support us in using appropriate resources with the children. Staff are involved in any work carried out by external agencies too, therefore developing their own understanding and awareness of issues. We have several members of staff with expertise in different areas of SEN who disseminate key information and provide guidance to staff. These include dyslexia, speech and language and Autism. All staff receive appropriate training throughout the year. The SENCO oversees the SEN in school, ensuring that staff feel supported, children have access to the curriculum and parents are kept informed.

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

We operate an open door policy which enables parents to speak with class teachers, SENCO and Headteacher when required. All parents are invited to attend a transition meeting before their child starts school. This provides the opportunity to discuss your child's needs with us.

Parents are welcome to come into school and discuss their child with the class teacher at any point during the year. If a parent thinks their child may have a specific need they may ask to see the SENCO. It is important that parents contact school to discuss their child as soon as they feel there is an issue as early identification is vital and parents know their children best.

What are the arrangements for consulting parents of children with SEN and the children themselves, and involving them in their child's education?

We strongly value our partnership with parents. Parents have the opportunity to meet with their child's class teacher within the first term each year and parents are welcome into school to express any concerns at any point during the year.

Parents are invited into school termly to discuss their child's progress with the class teacher. In addition to this, parents of children with an additional need are invited into school to discuss targets on the Individual Learning Plan with the class teacher and SENCO. This provides the opportunity to celebrate successes and set new targets. New targets will be set as appropriate when current targets have been met throughout the year.

Children are involved in reviewing targets and in creating new targets. They are asked their opinion on their own progress, what works well and what they might want to change in the approach to support. The ILPs are regularly reviewed and parents are invited and encouraged to come into school to meet and contribute to the review process. Some children also have a One Page Profile and are involved in writing this.

For children with an EHCP, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views.

How accessible is the school both indoors and outdoors?

To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school via the Infant Department and Main entrance are on a single level and wide enough to accommodate a wheelchair if necessary. The office area has a lowered hatch area which is more accessible for disabled visitors. We have an accessible disabled toilet which is available for wheelchair users if the need should arise. Parking is on the street or to the back of the school with no designated disabled bay.

Please see the Accessibility Plan for further details.

How are parents involved with the school? Can I become involved?

We strongly value our partnership with parents and all class teachers meet with parents at the start of each school year to ensure that parents are familiar with staff and know who to contact in the case of any problems or concerns. We operate an open door policy and actively encourage parental involvement. You can also contact a teacher via Class Dojo, or through the school office.

At the beginning of the school year we hold 'Meet the teacher' evenings, where parents have an opportunity to meet and discuss issues informally with the class teacher. At this meeting we will be able to advise on how to support your child through that particular year, examples will be reading, times tables and completing homework.

Parents are kept regularly informed on their child's progress through termly parent's evenings and Annual Review meetings. A written report is sent to parents at the end of the school year

Parents are actively encouraged to get involved in the life of the school and are regularly invited to take part in a variety of activities, eg. Reading with pupils, celebration assembly, supporting out of school visits etc. Parents are provided with opportunities to become part of the Governing Body and their involvement and commitment to this is valued.

How will our school support your child?

The class teacher (the main point of contact):

Responsible for...

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCo as necessary.
- Writing an Individual Learning Plan, and sharing and reviewing these with parents
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). Ensuring that all members of staff working with your child in school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and to make progress. This may involve the use of additional adults, outside specialist help
- Ensuring that the school's SEN Policy is followed in their classroom for all the pupils they teach with SEN or Disabilities. The class teacher can be contacted at the end of the school day. To arrange an appointment, please telephone school, message via Class dojo or email bursar@kirkhamwesham.lancs.sch.uk.

The SENCO: Mrs A. Culshaw

Responsible for...

- Coordinating all the support for children with special educational needs (SEN) and / or disabilities, and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is receiving and involved in reviewing how they are progressing.
- Liaising with all other people who may be coming into school to help support your child's learning eg. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEN records and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Individual Learning Plans that specify the strategies that help your child understand how they learn, and inform staff on how best to support them.
- Organising training of staff so they are aware and confident about how to meet the needs of your child and others within school. Our SENCo can be contacted either through your child's class teacher, class dojo or by emailing alison.culshaw@kirkhamwesham.lancs.sch.uk

The Headteacher: Mrs Jane Smethurst

Responsible for....

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Headteacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEN.

The SEN Governor: Mrs Rosemary Brown

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCo with regards to SEN within the school.

How will the curriculum be matched to my child's needs?

If a learner is identified as having SEN need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

Do - providing the support – extra assistance for learning.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

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

The school budget, received from Lancashire LA, includes money for supporting children with SEN. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Headteacher and the SENCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

How will I know how my child is doing and how will you help me to support my child's learning?

Pupil progress is reported to all parents three times each year. Children with SEN have Individual Learning Plans showing specific targets which are addressed through 1:1/small group work. The ILPs are regularly reviewed and parents are invited and encouraged to come into school to meet and contribute to the review process. Children are involved in reviewing targets and in creating new targets. They are asked their opinion on their own progress, what works well and what they might want to change in the approach to support. The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education. The Headteacher and SENCo will monitor the progress made by SEN children in their class work and any intervention that has been put into place.

What training have the staff supporting the pupils with SEND had or having?

The SENCo's job is to support the class teacher in planning and delivering lessons for children with SEND. The SENCo attends Special Educational Needs cluster meetings at which updates on latest policy and practice are addressed as well as other relevant training. The SENCo then passes on relevant information and training to other staff in school. Individual teachers and teaching assistants attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Staff will liaise with outside agencies to ensure care plans are carried out appropriately and receive any necessary training that a care plan dictates. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

We aim to ensure that we continue to develop expertise according to the needs of the children in our school.

How will the school prepare and support your child when joining our school and when transferring to a new school?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

New pupils to Kirkham and Wesham Primary School

Prior to starting in the Foundation Stage at Kirkham and Wesham Primary School staff will meet with you and your child. We will gather as much information as possible to help us prepare for your child starting our school. There is a carefully planned transition programme in place which involves regular visits to borrow Activity Sacks, half day visits and a staggered start in the Autumn term. Reception staff will also liaise and visit your child's previous early years setting.

If your child is joining us from another school the class teacher and SENCO will liaise with your child's school. You and your child will be able to visit our school and meet their new teacher. There will be an opportunity for your child to have a taster day in their new class.

Moving classes within school

When moving classes in school all class teachers have a transition meeting to discuss all pupils. Information including ILPs will be shared with the next teacher and all children visit their new classroom for a morning session prior to moving up in September. Transition booklets and extra visits are produced for some pupils who need extra support

Preparing for next steps

The Year 6 teacher and Senco hold meetings with the head of Year 7, Senco and Transition Co-ordinator for the feeder secondary schools. Annual Reviews are timed to allow High School staff the chance to attend, and therefore amalgamate a transition meeting and Annual Review. This way the targets are set and agreed by all parties involved in the child's life and in agreement with the High School they will attend. Following this meeting detailed transition plans are put into place which may involve the pupil making several additional visits to the setting. There is also a transition day for all pupils and an additional day for pupils with SEN. Liaison between schools continues into the Autumn term to ensure that the pupils make a successful transition. Where children don't have an EHCP, transition meetings are held and a member of staff will speak with the High School staff to ensure all relevant information is shared.

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

At Kirkham and Wesham Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all.

We offer a wide variety of extra-curricular clubs and activities for all of our children. All clubs and activities are inclusive and if needed risk assessments are completed to ensure that all children can participate and extra staff provided to ensure children with SEN can attend.

We offer a residential trip in Key Stage 2 and this is tailored to meet the needs of all our pupils ensuring accessibility and inclusion for all. The cost of residential visits varies but again we endeavour to keep costs to a minimum.

Please contact us if your child has any specific requirements for extra-curricular activities.

What support will there be for my child's overall wellbeing?

Social and emotional development is very important to your child's progress in school. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. Their needs are developed through our broad and balanced curriculum including RE and PSHE. Additional support is provided by our Learning Mentor who can facilitate additional support for children with a specific need.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti-Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti-Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Kirkham and Wesham Primary School. All medication is stored safely in locked areas and according to specifications. Asthma cards and inhalers are stored in each classroom to allow immediate access when needed. An asthma log is also kept with it and this is completed by an adult when the inhaler is used.

If your child needs a Care plan, these are completed with parents and oversight from the school nurse if needed. We ensure all relevant staff are aware of plans and that training has been provided where necessary. All care plans are reviewed annually, or more frequently if there is a change in circumstances alongside health professionals and parent. Care plans are passed on to the relevant Class Teacher and the master copy is kept in the school office.

All support staff are kept regularly up to date with First Aid Training to ensure they are familiar with what action to take in the event of an emergency.

Your child's emotional well-being is very important to us. Please contact the Learning mentor if you have any concerns about your child's emotional well-being.

How is the effectiveness of the provision made for children with SEN evaluated?

All pupils' progress is monitored throughout the school and Pupils with SEN are also monitored in relation to targets on their ILPS. Pupil progress is shared with pupils and parents. We regularly review the SEN register and make adjustments accordingly. Tracking is used effectively to ensure that progress is being made. Where there is concern that a pupil is not achieving expected progress targeted interventions are quickly identified and put into place. We provide a wide variety of intervention programmes and additional support. We expect children to make good/outstanding progress with this support. We need to make sure that the interventions we provide allow this to happen. If not, then we look at alternative provision. Children are assessed prior to entering the intervention programme and again at the end to ensure they are making the expected progress. It is then decided if the children are now ready to leave the programme, continue a little longer or if it is felt it is not working move to an alternative intervention lesson.

What specialist services, experience, training and support are available at or accessed by the school?

Once the school has identified the needs of SEND pupils, the SENCo and Headteacher decide what resources/training and support is needed.

School provision	What this means?
Class teacher input via good / outstanding classroom teaching	The teacher will have the highest expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. Putting in place different ways of teaching, adapted to your child's learning style. Putting in place specific support strategies (which may be suggested by the SENCo or staff from outside agencies). Quality First Teaching strategies will be implemented at the earliest stage.
Group interventions	These are usually run by a class TA or a specialised TA that has had training. These are tracked and to look at efficiency and progress of the intervention on the children.
Individual support	Children identified as having a need that is greater than requiring group interventions is placed on the schools SEN register. Children have Individual Target Plans, which are reviewed every term and shared with parents.
<p>EHCP</p> <p>This type of provision is usually specified via an Educational Health Care Plan (EHCP) (previously known as a Statement of Special Educational Needs).</p> <p>This means that your child will have been identified by the class teacher / SENCo as needing a particularly high level of individual and / or small group teaching which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support, they may also need specialist help in school from a professional outside the school. This may be from:</p> <p>* Local Authority central services such as the Outreach team or Sensory</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this through Lancashire County Council's Local Offer on the Lancashire website at: http://www.lancashire.gov.uk/children-educationfamilies/special-educational-needs-and-disabilities.aspx</p> <p>After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seems complex enough to need an EHCP. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If the request is denied, the school will continue with SEN support. After the reports have all been sent in, the Local Authority, the school, health representatives and parents, will all decide if your child's needs are severe, complex and</p>

<p>Services (hearing or visual needs)</p> <ul style="list-style-type: none">* Outside agencies such as the Speech and Language (SaLT) or Occupational Health (OT) services, Physiotherapy and/or CAMHS (Children and Adolescent Mental Health Services).* Other agencies such as outreach schools, used for advice and guidance within the mainstream setting.	<p>lifelong and that they need additional support in school to make good progress. If this is the case, they will write an EHCP. If this is not the case, they will ask the school to continue with SEN support and also set up a meeting in school to enable your child to make as much progress as possible.</p>
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What support services are available for parents of pupils with special educational needs?

We are very supportive of families and employ a Learning Mentor, Mrs Hayley Pye who is available to offer any support and guidance needed to families. The school has good links with Lancashire Information and Advice Service (IAS) who are also available to support families. Parents can request additional support or advice during the Annual Review and also at any time throughout the year.

Our Learning Mentor has established links with many services eg. School nurses, CFW and CANWa, and parents will be signposted to these services. We regularly support parents in accessing courses.

Who can I contact for further information?

In the first instance any queries should be directed to the class teacher. If you wish to have further discussions please contact Mrs Alison Culshaw (SENCo) or Mrs Jane Smethurst (Headteacher)

For complaints, please see the complaints policy on the school website.