



## Lancaster Lane Primary and Pre-School SEND Information Report

**Name of our Special Educational Needs/Disabilities Coordinator (SENDCo):**

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**School Context:**

*At Lancaster Lane Primary and Pre-School, we are committed to providing an inclusive education that meets the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND).*

Welcome to our SEND Information Report, which forms part of the Lancashire Local Offer. All maintained schools have a statutory duty to publish information about the implementation of their SEND policy. This information is reviewed and updated annually.

This report outlines how we identify, assess and support pupils with SEND, how we work in partnership with parents and carers, and how we ensure that pupils are able to access a broad and balanced curriculum alongside their peers.

This document should be read alongside the school's SEND Policy and Lancashire County Council's Local Offer.

**The types of SEND we provide for:**

Lancaster Lane Primary and Pre-School is a mainstream, community primary school. We are an inclusive school and welcome pupils with a wide range of abilities and needs, wherever this is compatible with the effective education of all pupils.

We can make provision for pupils with special educational needs within the four broad areas identified in the SEND Code of Practice (2015):

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health Difficulties*
- *Sensory and/or Physical Needs*

These broad areas may include a wide range of needs and differences, such as speech and language difficulties, specific learning difficulties (for example dyslexia), attention and emotional regulation difficulties, or sensory and physical needs. We consider each child's individual profile when planning support rather than placing pupils into categories.

The purpose of identifying a pupil's area of need is to help us plan effective and appropriate support. We recognise that pupils may have needs across more than one area and take a holistic view of each child.

Support is delivered through high-quality inclusive classroom teaching which forms our Teaching and Learning model, alongside targeted interventions and additional provision where required. We follow a graduated approach of Assess, Plan, Do, Review, working closely with parents/carers and, where appropriate, specialist professionals.

Lancaster Lane Primary and Pre-School admits pupils, including those with SEND, in line with its published Admissions Policy and in accordance with the Children and Families Act 2014.

At Lancaster Lane Primary and Pre-School, support is provided based on identified need rather than diagnosis alone. While formal diagnoses can help to inform understanding, having a medical or educational diagnosis does not automatically result in additional provision within school. Equally, pupils who do not have a formal diagnosis but demonstrate barriers to learning may receive support that is additional to or different from that provided for other children. Decisions regarding provision are guided by ongoing assessment, professional judgement and the impact of a pupil's needs on their access to learning and school life. This ensures that support remains responsive, equitable and focused on individual need.

**How does the school know if children need extra help and what should I do if I think my child has special educational needs?**

**Identifying SEND**

At Lancaster Lane Primary and Pre-School, pupils are identified as needing additional support through ongoing assessment and monitoring by class teachers and support staff. We aim to identify concerns as early as possible in order to provide timely and appropriate support.

Concerns may be identified through:

- Daily classroom observations
- Ongoing formative assessment
- Baseline assessments
- Termly progress and attainment tracking
- National assessments (where appropriate)
- Information shared by parents/carers

- Liaison with previous settings or professionals

A pupil may be identified as experiencing difficulty in accessing learning if they:

- Make significantly slower progress than peers from the same starting point
- Fail to match or better their previous rate of progress
- Do not close the attainment gap following a period of *Assess, Plan, Do and Review*
- Experience persistent difficulties in communication, learning, behaviour, emotional regulation or physical access

Decisions are based on a range of evidence gathered over time, not a single test or assessment.

### **Recording and Responding to Initial Concerns**

Where a concern is identified, teachers may record initial concerns on the school's secure recording system (CPOMS) or the termly PPM (Pupil Progress Meeting) document and implement Quality First Teaching (QFT) strategies and appropriate universal adaptations.

At this stage:

- Pupils are not placed on the SEND register
- Specific strategies, e.g. use of a wobble cushion or a specific intervention, e.g. Lancashire Reading Partners are implemented
- Progress is monitored over approximately six weeks
- Academic interventions are recorded using intervention logs
- Specific strategies (e.g. wobble cushion) are recorded and reviewed on CPOMS
- The SENDCo and/or Senior Leadership Team may offer advice or alternative strategies
- Pupils may be considered a 'vulnerable learner' at this point

### **Escalation and SEND Support**

If difficulties continue despite appropriate universal provision, the class teacher will consult with the SENDCo and/or SLT to review the evidence gathered.

Next steps may include:

- Creating a pupil passport, detailing further adaptations and targeted interventions
- Placing the child on the school's SEND register
- Gathering additional assessment information
- Seeking advice from specialist services (with parental consent)

If provision required is additional to or different from that ordinarily available, the pupil will be placed on the SEND register and formally receive SEND Support.

Where further support is required beyond targeted interventions, an Individual Education Plan (IEP) may be created, often alongside specialist involvement, in line with the graduated approach.

Where a pupil continues to experience significant difficulties relating to progress despite the continued implementation of targeted SEND support, school may – with the support of parents – request an Education, Health Care Needs Assessment.

### **Graduated Approach: Assess, Plan, Do, Review**

If difficulties continue despite appropriate classroom adaptations, the school follows the graduated approach in line with the SEND Code of Practice.

**Assess** – The class teacher and SENDCo gather and analyse information about the pupil's attainment, progress and learning profile. This may include formal assessments and specialist advice (with parental consent).

**Plan** – Clear outcomes and support strategies are agreed with parents/carers and, where appropriate, the pupil.

**Do** – The class teacher remains responsible for implementing the agreed support, with assistance from support staff where appropriate.

**Review** – Progress towards agreed outcomes is reviewed at least termly. Provision is adjusted in response to progress and feedback.

To reiterate, if additional provision is required that is different from or additional to that normally available, the pupil may be placed on SEND Support and a pupil passport or an IEP will be created.

### **Assessment and Screening Tools**

Where appropriate, the school uses a range of assessment and screening tools to support the early identification of need and to inform provision planning.

These may include:

- **WellComm Speech and Language Toolkit** to identify and support early communication and language needs
- **Talk Boost** programmes to support the development of speech, language and communication skills
- **Lucid Rapid Dyslexia Screening** and **Rapid Recall assessments** to identify potential literacy and memory-based learning difficulties
- Standardised reading, spelling and mathematics assessments
- Speech and Language screening tools recommended by external professionals

These assessments are used alongside teacher observation and ongoing formative assessment to build a detailed understanding of a pupil's strengths and barriers to learning. Outcomes from screening inform targeted intervention, classroom adaptations and, where necessary, further specialist assessment.

### **Roles and Responsibilities**

**Class Teachers** are responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

**Support Staff** deliver targeted support under the direction of the class teacher.

**SENDCo** oversees SEND provision across the school, maintains the SEND register, supports staff, liaises with parents and external professionals, and monitors provision and impact.

**Headteacher** has overall responsibility for SEND and works closely with the SENDCo and Governors.

**Governing Body** ensures the school meets its statutory duties and reviews SEND provision regularly.

### **Working with Parents and External Agencies**

We value strong partnerships with parents and carers. Parents are informed and involved at all stages of identification, planning and review.

Where appropriate, and with parental consent, the school works with a range of external agencies, which may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- CAMHS
- School Nurse
- Family Support Services

External advice is used to inform assessment, planning and provision.

Parents are also signposted to Lancashire's Information, Advice and Support Service (IASS) for independent advice.

### **What should I do if I have concerns?**

If you have concerns about your child's learning, development or wellbeing, you should first speak to your child's class teacher.

If concerns continue, you may request a meeting with the SENDCo to discuss next steps.

We encourage open communication and aim to work collaboratively with families to ensure the best possible outcomes for all pupils.

### **What arrangements does the school make for consulting with children with special educational needs and disabilities about - and involving them in - their education?**

At Lancaster Lane Primary and Pre-School, we believe that pupils should be actively involved in decisions about their learning and support wherever possible. We recognise that listening to pupil voice is central to ensuring that provision is effective and meaningful.

### **Informing pupils about their needs**

Where a pupil is identified as requiring additional support, this is discussed in an age-appropriate way. Teachers explain to pupils what they are working on, what support they are receiving and how this will help them to succeed. Discussions are sensitive and tailored to each child's level of understanding.

Due to our Teaching and Learning model, which is driven by adaptive teaching, children are fully aware that support is in place for children to help them be successful. This is known in school as “Support with Scaffolds” and is one of our Lancy Lane Learner skills.

### **Contributing to aspirations, goals and provision**

Pupils with SEND are encouraged to:

- Share what helps them to learn most effectively
- Contribute to setting targets and outcomes
- Identify their strengths and interests
- Discuss any challenges they may be experiencing

Pupil views are gathered through one-to-one discussions with class teachers and where appropriate, meetings with the SENDCo. These views are recorded within pupil passports or IEPs to ensure support reflects the child’s voice.

Pupils with an Education, Health and Care Plan (EHCP) are supported to contribute to their Annual Review. Where appropriate, pupils are invited to attend review meetings and share their views directly.

### **Understanding and reviewing progress**

Pupils are supported to understand their progress through:

- Clear learning objectives shared in child-friendly language
- Regular verbal and written feedback
- Structured review discussions as part of the Assess, Plan, Do, Review cycle
- Opportunities to reflect on whether strategies are helpful

Pupils are encouraged to talk about how they feel their learning is going and whether the support they receive is making a difference. Their feedback informs future planning and adjustments to provision.

### **Supporting pupil voice**

We recognise that some pupils may require additional support to express their views.

We ensure that all pupils can contribute by:

- Providing trusted adults for one-to-one discussion
- Using visual supports or alternative communication methods where appropriate
- Allowing additional processing time
- Creating a safe, respectful environment where pupils feel listened to

### **Involvement in wider school life**

Pupils with SEND are expected and supported to participate fully in school life. They are encouraged to take part in:

- School Council
- Leadership and responsibility roles
- Class discussions and assemblies

- Extra-curricular activities and enrichment opportunities

We believe that children and young people with SEND should contribute both to decisions about their own education and to the wider development of the school community.

### **What arrangements does the school make for consulting with the parents & carers of children with special educational needs and disabilities - and involving them - in their child's education?**

At Lancaster Lane Primary and Pre-School, we recognise that parents and carers know their children best. We are committed to building strong, open and respectful partnerships to ensure that children with SEND receive the most appropriate support and achieve the best possible outcomes. Research, including guidance from the Education Endowment Foundation, highlights that effective collaboration between home and school has a positive impact on pupils' progress and wellbeing. We therefore place a high priority on developing trusting relationships and maintaining clear, consistent communication with families.

#### **Informing parents of concerns**

If a concern is identified regarding a child's progress, development or wellbeing, the class teacher will contact parents/carers at the earliest opportunity to discuss this. Concerns may arise through assessment, observation or information shared by families.

Reasonable adaptations to lessons are part of embedded practice. Where reasonable adjustments are required to be made for a more sustained period of time (eg: continued use of ear defenders) parents are informed. Academic interventions may not be shared with parents at the initial point of delivery however, if barriers remain and progress is limited parents will be informed and the graduated response will be followed.

No pupil is added to the SEND register without parental knowledge and involvement.

#### **Involvement in planning and provision**

Parents and carers are central to the planning process. When a pupil receives SEND Support and is on the register:

- Parents are invited to contribute to pupil plans termly
- Targets and outcomes are shared and agreed
- Parents are encouraged to share their views, aspirations and any concerns
- Adjustments to provision are made in partnership when required

Parents' views are recorded within IEPs, pupil passports and review documentation to ensure that provision reflects shared understanding and agreed outcomes.

For pupils with an Education, Health and Care Plan (EHCP), parents are invited to attend Annual Review meetings alongside relevant professionals. Parents contribute written and verbal feedback and are fully involved in reviewing progress and setting new outcomes.

### **Sharing information about progress**

Parents are informed about their child's progress through:

- Documentation is sent home termly (for pupils on the SEND register)
- Parents are invited to termly meetings
- Annual Review meetings (for pupils with EHCPs)
- Parents' evenings
- End-of-year written reports
- Additional meetings where required

Where appropriate, communication may also take place through home-school communication systems to ensure regular updates.

Parents are encouraged to contact the school at any time if they have questions or concerns about their child's learning or wellbeing.

### **Supporting parents to support their child**

We work collaboratively with families to ensure parents feel confident in supporting learning at home.

This may include:

- Sharing practical strategies used in school
- Providing advice and appropriate resources
- Offering guidance about assessment processes or specialist referrals
- Signposting to relevant external services

Where appropriate, parents are signposted to Lancashire's Information, Advice and Support Service (IASS) for independent advice and guidance.

### **Operational and strategic engagement**

We view parents as partners in both operational and strategic decision-making.

Operational engagement includes:

- Collaborative target setting
- Participation in review meetings
- Discussions regarding interventions and support strategies
- Planning for transition between classes or phases

Strategic engagement includes:

- Parent questionnaires
- Curriculum information sessions
- Engagement with governors

Parental feedback is valued and used to inform the ongoing development and evaluation of SEND provision across the school.

### **Ensuring parent voice is heard**

We operate an open and approachable ethos.

Parents can:

- Speak to class teachers at mutually convenient times
- Arrange meetings with the SENDCo
- Contact the school office to request further discussion
- Escalate concerns through the Headteacher and Governing Body if required

We are committed to ensuring that all parents feel listened to, respected and fully involved in their child's educational journey.

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

At our school, we provide an engaging, ambitious and inclusive curriculum that meets the requirements of the National Curriculum while also reflecting the needs of our pupils and our local community. We want every child to feel successful, valued and able to achieve their very best.

Children with SEND are taught the same broad and balanced curriculum as their peers. We have high expectations for all learners. Through high-quality teaching and carefully planned adaptations, we make sure that pupils with SEND can access learning alongside their classmates.

In foundation subjects (such as History, Geography, Art, Design and Technology, RE and PSHE), teachers use a range of supportive strategies to remove barriers to learning. These may include:

- Visual supports and images
- Pre-teaching of key vocabulary and important concepts
- Sentence starters and structured writing frames
- Practical, hands-on resources
- Adapted equipment (for example, pencil grips or wider-handled paint brushes)

These approaches help pupils to build knowledge, develop confidence and take part fully in lessons.

In core subjects, including English and Mathematics, children with SEND continue to learn within whole-class lessons. Our Mathematics curriculum follows a mastery approach, which is designed to keep the class learning together. Teachers use scaffolds such as number lines, times tables cards, concrete materials and visual representations to support understanding while maintaining challenge.

In English, lessons are also delivered through whole-class teaching. Adaptations may include word banks, visual prompts, additional prompting, clueing and modelling and structured writing supports to help pupils organise and express their ideas successfully.

Where a child needs further support to secure key skills or knowledge, targeted interventions may be provided. These are carefully chosen to meet individual needs and are delivered at times that minimise disruption to the wider curriculum. We regularly review the impact of interventions to ensure they are helping pupils to make good progress. This is done during termly pupil progress meetings as well as ongoing professional discussions between SLT, class teachers and TAs. At times, specialists may be involved, e.g. speech and language therapists.

In a small number of cases, and where it is in the best interests of the child, we may provide a more personalised curriculum pathway. For example, a pupil may work on learning objectives from a different year group to ensure that foundational skills are secure. Our aim is always to support long-term progress, independence and confidence.

We work closely with parents and carers to ensure that support is clear, appropriate and effective, and we welcome ongoing communication about your child's learning.

### **The Nest**

At Lancaster Lane Primary and Pre-School, learning is first adapted through high-quality inclusive classroom teaching and targeted support in line with the graduated approach of Assess, Plan, Do, Review (APDR). For most pupils, needs are successfully met through classroom adaptations and targeted interventions. However, where ongoing assessment and review indicate that a pupil continues to experience significant barriers to learning despite appropriate support, a more personalised and intensive approach may be required.

In these circumstances, the school may provide access to additional small-group provision to deliver highly structured and specialist-informed support matched closely to individual learning, communication and emotional regulation needs.

Lancaster Lane Primary and Pre-School provides an in-house small-group provision known as *The Nest*. This provision operates within our mainstream setting and supports pupils who require a higher level of targeted support through a structured, personalised curriculum designed to meet individual learning, communication and emotional regulation needs.

Professionals working within The Nest include:

- SENDCo
- ELSA-trained practitioner
- Speech and Language HLTA

Provision within The Nest is informed through close collaboration with external professionals, including local specialist provisions, Speech and Language therapists, Educational Psychologists and the Chorley Inclusion Support Service (CISS). The school has also engaged with the Project for Inclusion and Neurodiversity in Schools (PINS) to further develop inclusive environments and practice. Staff regularly adapt teaching approaches and implement specialist recommendations to ensure provision remains responsive to individual need.

This small-group environment enables the delivery of a bespoke curriculum that supports pupils to make progress academically, socially and emotionally within a nurturing and highly structured setting.

Teaching and learning within The Nest is delivered through structured small-group and individual teaching activities. Pupils are taught at their current developmental stage rather than chronological age, ensuring learning is appropriately scaffolded and accessible. Approaches such as precision teaching, targeted intervention and adapted communication strategies are used to support progress across academic learning, communication and social development.

A significant focus within The Nest is the development of communication skills and emotional regulation in readiness for learning. Speech and Language targets, EHCP outcomes and Individual Education Plan (IEP) targets are embedded throughout daily teaching and routines. Sensory regulation, wellbeing and relationship-based practice underpin provision, enabling pupils to feel safe, regulated and ready to engage positively in learning.

Progress is closely tracked and monitored through ongoing assessment, provision reviews, IEP reviews and EHCP review processes. Support strategies and curriculum approaches are regularly adapted in response to pupil progress and emerging needs.

The Nest operates as part of Lancaster Lane's inclusive graduated approach. Pupils remain fully part of the school community and access mainstream learning and wider school experiences wherever appropriate. Provision is flexible and aims to develop independence, confidence and the skills required for pupils to successfully access learning within the wider school environment over time.

## **How accessible is the school environment?**

### **Access to the building**

The main entrance of the school is accessible via a ramp with handrail and all classrooms have external doors that are accessible to all, some with ramps and handrails where necessary. On-street parking is available and is only a short distance from the main entrance of the school. There is a small staff car park that is not used by parents due to a lack of space. However, considerations can be made in order for this to be used if needed, but there is a small curb around the car park that affects accessibility.

### **Indoor Environment**

There are no changes in level indoors and the width of corridors within the school will accommodate a wheelchair or other walking aids. Furniture in classrooms is appropriate for the age of the children that use it, is movable and can be adapted to meet the needs of children within the space, where possible. EYFS and Year 1 have a carpet area for some whole class taught sessions but chairs and space are available around this area. Soft furnishings are used to make a book area in every classroom, where children have access to a variety of different texts in child height storage facilities. Each class has an interactive whiteboard, which is fixed to the wall at a child-friendly height and a visualiser, which can enlarge text and resources to ensure they can be seen by all. Most display boards are mounted at adult height and backed with neutral colours and black borders/text, with some

displays available at child height. Most classrooms are illuminated with LED lighting. There are windows in every classroom that provide natural/day light and blinds available on some windows where necessary. The walls, skirting, architrave and doors around school are painted white or blue. There is anti-slip flooring throughout most of the classrooms and corridors and all external doors have fixed internal mats at the door. Interoceptive needs (based on recognition of temperature) is catered for on an individual basis, using the high-quality heating system in school and windows for ventilation.

There is one accessible toilet in the school building. This is an adult facility but can be used for children if required. It contains handles and supports for walking and moving. It can also be used as a changing facility and has a changing bed available in the room. There is also a low-level sink.

There are appropriate, child-height toilets and sinks available in the Reception and Year 1 classrooms. There are also a set of boys and girls' toilets along the main school corridor. These are accessible through a single door and contain single cubicles. The sinks are on the corridor and can be accessed by all.

We regularly practice our emergency evacuation procedures and have a Personal Evacuation Plan system in place for those that may need it. Each classroom has an external door, which is the fire exit and can be accessed by all.

### **Outdoor Environment**

The outdoor environment consists of a large concrete playground, which does not have any changes in level but does slightly slope towards drainage facilities in places. There is a wooden stage area on the playground, that is accessed via two low level steps. There is a fenced area at the back of the playground, which is a sensory, wellbeing garden with seating and sensory materials, as well as large tyres. It is accessible through gates at either side of the space and has rubberised flooring, with some grassed areas at the back of the space. The school has a large grassy, natural space, which is accessed via a significant slope. The grassed area is not level in all areas due to its natural element. However, a running track around the main school field has rubberised flooring with a slight sloped edge and provides access for all around this area. There is also a large wooden outdoor classroom area on the field, which is accessible via a step up. There is a smaller playground with a part rubberised floor, part concrete floor at the side of the school building, that contains a wooden bridge that can be accessed via a step up and down, and a tunnel at floor height. There are raised beds for planting, a floor level wooden hut and a willow tunnel that can be accessed by all. This area also has a large canopy area with a fixed table and benches.

The EYFS outdoor area is separated from the rest of the schools outdoor provision with a fence and has a rubberised area (which includes a canopied area), a small concrete area (which includes a canopied area), a stoned path/play space and a large grassy area. All areas include slight slopes, with the grassy area containing a significant slope. The rubberised and concrete areas would be suitable for walking frames or wheelchairs with support. There are water trays and tables that are at a child friendly height. The reading shed, play house and construction shed all have a small step at their entrance. Tyres, with small spaces between them, create a barrier to a biking area. There is a raised bed with an apple tree, which provides an area for planting and growing. There are permanent resources outside and additional enhancements are added on a daily basis, to develop learning opportunities and meet the needs of the different children attending the setting. The outdoor area is a shared space, that is used by both Pre-School and Reception children. Adults from both classes support the children outdoors. Both indoors and outdoors, resources are stored

in child height units and are labelled with words and pictures, where possible. Resources are suitable for children from 2-4 years.

### **Communication**

There is a whole school parent's information board near the front entrance of school. This contains information about the school, as well as activities and events in the local area. A weekly newsletter is sent out to all parents, with updates and information. Class dojo is also used as a communication tool and is regularly updated with not only key information, but also updates and photos of learning across school. Class dojo has a translation feature, which allows parents to translate into different languages in order to access information.

Policies are available from the website or from the school office and can be made available in large print and/or different languages. All families upon admission are informed of the relevant policies and procedures via the new starter packs.

We have an open-door policy and develop strong links with families, encouraging them to communicate with us if there is an issue or concern. We monitor deadlines (eg. school admissions) and offer reminders and support to any families that may need it.

Widget symbols are used consistently across school, to support children and staff use verbal instructions and support within high quality interactions, which are personalised to meet the needs of individual children.

### **How are the school resources allocated and matched to children's special educational needs and disabilities?**

#### **How is the decision made about the type and quantity of support my child receives?**

At Lancaster Lane Primary and Pre-School, resources are allocated in line with the graduated approach to ensure that support is appropriate, proportionate and responsive to individual need.

### **Allocation of support**

The majority of pupils' needs are met through high-quality inclusive classroom teaching (Quality First Teaching). Where additional support is required, decisions about the type and quantity of support are informed by:

- Ongoing assessment and tracking data
- Our Teaching and Learning Policy
- Evidence gathered during the initial monitoring period
- Review of interventions and impact
- Advice from the SENDCo
- Input from parents and, where appropriate, the pupil
- Recommendations from external professionals

Provision is recorded through the school's provision mapping system and reviewed regularly to ensure that support remains effective.

### **Decision-making process**

Decisions about additional support are made collaboratively. Those involved may include:

- **Class Teacher** – responsible and accountable for the progress of all pupils and for implementing support strategies
- **SENDCo** – oversees provision, reviews evidence, advises on appropriate interventions and monitors impact
- **Senior Leadership Team (SLT)** – supports strategic allocation of staffing and resources
- **Headteacher** – holds overall responsibility for SEND provision and budget allocation
- **Governing Body** – monitors SEND provision and ensures statutory duties are met

Where appropriate, advice from external professionals (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist) informs decisions regarding specialist interventions or equipment.

### **Funding and additional resources**

The school receives delegated SEND funding as part of its overall budget. This funding is used to provide:

- Additional adult support
- Targeted interventions
- Specialist resources
- Staff training
- External professional advice

Additional provision may include targeted intervention, specialist support or access to the school's in-house specialist provision, *The Nest*, where this is identified as appropriate through the graduated approach.

For pupils with an Education, Health and Care Plan (EHCP), additional funding allocated by the Local Authority is used to deliver the provision specified within the plan.

The SENDCo records and monitors provision, including the use of resources, to ensure that funding is deployed effectively and has measurable impact.

### **Access arrangements for statutory assessments**

Where appropriate, reasonable adjustments and access arrangements may be made for statutory assessments in line with national guidance.

These may include:

- Additional time
- A reader
- A scribe

- Rest breaks
- Modified papers
- Small room or group environment

Access arrangements are determined based on evidence of normal classroom practice and formal assessment where required. Decisions are made in consultation with the SENDCo, class teacher and Senior Leadership Team, and parents are informed of any arrangements in place.

### **How will both you and I know how my child is doing and how will you help me to support their learning?**

At Lancaster Lane Primary and Pre-School, we carefully monitor the progress of all pupils, including those with SEND, to ensure that support is effective and outcomes are improving.

#### **How we know how well children with SEND are doing:**

We monitor progress through:

- Ongoing classroom assessment
- Termly progress and attainment tracking
- Pupil progress meetings with Senior Leadership
- Review of personalised targets and outcomes
- Evaluation of interventions through provision mapping
- Feedback from external professionals where involved

For pupils receiving SEND Support, progress towards agreed outcomes is reviewed at least termly as part of the Assess, Plan, Do, Review cycle.

For pupils with an Education, Health and Care Plan (EHCP), progress is formally reviewed annually, alongside termly monitoring within school.

Provision is adjusted in response to evidence of impact.

### **What training have the staff supporting children with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?**

At Lancaster Lane Primary and Pre-School, we are committed to developing staff expertise to ensure high-quality support for pupils with SEND. We recognise that effective provision depends upon knowledgeable, reflective and well-trained professionals.

### **Leadership and Specialist Expertise**

Our SENDCo is a qualified teacher who holds a postgraduate qualification in Special Educational Needs Coordination and an NPQ in leading behaviour and culture. In addition to leading SEND provision across the school, the SENDCo teaches within the school's in-house provision and brings extensive experience from a range of specialist and non-mainstream settings, including Pupil Referral Units (PRUs) and residential care environments. This breadth of experience strengthens the school's inclusive practice and pastoral approach.

The SENDCo works closely with the SLT and SEND Governor to monitor provision, evaluate impact and plan ongoing development.

### **Staff Training and Development**

All staff receive regular training in relation to SEND and inclusion.

This includes:

- Autism and Autism Spectrum Condition (ASC)
- Attachment and relational approaches
- Sensory Processing Differences (SPD)
- Speech and Language development (via NHS and private SALT services)
- Safeguarding (annual and ongoing updates)
- Restorative practice approaches to behaviour
- Quality First Teaching
- Engagement with the 'Project for Inclusion and Neurodiversity' (PINS)
- LEHSS

Staff work closely with Speech and Language Therapists who provide ongoing advice, modelling and professional development.

Training needs are reviewed regularly and additional training is arranged in response to the evolving needs of pupils.

Training is not limited to teaching staff. All staff supporting children are afforded opportunities for professional development including weekly staff meetings. Training provided is bespoke to the needs of the children in each class and has included EEF guidance in TA scaffolding and effective support.

### **Specialist Staff Within School**

The school benefits from a range of trained and experienced staff, including:

- An ELSA-trained practitioner who is also the school's Wellbeing Lead and trained in Drawing and Talking
- A Family Support Lead with previous social and pastoral leadership experience and who is a trained social worker
- Designated staff supporting speech and language interventions
- Wellbeing Champions
- A SEND Governor
- A Disadvantaged Champion
- Pre-School SENDCo

- An Early Years language lead and maths champion

This expertise supports both academic progress and the emotional wellbeing of pupils.

### **External Specialist Services**

Where additional expertise is required, the school works in partnership with a range of external services.

These may include:

- Speech and Language Therapy (NHS and private)
- Educational Psychology Service
- Specialist Teaching Service
- CISS (Chorley Inclusion Support Service)
- VI Specialist Teacher (Visual Impairment)
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Compass Bloom
- Inspire (Chorley)
- Children and Family Wellbeing Service (CFWBS)
- Child Action North West (CANW)
- Children's Social Care (CSC)
- Early Help Assessment (EHA) teams

Advice from external professionals is used to inform assessment, provision planning and environmental adaptations.

### **Strengths in Inclusion**

Inclusion is embedded throughout Lancaster Lane. Our inclusive ethos informs curriculum design, teaching practice and pastoral systems. We prioritise predictability and consistency within classrooms, including the use of visual timetables and structured routines to promote security and relational trust. Our pastoral care is a particular strength. Staff know pupils well and use CPOMS effectively to monitor wellbeing and inform responsive practice. We operate an open-door approach with families, recognising that strong, positive relationships between home and school secure the best outcomes for children.

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

At Lancaster Lane, transition is carefully planned and thoughtfully managed. We recognise that periods of change can bring both excitement and anxiety for children and their families. Our aim is to ensure that every transition is smooth, supportive and tailored to individual needs.

### **Moving to the Next Year Group**

In the summer term, we provide a range of opportunities to help children feel confident and settled before September. These include:

- Regular story times in their new classroom with their new teacher and support staff
- Opportunities to spend time in the new learning environment
- Dedicated staff meeting time to ensure the receiving teacher attends pupil progress meetings and fully understands each child's needs

Because our learning environments are consistent across the school and all staff follow our Teaching and Learning Policy, children benefit from familiar routines and expectations. This consistency helps to reduce anxiety and provides a secure, predictable structure that supports all learners — particularly those with SEND.

### **Starting in EYFS**

We understand how important the transition into school is for both children and parents.

To support this in Pre-School, we offer:

- A home visit from the pre-school leader during the first week of September or term before starting date
- Two transition mornings for children to meet staff and explore the environment, one of which parents are invited to stay with children in the setting
- Reduced hours when starting in the setting initially, to build up over the first few weeks in the setting

To support this in Reception, we offer:

- A visit to your child's Pre-School or nursery by the Reception teacher
- Two small-group transition mornings for children to meet staff and explore the environment
- A parent information meeting to share key information and answer questions
- A Saturday morning "Stay and Play" session for children and parents, the week before school begins
- A home visit from the Reception teacher during the first week of September
- A slightly later start time (9:15am) on the first day to allow for a calm and welcoming start

For children with SEND, additional transition meetings are arranged involving Reception staff and the SENDCo. This allows us to discuss individual needs in detail and ensure appropriate provision is in place from the very start.

### **Transition for Pupils with SEND (In-Year Transfers)**

When children with SEND join or leave our school, we prioritise clear communication and collaboration to ensure continuity of support. This may include:

- Detailed transition meetings with parents and previous settings
- Liaison with relevant external professionals
- Risk assessments where appropriate
- Adaptations to the learning environment
- Outreach support and specialist advice
- Targeted staff training where needed

Our focus is always on removing barriers quickly and ensuring children feel safe, understood and ready to learn.

### **Transition to Secondary School (Year 6)**

For pupils with SEND moving on to secondary school, we provide enhanced transition support. We work closely with receiving secondary schools to ensure information is shared thoroughly and early.

Support may include:

- Detailed discussions between our SENDCo and secondary SEND teams
- Additional transition visits at quieter times
- Support from Compass Bloom, who offer specialised transition guidance
- Our “Chillskillz” programme to help pupils manage worries around SATs and the move to high school

These carefully planned steps help pupils to feel confident, prepared and well-supported as they begin the next stage of their education.

Adjustments and strategies are recorded within pupil passports and Individual Education Plans (IEPs), ensuring consistency and clarity across staff.

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

We are committed to ensuring that all pupils, including those with SEND, have full access to the wider life of the school. Extra-curricular activities are open to every child, and we actively encourage participation.

Where appropriate, we consider individual needs carefully before a club begins. Reasonable adjustments and supportive plans are put in place to ensure that any child who wishes to attend is able to do so successfully. Our aim is to remove barriers and promote inclusion, confidence and enjoyment.

We work closely with Chorley Sports, who organise SEND festivals throughout the year. These events are specifically designed to provide inclusive sporting opportunities for pupils with SEND. We maintain a register to ensure that every child with SEND is given the opportunity to attend at least one event each year.

### **Educational Visits and Trips**

We believe educational visits are an important part of our curriculum and personal development offer. In most cases, trips are accessible to all pupils.

Where a child may require additional support, we work closely with parents and carers to plan appropriately. This may involve:

- Discussing specific support arrangements
- Adjusting the duration of the visit if necessary
- Considering travel arrangements
- Completing individual risk assessments where appropriate

Any adaptations are carefully considered based on the individual child's needs and the nature of the trip. Our priority is to ensure that all pupils can take part safely and successfully wherever possible.

### **Social Times and Pastoral Support**

Our welfare staff are members of our own school team, which means they know our children well and understand their individual needs. We have a strong adult presence at break and lunchtime, with a high number of familiar staff on duty to provide supervision, structure and support.

Consistent daily routines — including staff welcoming children at the door each morning and senior leaders being present at the start and end of the day — help to create a calm, predictable environment. This reliability is beneficial for all pupils and is particularly supportive for children with SEND, who may find transitions and unstructured times more challenging.

Through these approaches, we aim to ensure that every child feels safe, included and valued as a full member of our school community.

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

At Lancaster Lane Primary and Pre-School, we recognise that pupils' emotional wellbeing and sense of belonging are fundamental to successful learning and progress. We provide a nurturing and inclusive environment, placing relational practice at the heart of teaching and learning, curriculum design and behaviour support. Our whole-school systems are designed to ensure that pupils with SEND feel safe, valued, understood and fully included in all aspects of school life.

### **Pastoral, Social and Emotional Support**

Pastoral care is a significant strength of the school and underpins our inclusive ethos. Staff develop positive, trusting relationships with pupils and take a relational and restorative approach to behaviour and wellbeing.

Support available within school includes:

- A designated **Wellbeing Lead** and trained **ELSA practitioner**
- A **Family Support Lead** who works closely with pupils and families
- Wellbeing Champions across school
- Access to nurture-based and regulation support within classrooms and The Nest provision
- Structured support for emotional regulation and social interaction
- Regulation Stations within classrooms
- Access to safe and supportive spaces when pupils require regulation time
- TAC (Team around the child time)
- Use of trauma-informed practice

Where additional support is required, referrals may be made (with parental consent) to external wellbeing services such as Children and Family Wellbeing Services, CAMHS, Inspire, Compass Bloom or other appropriate agencies.

### **Medical Needs, Medicines and Personal Care**

The school works closely with parents, carers and health professionals to ensure that pupils with medical or physical needs are safely supported.

- Individual Healthcare Plans are created where required
- Staff receive appropriate training to administer medication safely
- Medicines are stored and administered in accordance with the school's Medication Policy
- Personal care arrangements are planned sensitively in partnership with families and external professionals where necessary

All procedures prioritise dignity, safety and independence.

### **Behaviour Support, Attendance and Inclusion**

At Lancaster Lane Primary and Pre-School, behaviour is understood as a form of communication. We recognise that pupils may communicate unmet needs, anxiety or difficulties with regulation through their behaviour, particularly where additional needs are present. Our approach focuses on understanding the reasons behind behaviour in order to provide supportive, proactive and individualised responses.

The school operates a restorative and relational approach to behaviour, placing positive relationships, consistency and emotional safety at the centre of practice. Staff work to develop strong, trusting relationships with pupils so that children feel secure, understood and ready to engage in learning.

Support strategies may include:

- Individual regulation or behaviour support plans
- Adapted routines and environmental adjustments
- Sensory regulation or movement breaks
- Access to calm or supported spaces when required
- Positive handling plans and individual risk assessments where appropriate
- Close monitoring through CPOMS to identify patterns, triggers and successful strategies

Staff respond calmly and consistently, supporting pupils to develop emotional regulation, resilience and positive relationships over time. This preventative approach enables difficulties to be addressed early and reduces the likelihood of escalation or exclusion.

Attendance is recognised as a key aspect of pupil wellbeing and safeguarding. The school's Pastoral Lead works closely with families to monitor attendance and provide early, supportive intervention where concerns arise. Responses to absence are restorative and nurturing, focusing on understanding barriers to attendance rather than applying punitive measures. Support may include pastoral meetings, family support, adapted start arrangements or collaboration with external services where appropriate.

Through strong relationships and collaborative working with families, we aim to remove barriers to attendance and ensure that all pupils feel safe, welcomed and ready to engage in school life.

**How do you ensure the safety of the children with special educational needs? Do you specifically report on issues of bullying specifically against children with special educational needs? How do you prevent bullying of children with special educational needs?**

The safety and wellbeing of our pupils is embedded in our daily practice. Staff receive regular safeguarding updates and understand that safeguarding is everybody's responsibility. Bullying incidents are rare in school but are dealt with seriously, in line with our Anti-Bullying and Behaviour policy. The school has robust monitoring systems in place that ensure any concerns around a child's wellbeing are addressed promptly. Our school promotes inclusion and understanding of difference to ensure incidents of bullying remain rare. For example, assemblies, our core school rules and our PSHE curriculum all enhance understanding and our offer of a safe environment.

**How do children with special educational needs contribute to all parts of your organisations life, including school councils, Class Reps, or roles of responsibility?**

Pupils with SEND are included within all aspects of school life and their SEND needs are never a barrier to allowing them to contribute to the wider aspects of school life. Every child feels valued, achieves, belongs and thrives within our school community.

**What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?**

We place great importance on building open, trusting and respectful relationships with both our pupils and their families.

#### **Listening to Children**

Through assemblies, PSHE lessons and daily classroom practice, we ensure that children understand they can speak to any adult in school if they have a worry or concern. We actively promote a culture where children feel heard, valued and safe.

Staff use clear and effective recording systems to ensure that any concerns are addressed promptly and appropriately. This includes the use of CPOMS for safeguarding and pastoral records, regular DSL (Designated Safeguarding Lead) meetings and ongoing professional

dialogue between staff. These systems help us to respond quickly, monitor patterns and provide the right support at the right time.

### **Working in Partnership with Parents and Carers**

We operate an open-door policy and encourage parents and carers to share any questions or concerns as soon as they arise. You can speak to staff:

- At drop-off or pick-up times
- Via ClassDojo
- By telephoning the school office to arrange an appointment

If further discussion is needed, appointments can be made with the SENDCo, Deputy Head Teacher or Head Teacher. In the vast majority of cases, concerns are resolved quickly and positively through open communication.

### **Formal Complaints**

If a parent or carer wishes to make a formal complaint, this should be submitted in writing to the Head Teacher. The complaint will be acknowledged within 24 hours, and a formal response will be provided within the timescales set out in the relevant school policy (for example, complaints linked to our Anti-Bullying Policy are responded to within one working day).

In the rare event that a parent remains dissatisfied after this process, the complaint can be escalated to the Chair of Governors, Mrs Hilary Harrington. Full details of the formal complaints procedure are available on our school website.

Our aim is always to work in partnership with families, maintaining clear communication and a shared commitment to achieving the best possible outcomes for every child.

### **Where can I find the contact details of support services for the parents of children with SEND?**

There are a number of options to find support with SEND. The Lancashire local offer details a wealth of information (detailed in the next box). The links below also provide further support:

[FIND directory of services - Lancashire County Council](#)

[Lancashire Family Hubs Network - Lancashire County Council](#)

[Support for children with special educational needs and disabilities \(SEND\) | Barnardo's](#)

If you are looking for something specific, do not hesitate in speaking to us in school so we can signpost you to what else might be available.

**Where can I find information on where the local authority's local offer is published?**

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

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