



SEND Information Report

This document is the SEND Information Report for Morecambe Bay Community Primary School. It is in keeping with the requirements which can be found in the Code of Practice on page 106, section 6.79

Policy Leader:	Jess Capstick (AHT & SENDCO)	Date:	June 2025
Approved by The Governing Body:	June 2025	Review Date:	June 2026

What kinds of Special Educational Needs and Disability (SEND) do we provide for?

Morecambe Bay Community Primary School is a mainstream primary school.

As a school we provide for a wide range of Special Educational Needs.

During the last and present academic year, we have supported children with the following needs:

- Autistic Spectrum Condition
- Social, Emotional and Mental Health
- Visual Impairment
- Hearing Impairment
- Specific Learning Needs (including dyslexia, ADHD etc.)
- Physical Needs
- Speech and Language difficulties
- Sensory needs

Our staff have regular training regarding SEND and specific training is offered according to need.

At Morecambe Bay Community Primary School, every teacher is a teacher of every child, including those with SEND. We are committed to working together with all members of our school community to support achievement for all children. We aim to create an inclusive culture in our school so that all children make the best progress possible, regardless of their individual need. We believe all children should receive high quality teaching which is flexible to ensure adaptations can be made to meet the needs of individuals. Our whole school monitoring procedure includes monitoring teaching and learning as well as the progress of all learners.

We are very lucky to have a SEND unit which we call The Cove. The Cove is a classroom for children with communication and interaction needs. Children need an EHCP (Education, Health and Care Plan) to attend The Cove and places are allocated by Lancashire County Council. The children in The Cove integrate with the rest of school to different levels.

To read more about The Cove, please see individual policies on our website.

How do we identify a child with SEND and how do we assess their needs?

We will monitor and review the progress and development of all children throughout every year to ensure that if a child is behind expected levels or expected progress, we can assess the child's needs. Although, this may not mean the child has a SEND or require Special Educational Needs provision, identification will ensure this is considered. At this point we will also consider the needs of the whole child, that is any other factors that may be affecting the child's attainment or progress.

This could include: -

- Disability
- Attendance and punctuality
- Health and welfare
- EAL (English as an Additional Language)
- Being a Looked After Child
- Being in receipt of Pupil Premium Grant
- Being a child of service man/woman

Where a child has a sufficiently greater difficulty in learning than his peers or a disability that prevents or hinders them from accessing provision in school, we will look at the specific needs of the individual child and provide the necessary interventions.

We will consider the children's needs within line of the four areas of need identified in the Code of Practice: -

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

As a school, Morecambe Bay Community Primary School acknowledges the importance of recognising need at the earliest point and making effective provision to meet this need. It is also recognised that the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once high-quality personalised teaching and interventions have been tried and reviewed to meet their area of need. It is only at this point a child will be entered on to the SEND register.

If you think your child has a special educational need, you should contact your child's class teacher or our school SENDCo, Mrs Jessica Capstick.

See Appendix 1 - Morecambe Bay Community Primary School's Pathway.

Who is the SENCO and how can we contact them?

The **SENDCo** is Mrs Jess Capstick

She can be contacted at school via the office – (01524) 401002 or via email:

mrscapstick@morecambabay.lancs.sch.uk

How do we involve parents and consult with them about their child's education?

- The school has an 'open door' policy and encourages parents who have any concerns to come into school and discuss these with the class teacher and/or SENDCo.
- Class based staff also take children on to the yard after school and can be seen in class in the morning.
- An appointment can be made with the SENDCo at the school office.
- The SEND team have regular open mornings to allow parents to work alongside their child.
- All parents (whether their child has SEND or not) have 2 parent meetings each year – the SENDCo will also be available during parents evening.
- Targeted Learning Plans (TLPs) are sent home.
- We have events throughout the year where parents can come in to school and work alongside their child and their teacher.
- There is an annual review meeting for any child with an Education Health and Care Plan at which the outcomes are reviewed and any additional needs are discussed.
- Information is shared on the school website and via the weekly Newsletter.
- Parents are asked for their opinions and advice to help school support their child with SEND.
- School's Pupil Support Manager (Miss Laura Saltariche) and Family Support Worker (Mrs Sandra Quinney) are available for family support and signposting to relevant support.
- School reports are completed annually.
- There is some bi-lingual support available for parents as necessary.

How do we involve the children in their education?

Children with SEND are asked their views about the support they receive using PASS (Pupil Attitude to School and Self). These views are analysed and support put in place in response on a group or individual basis.

Every child in school has targets which are discussed individually with the children. SEND children are included in this process. Where the child has a 'Targeted Learning Plan', this is reviewed at least termly. One Page Profiles are created and updated as per requirements of Lancashire's SEND process. Children with statutory SEND needs are asked to contribute to their annual review.

How do we assess and review the progress that children make and how do we involve them and their parents?

Pupil Progress meetings take place termly with the Class Teacher, Head Teacher, Deputy Head Teacher and SENDCo. The progress of each child is reviewed individually and the support, assessment or intervention needed is discussed.

This information is part of the graduated response of assess, plan, do, review cycle. Where more detailed assessments may need to be undertaken, the information from these will then be fed back to teachers with suggestions on how to provide for the child's needs. These will then be reviewed at the next progress meetings.

Half termly meetings take place with the SEND governor to audit different aspects of SEND provision.

How do we support our pupils with SEND as they move on to high school or move to another school?

Transition between school placements and key stages is fully supported at Morecambe Bay Community Primary School. As children move from Key Stage 2 to Key Stage 3, the SENDCo from the receiving school will attend a transition review.

If it is felt appropriate, additional transition visits are organised to the school they will be attending, accompanied by a member of our school staff. Additionally, other provisions to support transition may also be put in place and can be discussed with individual high schools.

Often, depending on the needs of the child, the parents may also be involved in this process. Likewise, for children starting in our EYFS (Early Years Foundation Stage) with SEND, the SENDCo will visit the nursery, a home visit by the class teacher and there will be attendance and TAFs/transition meetings. With parental permission, the SENDCo seeks to obtain records from children's previous settings.

What is our approach to teaching children with SEND?

Please see 'Morecambe Bay's Pathway' in Appendix 1 to see our graduated response.

Wave 1 – High Quality Teaching

At Morecambe Bay Community Primary School, high quality teaching that has been adapted for individual children, is the first step in supporting children who may have SEND.

At Morecambe Bay we understand this as:

- Building on the children's prior knowledge and skills;
- Active learning;
- Scaffolding/Modelling;
- Adaptations for individual need;
- Communication;
- Direct teaching of cognitive strategies.

The progress of children is continually assessed and reviewed.

The decision to make Special Educational Needs Provision and add a child to the SEND register involves the class teacher, SENDCo and other members of the Senior Leadership Team. The information about a child's progress is considered; assessments, teacher assessment and high-quality teaching adaptations.

Parents and children will be involved in the decisions about their needs and future support.

Children may access provision that is above and beyond that of their peers, in order to support them to achieve (Wave 2 and 3).

Wave 2 – Targeted Intervention

- May run in the classroom or outside of whole class learning;
- Are teacher led and delivered by a teacher, HLTA or teaching assistant;
- Small groups with specific targets to help children make progress;
- Interventions will be named on the child's TLP and parents informed;

- Interventions will be monitored by the school leadership teams.

Wave 3 – Specified Individual Support

Specific 1-1 interventions which will be led by specialist teachers or other agencies. This includes children with an EHCP (Education Health and Care Plan).

School may liaise with a range of external agencies and professionals to ensure they effectively meet the needs of children with SEND. These include:

- Speech & Language Service;
- Specialist Teachers;
- Physiotherapy;
- Occupational Therapy;
- LA Educational Psychology Service;
- Acorn Psychology;
- Stepping Stones Short Stay School;
- IEST.

All teachers are responsible and accountable for the progress of their pupils including those who require additional support from teaching assistants and specialist staff.

See Appendix 1 for Morecambe Bay CP School's Pathway

How do we adapt the curriculum and the learning environment for children with SEND?

The curriculum and classroom provision will always be considered for children with SEND. We always aim to meet the needs of the child and will regularly review this. Some examples of our considerations are:

- The layout of the classroom
- The structure of the day
- The use of physical resources
- The need for small group or 1:1 work
- Intervention groups
- Mentoring for emotional needs
- Social groups or interventions to support friendship needs

As with all children, the curriculum is always adapted to meet the needs of the child with high quality teaching.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

As a whole staff, we have a range of expertise. Many teachers have specific areas of interest and have completed training or research in these areas. We have two teachers who have both completed a combined degree in Education and SEND as well as completing the National SENDCo Award.

We have regular staff training within school. Teachers are kept up to date at staff meetings and specific SEND training is also carried out during twilight meetings. We have a number of Higher-Level Teaching Assistants (HLTA's) who are outstanding in the delivery of interventions. The teaching assistants have TA meetings regularly. This time is used for in-house training as well as external training as and when required.

Training is identified based on the individual needs of children. In addition to this, we are also very lucky to have a range of professionals coming in to school on a regular basis. These include specialists in:

- Autistic Spectrum Condition
- Social and Emotional difficulties
- Behavioural difficulties
- Dyslexia
- Trauma/Attachment
- Speech/Language needs

How do we know if what we provide for the children is effective?

We know that children with SEND are making good progress from internal and external assessment data. Professionals coming into school have commented on the excellent provision and the good progress that the children are making.

We monitor the impact of interventions and provision through regular assessments as well as looking at progress towards individual targets. Termly progress meetings are carried out with the class teacher, SENDCo and SLT. We use this data and discussion to plan intervention. We ask the opinions of the children and parents to ensure that as well as the children making good progress, the children and parents are happy with the provision provided. The individual progress of children will also be discussed at parents evening.

How are children with SEND enabled to take part in all the activities available at school?

We strive to give all our children with SEND the opportunity to take an active part in every aspect of school life, including regular planned extra-curricular activities/trips.

We take on board parents' comments regarding extra-curricular provision and strive to adapt what we do. Adaptation can be anything from allocating a member of staff to support the child or being flexible on what the child attends.

School trips are planned with all children's needs in mind. Parents are consulted where extra precautions may be necessary and the relevant risk assessments completed.

Before and after school, at break time and lunchtime learning mentors are on duty to provide extra support for vulnerable individuals.

Care Plans are in place to support children with medical needs.

How do we support children with emotional and behavioural difficulties?

The school has a clear behaviour policy that is adhered to by all members of staff. However, we also recognise that all children are different and different strategies work for individual children. This must be taken into account when working with individual children. The behaviour policy is available on our website or from the school office.

Members of our SLT support the class teacher, teaching assistant and child to develop a Behaviour Improvement Plan to meet the child's needs as well as maintaining clear boundaries for the child.

Within school we have an established nurture group to support children with attachment difficulties. We have an extremely strong pastoral team who work with children and their families to offer the highest level of support including mentoring and parental support.

Additionally, we use external agencies. These include Acorn Psychology, Little Lilacs and Barnardos.

How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

At Morecambe Bay Primary School, bullying will never be tolerated. The school anti-bullying policy clearly sets out the school position on dealing with all forms of bullying. A copy of the policy can be obtained at the school office. Additionally, we pride ourselves on being a nurturing school that encourages and engages in a nurturing environment at all times.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

We engage in a wide range of outside services to support children. These include:

- Specialist teachers
- Longlands Child Development Centre– includes Physiotherapists and Occupational Therapists
- Speech and Language therapists from the NHS
- Acorn Psychology
- Little Lilacs
- CAMHS (Child and Adolescent Mental Health Service)
- Stepping Stones Outreach Team
- Mental Health Champions Network
- Children and Family Wellbeing Service
- Child Action North West
- School nursing team and health visitors
- Barnardos
- The Parachute Project
- Children's Social Care

We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

What arrangements do we make for supporting children who have SEND and are in the care of the local authority?

All children will have a Pupil Education Plan (PEP) in place for Looked After Children which is agreed with the social worker. Children who are in care of the local authority and have SEND will be supported through our SEND policy and our extensive range of provision. Additionally, we have a strong pastoral team and school SENDCo who will ensure those children with SEND receive all the support necessary.

What should I do if I have a concern or complaint about the provision for my child?

The school has adopted the LCC Complaints procedures – in the first instance the parents should speak to the class teacher and/or SENDCo. If the situation is not resolved, it should be referred to the Headteacher and if it is still not resolved to the governing body of the school (Chair of Governors).
A full copy of the complaints procedure is available in the SEND policy or in the complaints policy at the school office.

Where can I find information on the authority's Local Offer?

The authority's local offer can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>



APPENDIX 1

MORECAMBE BAY COMMUNITY PRIMARY SCHOOL

SEND GRADUATED RESPONSE

