



SEN and Disability

Local Offer: Primary Settings

Read St. John's CE Primary School

School Number: 11064

School/Academy Name and Address	Read St. John's CE Primary School Straits Lane, Read, Burnley, BB127PE		Telephone Number	01282771065
			Website Address	www.read.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	4 – 11 year olds			
Name and contact details of your school's SENCO	Mrs Lynn Royle senco@read.lancs.sch.uk			

Name of Person/Job Title	Mrs Lynn Royle SEND CO		
Contact telephone number	01282 771065	Email	senco@read.lancs.sch.uk

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	<u>SEN Information Read St John's C.E. Primary School</u>		
Name	Lynn Royle	Date	September 2026

Accessibility and Inclusion

What the school provides

The school is almost entirely accessible by wheelchair. There are internal steps up to KS2 however the KS2 classrooms can be accessed by most wheelchairs using the external doors.

We actively encourage parents into school in order that they feel comfortable and able to ask for help if they need it.

We have ensured that the steps have a strip on them that is a contrasting colour so that people with a visual impairment can see the definition of the steps.

All school information is available on request and the font size can be changed for most policies and documentation

We do not currently have a hearing loop in school.

We do not currently have anything written in braille.

We use visual timetables to aid learning and are able to use more visual aids as needed.

We do not currently have furniture that is adjustable.

We use laptops and iPads to enhance learning.

Teaching and Learning

What the school provides

We have an SEN policy which states the process of identifying children with Special Educational Needs.

The class teachers and the SENDCO assess and monitor the children's progress in line with existing school practices. The SENDCO works closely with parents and teachers to plan appropriate Personal Overviews of Provision (POP's) and the appropriate support. Where required, the assessment tool PIVATS (Performance Indicators) is used as part of our commitment to ensuring all children receive an education of the highest quality, appropriate to their needs.

Outside agencies such as Specialist Speech Therapists, Specialist Teachers or Educational Psychologists, are accessed as and when required to assess and advise further support.

Teaching assistants are employed in the school to assist and support children with special educational needs in classrooms, withdrawal situations and at unstructured times.

The Teaching Assistants in school have experience of working with different levels of special needs including Hearing Impairment, Diabetes, Emotional/Behavioural difficulties, Speech & Language difficulties. Additional training is arranged for individuals to enable them to support the evolving needs of our cohort.

Mrs Royle is the SENDCO and holds the National SENCO Award.

When sitting examinations, children with SEN can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEND provision map is updated each term and records the type of intervention a pupil is receiving, the duration, pupil's progress throughout the school and records how much progress individuals make following interventions. Progress is monitored closely for all pupils including SEND children, looked after children and children who receive pupil premium funding.

Children with additional medical needs are given appropriate support and provision, Class teachers and TA's are provided with necessary training to support the needs of the individual children in their classes.

Reviewing and Evaluating Outcomes

What the school provides

The graduated response is at the heart of our school assessment process. It fits within our system for assessment of progress throughout the school. The SENDCO is part of the senior leadership team.

SEND children have a high profile during reviews of progress and attainment that take place every half term (pupil progress meetings).

Quality first teaching is the first line of our schools graduated response. Adaptive teaching and support is planned and delivered within the classroom. The next stage within the graduated response is the early response. At this stage the SENDCO would advise intervention and classroom adaptations. Children enter and exit the process at any stage. At school based support the child is placed on the SEND register and given personal learning targets to ensure that they reach their personal objectives. The SENDCO will monitor the provision and ensure that it is impacting on the child's learning back in the classroom.

Targets are reviewed at least three times a year. Following a series of four rounds of 'assess, plan, do, review,' a request may be made for an Education Health Care Plan.

Where children have 'Education Health Care Plans,' parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

Once a child receives an Education health care plan, the teacher, SENDCO and parents will review this annually following the set guidance from Lancashire County Council. Review meetings for children with EHC Plans are conducted by the SENDCO following feedback from the Class Teacher and Teaching Assistants. Parents are always invited and encouraged to attend along with the child and any Specialist Teachers or outside agencies involved in the care of the child.

Children without an EHCP who still require SEN support all have a POP (Personalised Overview of Provision). This is used to give children targets to help with their progress in school. POP's are monitored termly by the SENDCO and termly in a meeting with Parents and the Class Teacher. Pupil Progress meetings are then used to inform school about the effectiveness of provision and make changes where necessary.

The Headteacher and SENDCO work together to analyse and review provision and the progress data of the children on the SEND register to ensure that they are making progress in line with non-SEN children.

Keeping Children Safe

What the school provides

All staff in school complete annual Keeping Children Safe in Education training and are well versed in how to follow the school's safeguarding procedures. All volunteers and students receive safeguarding training as part of their induction.

Teachers/TA's take classes out to meet their parents at the end of each school day and if required a handover is carried out by the teaching assistant or class teacher to the child's parent/carer.

Welfare staff are on duty at lunchtime and a member of the Senior Leadership Team is always available.

Targeted support is available depending on individual needs.

Parents can access policies via the school website.

Generic Risk Assessments are completed/reviewed on an annual basis by the Senior Leadership Team. Risk Assessments for school trips are completed by the Visit leader and pre visits are encouraged beforehand. Risk assessments for SEND children, if necessary, are completed by Class Teachers and the SENDCO.

Classrooms are open from 8.50 am each day where Teachers and Teaching Assistants are available for handover.

There are always a minimum of three members of staff on duty at unstructured times to ensure the safety and wellbeing of the children.

We do not have allocated parking areas for school. Parents can park on the streets around school and walk the children onto the site.

The children's learning in PSHE also links to national events such as Anti-Bullying Day and Internet Safety Day.

Health (including Emotional Health and Wellbeing)

What the school provides

In line with the school policy, administration of all medicine is recorded on Medical Tracker along with details of dosage and frequency. Parents sign a form to grant authorisation to the school to administer the specified medication to their child. Medicine is stored in named bags with clear instructions.

Some medication, such as asthma inhalers and EpiPens are kept in the teacher's cupboard in the appropriate classroom. All other medication is kept in a locked cupboard in the office or in the fridge if necessary.

For individual children with specific needs, Individual Healthcare Plans (IHP's) are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. IHP's are sent home annually to be checked by parents. If revisions are needed, these are to be annotated on the plan and returned to school. The school nurse is then contacted to arrange a review if necessary.

Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, there is a photo-card for some children with medical needs at key first aid points; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is on Medical Tracker

All support and teaching staff are kept regularly up to date with safeguarding training.

All class based staff and SLT are Paediatric First Aid trained. In the case of an emergency these members of staff would attend to the child, parents would be called by the school and Emergency Services also called if necessary.

All staff have received training on Adverse Childhood Experiences (ACEs) as well as mental health and wellbeing. They have also had trauma training.

We have visits to school by the School Nursing Team, Speech & Language Service, Children & Family Wellbeing Service, Occupational Therapists and Educational Psychologists.

We have an ELSA trained member of staff.

Communication with Parents

What the school provides

The school operates an “open door” policy – parents can speak briefly to teachers before school. Again, at the end of the school day, all teachers are available at the classroom doors if a parent should need to speak to them. If they have a concern that needs more time, then an appointment can be made to meet with the class teacher, the SENDCo or the Headteacher.

The school has a transition ‘meet the new teacher’ at the end of each academic year and two parents’ evenings a year to provide opportunities for parents to discuss the progress of their child. In addition a written report is provided in the Summer Term.

School has an active and successful parent organisation called FORS.

We also share a termly newsletter and have Class Dojo and Facebook for sharing children’s learning and achievements.

We have an Open Day where people are welcome to come and view our school, and we also make individual appointments for those that can’t come on the Open Day.

Working Together

What the school provides

There are lots of leadership opportunities for children in school; a School Council, worship leaders and worship warriors, eco council, playground leaders and wellbeing warriors.

We have 3 Parent Governors who represent the Parents on the Governing Body. There is a designated SEND Governor who meets with the SENDCo termly to discuss SEND provision in school and to report back to the Governing Body. An annual report is provided by the SENDCo to the governing body.

School does work with other external agencies to meet the needs of pupils and their families eg School Nurse team, Child and Wellbeing Service, Therapists, Specialist Teachers.

Children and parents complete Home-School agreements on entry to the school.

School supports families to ensure that children are safe online.

School plays an active part in the request for Early Help process for families who need support from a range of agencies supporting parents during the process.

What help and support is available for the family?

What the school provides

The SENDCO, class teacher, teaching assistants and the Headteacher can assist completing forms if required. Support is offered if parents have concerns about completing paperwork.

The FIND Newsletter is available on the website.

If a child was to require a travel plan to get to school, this would be dealt with by the Office Manager, SENDCO or Headteacher if required.

School plays an active part in the request for Early Help process for families who need support from a range of agencies supporting parents during the process.

The school nurse comes to school each month to provide parent drop in sessions.

Transition to Secondary School

What the school provides

Each year pupils visit their designated secondary school for taster sessions, added to which a representative from that school visits to help ease the transition from key stage 2 to key stage 3.

The Headteacher has regular contact with the head and staff from the designated secondary school which means that any anxieties which a child may have can be communicated immediately.

An official handover of SEND information and documentation takes place between the designated SENDCO's. Children on the SEND register can have enhanced transitions arranged with the feeder High School.

School staff will:

Meet with the Head of Year to discuss each child and their needs individually

Send as much information and data to the new school

Liaise closely with Parents to reassure them how they are preparing them in school for their transition

Extra Curricular Activities

What the school provides

Blooming Buds operates a daily breakfast and after school club, which is available for all pupils.

Various after school clubs are available on a rotational basis.

Pupils take part in a variety of inter school sporting competitions.

The school operates a buddy system where children from upper key stage 2 look after children in reception during the Autumn term to help them settle in.