St Aidan's
Church of England Primary Academy
A member of CDARI

SEN Information Report – 2026 - 2027

In accordance with section 69 (2) 0f The Children and Families Act 2014 and Schedule 1 of The Special Needs and Disability Regulations 2014

'Fulfilling potential and growing in God.'



Acceptance, Love, Wisdom, Accountability, Youthfulness, Service

'I came that they may have life and live it to the full' John 10.10

Introduction

Our SEN Information Report provides details about how we support children and young people with special educational needs (SEN) in our school.

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

The school recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age.
- Require provision different from or additional to that normally available to pupils of the same age.
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school.

There are four broad areas of special educational need defined in the SEN Code of Practice These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties

- Sensory and/or physical needs

1. What kinds of educational needs do we make provision for in our school?
At St Aidan's Primary School – A Church of England Academy our children feel safe and secure and are inspired to learn by a stimulating and inclusive curriculum. As a Christian school, our ethos is based on Christian values that enable children to fulfil their potential and grow in God. St Aidan's provides its own lunch service, a breakfast club and a selection of after school clubs. All children, regardless of their need, have the opportunity to access all school trips and extra-curricular activities with appropriate adaptations in place. Our aim is that pupils with special educational needs should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers. Children with significant needs are immersed in an adapted curriculum to ensure they achieve their true potential in line with their development stage. As a mainstream school we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with medical needs, hearing and sight impairment, physical disability and learning difficulties of varying degrees. The school's policy on Teaching and Learning incorporates advice for teachers on supporting pupils with needs, this takes into consideration adaptive teaching strategies, as well as continued professional development (CPD) opportunities for both teaching and support staff. Our children's Social, Emotional and Mental Health needs are paramount to everything we do and impact on children's readiness to learn. Therefore, we have introduced 'THRIVE' which is a whole school approach to support children's emotional

development. We have 2 licensed THRIVE practitioners who deliver one to one or group sessions, depending on individuals needs.

2. How we identify, assess and review children with special educational needs

At St Aidan's Primary School - A Church of England Academy all staff continually monitor children's progress, emotional well-being and behaviour to ensure that children who need extra support are identified. Children with SEND are identified by three assessment routes, all of which, are part of the standard monitoring process:

- Termly progress meetings following half termly assessments.
- Continual observation and monitoring by class teachers ensures that any child who is making less than expected progress, given their age and personal circumstances is identified and if needed referred to the SENCO.
- Parents may have concerns about their child's learning and ask school to look more closely at how they are progressing.

All parental concerns are taken seriously and although often these concerns can be addressed by Quality First Teaching (QFT), if that is not the case the child would be placed on the School Support Register. Children will then be provided with a 'Learning Passport' and an Individual Education Plan (IEP). Any concerns identified will be discussed with parents and SENCO.

The SEND Code of Practice outlines four areas of special educational needs:

Communicating and interacting - where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning - where children and young people learn at a slower pace than others their age, have difficulty in understanding and/or organisation and memory skills, or have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy.

Social, emotional and mental health difficulties -where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning and/or that have an impact on their health and wellbeing.

Sensory and/or physical needs- children and young people with visual and/or hearing impairments, or a physical need that can give rise to difficulties in accessing learning without appropriate support and equipment.

Some children and young people may have needs in more than one of these areas.

Some examples of different types of SEND include;

- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH)
- Autistic Spectrum Disorder (ASD)
- Moderate Learning Difficulty (MLD)
- Specific Learning Difficulties i.e dyspraxia, dyslexia and dyscalculia
- Physical and Sensory

Further assessments may be carried out to clarify needs and inform staff and parents to assist in developing individual targets for children. Should parents have concerns about their child's progress they are welcome to talk to the class teacher and/or SENCO. If you have concerns as a parent do not delay; early intervention can make a significant difference.

Assessments include;

- WELLCOMM
- Ready For Sounds
- Little Wandle Phonics Assessment
- Derbyshire Language Scheme
- Renfrew Word Finding Test
- Sandwell Maths Assessment
- Roscoe – assessment of Receptive language
- ECAT Expressive language
- 100 key words – reading/spelling
- Ravens Non Verbal Reasoning
- Goodenough Draw-A-Man
- NFER Reading test
- Boxall Profile
- Working Memory
- RAPT
- THRIVE Online profile
- BELL Language Assessment
- Visual Perception test
- Basic Motor Skills Assessment

3. Who can you speak to at our school if you think a child may have special educational needs?

If you have any concerns about your child you can make an appointment to come and discuss them with any of the following people:

- Your child's class teacher
- The Special Needs Co-ordinator (SENCO), Miss S Aspin
- The Family Support Worker (FSW), Mrs Nadia Jones
- The Headteacher, Mrs K Harrison
- The Deputy Headteacher, Mrs H Hargreaves

4. How do we know what progress your child is making and how will we keep you informed?

Monitoring progress is an integral part of teaching and learning at St Aidan's Primary school. All children are assessed and tracked every half term throughout the school year. Our school uses 'Insight' to record and monitor children's progress.Children with identified Special Educational Needs (SEND) have their own Individual Educational Plan (IEP) with targets.

Targets are set with teachers and agreed with the child and parents/carers. The IEP's are reviewed and discussed with parents at review meetings and Parents' Evenings held twice a year. Parents/carers are encouraged to share the outcomes and targets with their child. The roles of the class teacher, parent/carer and the child are detailed within the IEP. The SENCO also tracks children on the SEND register half termly against their annual targets.

Children who have an Education and Health Care Plan (EHCP) or who are in the process of an EHCP panel application will be asked for their point of view initially before an application is made. Annual reviews take place each year with school staff, parents and wider professionals to ensure children are making small step progress towards their outcomes, as part of the plan's review process. We endeavour to include children during the annual review process as much as possible and encourage children to be there whilst the review is taking place. However, this may not always be appropriate depending on the needs of each individual and a report will be shared on their behalf.

Usually, the school Governor with responsibility for SEND meets with the SENCO annually to ensure that the needs of the children are being met. The SENCO also provides a SEND report to the full governing body 3 times a year.

5. How will our school support your child and how will the teaching be adapted to meet their needs?

St. Aidan's ensures the curriculum is delivered through an adaptive and responsive teaching approach. Teachers constantly monitor and adjust their teaching strategies, based on the individual needs and progress of each student in real-time, ensuring all learners receive targeted support to reach their full potential. Rather than following a rigid lesson plan; key aspects include frequent in the moment assessments of learning success and adapted activities which support different learning styles.

Key points about adaptive and responsive teaching:

- **Focus on individual needs:** Teachers actively assess each student's strengths and weaknesses to ensure their learning is meeting their needs

- **Flexibility in delivery:** Lesson plans are adaptable, allowing for changes based on the child's understanding and engagement.
- **Formative assessment:** Regular checks for understanding through questioning, observation, and quick activities inform teaching decisions.
- **Differentiated instruction:** Providing various learning activities and support levels to target different learning styles and abilities.
- **Scaffolding:** Offering temporary support to students as needed, gradually fading away as they become more independent.
- **Positive feedback loop:** Providing timely and specific feedback to students to guide their learning and identify areas for improvement.

Benefits of adaptive and responsive teaching:

- Increased student engagement and motivation
- Improved learning outcomes for all students, regardless of ability level
- Promotes a more inclusive classroom environment
- Develops self-regulation skills in students as they learn to take ownership of their learning

The starting point is to know our pupils - what they like, what they know, what works for them in order to access new learning etc; knowing what does not work is also equally important.

We aim to;

- Create a positive and supportive environment for all pupils, including those without SEND, without exception
- Build an ongoing and thorough understanding of pupils and their needs
- Ensure all pupils have access to high quality teaching
- Complement high quality teaching with carefully selected small group and one to one interventions

- Work effectively with teaching assistants

Some strategies used include;

- Scaffolding
- Explicit Teaching
- Optimising Intrinsic load
- Reducing extraneous load
- Segmenting and sequencing learning
- Reducing redundant information
- Reducing classroom distractions
- Diagnostic assessments
- Teacher modelling
- Technology
- Cognitive and Metacognitive strategies
- Flexible groupings
- Pre-teach vocabulary
- Pre-teach examples
- Question prompts
- Knowledge and graphic organisers; e.g. Venn diagrams, mind maps, semantic maps, chronologies/events chains, widget

St Aidan's Primary School – A Church of England Academy is committed to giving all our children every opportunity to achieve. Children with identified SEND will have an IEP which will detail what teachers need to take into account when planning and adapting activities. The class teacher will provide teaching activities to match the levels of learning of all the children in class. Sometimes, additional resources will be provided to support learning, these include;

- Writing slopes
- Pencil grips
- Chrome books (Clicker)
- Coloured reading rulers
- Personal visual timetables
- Widgets
- Wobble Cushions
- Elastic bands on chair
- Sensory toys
- Google Education tools such as voice to text

Each class has an additional adult in the classroom during morning sessions and some children receive small group or 1:1 interventions.
Interventions include:

- WELLCOMM Language Groups
- TalkBoost
- TalkAbout
- SEEMA
- Pre Teach Vocabulary
- Colourful Semantics
- Ready to Listen
- Attention Autism
- Intensive Interaction
- Speech Therapy work (expressive language/ receptive language / grammatical)
- Tune Into Sounds
- SpeechBubble
- THRIVE 1:1 and group interventions
- Basic Body Awareness

6. How are the decisions made about the type and how much support my child will receive?

St Aidan's Primary School – A Church of England Academy has a budget for SEND which is allocated each financial year. This funding is used to provide additional support or resources that have been identified for SEND pupils. If the school cannot meet the needs through those resources, then a submission to the Education and Health Care Panel may be made.

The Local Authority also provides 'Emergency High Needs Funding' which the SENCO can apply for in order to support individuals who are deemed as having 'high needs' for a short period of time.

Any additional funding received will then be used to develop the child's learning. This could be through providing the child with 1:1 adult support or purchasing specific equipment or resources.

For further information about this process please see the Blackburn with Darwen website www.bwd-localoffer.org.uk.

7. How will our school help you to support your child's learning?

We actively encourage parents to be involved with their child's learning. The class teacher and/or SENCO will be happy to advise you on how to support your child's learning alongside homework activities.

SEND coffee mornings take place, once a half term, over the school year. Where possible, wider professionals such as 'Parents in Partnership', ADHD Northwest, MHST, etc are invited to attend, to provide further support for parents. If a child has been assessed or observed by an external professional parental consent is sought and any strategies given to class teachers will be shared with parents and carers. If necessary, the SENCO and/or the Family Support Worker can arrange or contact support groups for parents.

8. What specialist services and expertise are available or accessible through our school?

We work closely with the following agencies to help support your child's needs:

- LA Educational Psychologist
- NHS Speech and Language Therapists
- Speech Bubble – Speech and Language Therapist
- School Nurse Medical Services
- Occupational Health
- Children's Social Care
- Common Assessment Framework professionals

- Mental Health Support Team (MHST)
- SEND Support Service- includes advisory teachers in a variety of areas; Early Years, Social, Emotional and Mental Health (SEMH), Autistic Spectrum Disorder (ASD), Developmental Language Disorder (DLD) Physical Disabilities (PD), Visual Impairment (VI), Hearing Impairment (HI), Specific Learning Difficulty (SpLD).
- Pupil Referral Unit
- The Heights Free School
- ADHD Northwest
- Young Carers
- SENDIASS (support for parents)
- Parents in Partnership (support for parents)

Due to our greatest area of need being children's Speech, Language and Communication , the school provides a speech and language therapy service, Speech Bubble. This ensures we have a therapist in school each week to assess and support identified children.

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

All staff receive training sessions on a range of educational needs pertinent to our children as well as yearly safeguarding training. All teaching and support staff have recently been trained in relation to the new approach for emotional support –THRIVE. An additional 2 members of staff have completed the full THRIVE licensed practitioner training in order to support children on a one to one and group basis.

The School Nurse has carried out training for teaching and support staff in the care of children with Asthma, Allergies and Epilepsy. Staff have had First Aid training.

We aim to ensure that we continue to develop expertise according to the needs of the children in our school. We have also received CPD from the SENDSS support Advisory Teachers in nurture, Attention for Learning, Intensive Interaction and Sensory Circuits. We have additional CPD for 'Building Firm Foundations' and 'Emotion Coaching' planned later in the academic year.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

St Aidan's Primary School – A Church of England Academy is an inclusive school and all children have access to activities outside the classroom as far as possible. Risk assessments are carried out and procedures are in place to ensure that all children can participate. Where a child is identified as having extremely high levels of need, parents have also been invited on excursions to ensure they can access these safely.

We have a number of clubs running in school currently including a breakfast club, providing a healthy breakfast and activities. After school, there are a variety of clubs including science, sport, baking, dance,computing etc. All children have access to 'THRIVE Inside' daily at lunchtime to support children's social and emotional needs.

11. How will our school support your child's overall well-being?

The well-being of our children is central to our caring Christian ethos. Additional support is available from Miss S Aspin (SENCO) who is experienced in delivering pastoral support. We have a full time Family Support Worker (FSW) Mrs Nadia Jones who monitors attendance and offers pastoral support to children and their families.

All children, including those with SEND, are taught about bullying, friendship and staying safe (including online safety) through PSHE, THRIVE and Assemblies. The school has 4 Designated Safeguarding Leads (DSL's) to deal with issues of safeguarding and child protection. All staff have undertaken PREVENT training in school. School has introduced THRIVE to develop children's resilience by supporting them when they are experiencing challenging life issues and helping them to develop self-confidence and lifelong coping skills. When they are supported in this way, they are able to learn more easily and that means less worry for parents. THRIVE practitioners support children one-to-one and in small groups, offering regular time-tabled support for those who will benefit most.

If your child has a medical need then a Health Care Plan is prepared in consultation with the School Nurse and reviewed every June. All members of staff are trained in First Aid.

Should you have any concerns about the well-being of your child please contact the class teacher, SENCO or FSW. For more information please look at the Medical Policy on our website.

12. How accessible is our school both indoors and outdoors for children?

Accessibility facilities include:

- Accessible toilet facilities in both Infant and Junior Departments.
- Accessible shower and changing facilities
- Environment appropriate for the visually impaired.
- Ramps for wheelchair access except for two areas that can be accessed by alternative ways.

13. How will our school support your child when joining our school or when transferring to a new school?

A home visit is made prior to children starting in Reception class. Parents are also invited to a meeting in school. Children will also be asked to visit the Reception class during the term before they start school. The SENCO, Family Support Worker and/or class teacher will attend transition meetings with pre-school settings to discuss and plan for any children with identified needs.

For children joining our school during the school year we will meet with parents before the start date and introduce you and your child to key members of staff. We will also communicate with the previous school to gain an understanding of your child's progress and needs. We will also carry out some assessments on entry to school to build up a picture of your child's learning. The school has a good relationship with the secondary schools in the area and information about children and their needs will be shared with them to enable them to plan for the child's needs.

Children are given the opportunity to visit their new school before they leave us. Meetings to review the progress of children with an EHCP will include the pupil, parents and any professionals involved. This will ensure that a transition plan including extra visits to the schools can be put into place during the second half of the summer term before starting at secondary school.
For more information please look at the Admissions Policy on our website.

14. Who can I contact for further information?

If you have any concerns relating to the school's provision please speak to the Headteacher (Mrs K Harrison) or the SENCO (Miss S Aspin). The arrangement for the resolution of disagreements (formal complaints procedure) can be accessed through the SEND policy on our school website.
For more information in regards to the provision available for pupils with SEND please contact;
Miss Stacey Aspin
Phone : 01254 53148
Email: stacey.aspin@cidari.co.uk

Blackburn with Darwen's Local Offer sets out a range of support services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk

15. How will our school evaluate the effectiveness of provision made for SEND children?

All children are tracked half termly, as are children who access other interventions. Class teachers review targets on IEP's at least termly and report to the SENCO, evaluating the IEPs, in preparation for the review. This information helps us as a school to judge whether our provision is helping the children who we have been targeted to make progress. We believe whole-heartedly that any additional interventions introduced to support children with additional needs must be seen to make a difference.

16 Arrangements for pupils with SEND undertaking tests

Where a child is able to access the SATs tests a number of additional arrangements can be put in place to support them:

- Additional time
- Rest breaks
- A reader
- A scribe
- Use of a laptop
- Adapted papers

17. Looked After Children with SEN

We have a Family Support Worker who ensures all teachers in school understand the implications for those children who are looked after and have SEN. We work closely with the Virtual School who are there to ensure effective systems are in place for LAC. Some children may not be diagnosed when they are first looked after and we work with carers to address any concerns and assess and address any SEN needs.

Looked after children with SEN are supported in school and have a Learning Passport plan which is regularly reviewed. All LAC have a statutory Care Plan which is drawn up by the local authority. The Electronic Personal Education Plan (EPEP) is a legal part of the care plan and is a statutory requirement for LAC in education. We ensure that LAC have a PEP which is reviewed every term. If a LAC with SEN requires further assessment for an EHCP this will be done in a timely manner.

18. If a parent has a complaint about SEND arrangements

A child's class teacher and the SENCO will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If concerns cannot be resolved by the usual school procedures then parents can request support from the Parent Partnership Service or SENDIASS who may involve the Disagreement Resolution Service (DRS). School will provide parents with relevant information.

19. Admission arrangements

All admissions to St Aidan's Primary School-A Church of England Academy are based on the school's Admissions Policy. There is no differentiation made between pupils with or without special educational needs or disabilities. Parents/carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that discussion and planning can take place.

School Policies linked to SEND Information Report
❖ SEND policy ❖ Teaching and Learning Policy ❖ Marking and Feedback Policy ❖ Equal Opportunities Policy ❖ Admissions Policy ❖ Accessibility plan ❖ Behaviour, relational and routines policy ❖ Safeguarding policy ❖ Medical policy Legislative Acts taken into account when compiling this report include: ❖ Keeping Children Safe in Education 2023 ❖ Children and Families Act 2014 ❖ Equality Act 2010 ❖ Mental Capacity Act 2005

