



St Bartholomew's Church of England Primary School

SEND Information Report 2025

Action	Date
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Reviewed By	Sarah Irvine
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St Bartholomew's C of E (VA) Primary School

Follow Jesus in all we do

School Vision

We seek to ensure that by following Jesus, each individual is inspired to shine in all areas of their educational and spiritual development.

'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Mission Statement

Follow Jesus in all we do

'When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life".' (John 8:12)

Core Values

Our school is underpinned by 6 core values;

Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Friendship

'Love each other as I have loved you.' (John 15:12)

Service

'Serve one another in love' (Galatians 5.13)

Forgiveness

'Do not judge, and you will not be judged; Do not condemn, and you will not be condemned; Forgive, and you will be forgiven' (Luke 6:37)

Justice

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' (Micah 6:9)

Love

'Give thanks to the Lord, for he is good; his love endures forever.' (Chronicles 16:34)

Great Harwood St Bartholomew's Parish CE VA Primary School

SEND Information Report 2025

At St Bartholomew's, we provide care, support and guidance for pupils with a range of different needs and difficulties. This is done through a plethora of different responses depending on a pupil's individual needs. A pupil is defined as having SEND if they have significantly greater difficulty in learning than most others of the same age, or if they have a disability or health condition that prevents or hinders them from making use of the educational facilities used by peers of the same age. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The four areas of need are outlined below:

Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. We recognise that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives. Our school SENDCo, Miss Haworth, will work with pupils, parents, and language and communication experts where necessary to ensure pupils reach their potential.

Cognition and Learning

With cognition and learning difficulties, we offer one-to-one learning support where necessary, and we understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning disabilities (PMLD). Our SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.

Social, Emotional and Mental Health (SEMH)

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in different ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. We recognise that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and schools will support pupils with these difficulties.

Sensory or Physical Needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision

impairment (VI), do not necessarily have SEND. We will ensure staff understand that some conditions can be age-related and can fluctuate over time. We recognise that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, and our SENDCo will ensure that their support needs are being met.

St Bartholomew's Primary School has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. With the support of the SENDCo, classroom teachers regularly assess progress for all pupils, with the aim of identifying pupils who are making less than expected progress. We also acknowledge that pupils may have needs that are not just educational and we therefore consider the whole child and how we can ensure access to all aspects of the curriculum. We recognise that there are a range of factors that are not SEND but may impact on the progress and attainment of children, such as attendance and punctuality, health and welfare, being a Pupil Premium / Looked After child or having English as an additional language.

All staff at St Bartholomew's are fully aware of the SEND Code of Practice, and are aware of their responsibilities in ensuring that the needs of all pupils are met. Parents/carers will be involved in all stages of their child's educational journey, including planning for future transitions. At St Bartholomew's, we are an inclusive school that supports a wide range of needs.

How do we involve parents in their child's education?

Parents are welcome to come into school to discuss any concerns with their class teacher. Alternatively, teachers may invite parents into school to discuss concerns about their child's education, which would then be passed on to the SENDCo.

We involve parents through the following methods:

- Meetings with the class teacher / SENDCo / other professionals;
- Annual reviews;
- IEP discussions;
- Parents' evenings;
- Transition meetings.

What arrangements does the school make for consulting with SEND children and involving them in their education?

All children with an Education, Health & Care Plan (EHCP) have the annual opportunity to record and contribute to their review meeting. Where appropriate, children also have an opportunity to take part in the meeting. We have a School Council which is made up of representatives from each class, and all children are eligible to serve on the Council, regardless of additional needs. All SEND children take part in regular one-page profiles and the SEND Pupil Voice three times a year, which produces a summary of their views on school life. The data shows that the vast majority of children have a positive view of the school, but it also provides an opportunity for us to identify areas for further development.

How do we assess and review the progress that children make?

All children are assessed regularly and progress is tracked and monitored internally. Any pupils who are falling significantly outside of the range of expected academic achievement, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored. Progress is tracked on a termly basis and where appropriate, more frequently. The SENDCo liaises closely with the subject leaders to analyse data and individually track pupils who are experiencing difficulties. Class teachers discuss any concerns with the SENDCo where necessary, and if further action is deemed necessary, the parents are informed and consulted. It is important to note that children with SEND may be identified at any stage of this process during their school life. In most cases, pupils are only identified as SEND if they do not make adequate progress once they have been given quality first teaching and access to adaptations / interventions.

As a school, we are continually seeking new relations with outside agencies. Please speak to the school SENDCo, Miss Haworth, if you require further information. Once identified as having a special educational need or disability, a child will be added to the SEND register by Miss Haworth in collaboration with the Class Teacher and the child's family so that 'additional and individualised' provision can be made for them. Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND.

The Graduated Approach to SEND Support

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies and will provide advice, guidance and assessment throughout the process. The SENDCo will update all records of provision and the teacher will maintain and update the personalised plans.

Assess

A clear picture of the child's needs is drawn up. Performance data, parental comments, pupil views, class teacher notes and observations from professionals may all be used to analyse what support and intervention will be needed.

Plan

At all stages, intervention and support will be planned to maximise the impact on the child's learning. Adjustments may be made to plans and parents will be consulted about what they can do at home to support progress. Plans will be shared with all those adults working with the child.

Do

The class teacher will work closely with teaching assistants and parents to ensure that plans are followed. The SENCO will support the class teacher in finding ways to address targets in the classroom. The class teacher will build evidence of the child's strengths and weaknesses and will, with the support of the SENCO, continue to track progress to fully monitor the impact.

Review

At all stages, planning for the child is subject to review. For children receiving additional funding, review dates will be set by the Local Authority, and for children on IEPs, review dates will be printed onto the plans and communicated with parents. Additional parents' evening meetings and other meetings with parents and children may also be used to discuss children's progress towards identified targets. During reviews, the quality and impact of intervention and support will be discussed and any changes to future provision will be proposed.

All children have full access to the National Curriculum and this may be delivered at a variety of levels, depending on a child's current levels of development. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways, such as:

- Quality first teaching with appropriate differentiation;
- Effective deployment of support staff;
- Personalised provision through programmes and adapted resources;
- Interventions carried out by teachers and TAs;
- Personalised timetable and/or curriculum where required and agreed with parents;
- Peer support where appropriate;
- Specialist equipment/resources to suit the child's needs;
- Lessons with a high emphasis on over-learning to support retention;
- Support from external services.

How will the school prepare and support my child to join / transfer / leave the school?

We recognise that transitions can be difficult for a child with SEND and we, therefore, take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school or nursery, we will arrange to visit the pre-school setting and arrange to make a home visit. Your child will also be able to visit our school. Should your child have a disability, the pastoral lead will meet with parents/carers and liaise with the school nurse and any other specialists. An audit of the school will be undertaken with the aim of identifying any barriers that need action to ensure the facility is accessible. A plan will be devised based on the recommendations provided, ensuring that the facility and curriculum are fully accessible.

If your child is moving to another school, we will make sure that all records are passed on as soon as possible and we will contact the school SENDCo to ensure they know about any special arrangements or support mechanisms that are in place.

When moving classes in school, information will be passed on to the new class teacher in advance and a transition meeting is held at the end of every year with the new teacher. IEPs will be shared with the new teacher and the TAs meet to pass on any relevant information.

When children are transferring to Key Stage 3, the Headteacher and SENDCo will liaise closely with the receiving secondary school with regard to the specific needs of your

child. Where possible, your child will visit their new setting on several occasions and will take part in a transition meeting in school.

What is the schools approach to teaching and learning for children with SEND?

In accordance with the SEND Code of Practice (2014), the school does everything it can to meet the needs of our young people. The key principles of this approach are:

- All class teachers are responsible for the progress and development of their pupils;
- All children are included in all lessons through an ethos of Quality First Teaching;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching;
- Pupils who join a school with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with SEND, teachers give due regard to information and targets contained in the children's IEPs and/or Pupil Profile.

For all children with Special Educational Needs, the class teacher, SENDCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For those needing further support, we may put an IEP in place, where the class teacher sets Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets. For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice will be included in the pupil's support programme and/or IEP. Where a child has an EHCP, the provision and approach to teaching this child are laid out in their plan.

What adaptations are made to the curriculum and environment for SEND children?

The school provides a comprehensive range of adaptive equipment to meet the needs of the individual child, such as cushions and supports. For more complex and expensive items, the school will apply to the Local Authority for additional funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through classroom adaptations such as, and not exclusive to:

- Additional adult support;
- Interventions;
- Classroom positioning;
- Organisation aids;
- Coloured backgrounds;
- Adapted workbooks;
- Coloured overlays;
- Pencil grip aids;
- Seating supports.

We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school. Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year.

What training have the staff supporting children with SEND had or may they have?

School provision:

- TA's working with individuals / small groups;
- TA's offering support for children with emotional and social development;
- TA's to support children with an EHCP;
- Class Teacher support where appropriate;
- Specialist Teacher Services.

We recognise that we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year. Specific training will be made available to staff where necessary. Examples include training for Safeguarding, Prevent and SALT. In school, we also offer an Educational Psychology Service, Specialist Teacher Support and Family Worker support. As far as health provision is concerned, we have a school nurse.

How do you evaluate the effectiveness of the SEND provision at St Bartholomew's Primary School?

All SEND children have either an EHCP or an IEP, which are reviewed and monitored regularly as laid out above. The SENDCo reports annually on the efficient and effective use of resources in school to support our SEND children.

For pupils with an EHCP, annual reviews (6 monthly for under 5s) are carried out in accordance with the SEND Code of Practice 2015. The SENDCo collects and analyses data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources, to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENDCo communicates closely with the SEND Governor and produces regular reports for the Governors meetings. Any additional provision for all children (whether or not they have SEND) is carefully recorded by class teachers and SLT, and the cost of this provision is calculated, based on the pro-rata cost of the allocated time for the member of staff delivering the provision or on actual billed costs. This information is then scrutinised by the SENDCo and SLT to ensure that the provision remains effective

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

Our SEND children are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted and all reasonable adaptations and adjustments will be made to ensure that children with

SEND can safely access and enjoy the activities.

The adaptations will usually be the result of the risk assessment and may include additional staffing, extra time allowances or amendments to the activity. All activities within and outside school are covered by a risk assessment, which are carried out by the Class Teacher and Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs.

This results in a wide range of sporting activities over the course of the year, tailored specifically at the individual children's needs. Examples include Boccia, Dance and drama. Before and after school care is available at St Bartholomew's Primary School from 7:30 am until school opens and from 3:30pm until 6pm during term time. This is through an external agency Crazy Crackers. There is a huge range of after school (and some lunch-time) clubs at St Bartholomew's throughout the year, and we are able to offer most of these at no cost.

What arrangements do you make in relation to the treatment of complaints on the SEND provision?

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENDCo/Headteacher, who will investigate and report back on the results. Where an issue is not satisfactorily resolved, please see the school Complaints Policy for more detail.

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

General information regarding SEND can be found on the school website, including the SEND policy.

- SENDCo: Miss S Haworth 01254 884534 senco@st-barts.lancs.sch.uk
- CAMHS: (01282) 425071
- Lancashire SENDIAS: 0300 123 6706

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

Lancashire Education Authority also gives information about what they can provide for you and your child. The Children and Families Bill was enacted on the 1st of September 2014. This means that, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. The local Authority refers to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area by offering details on the context of schools and the provision for children with SEND therein. The Local Offer is available through the Lancashire County Council / St Bartholomew's Primary School website.