



St. Nicholas C of E Primary School

Special Educational Needs Information Report

2026



Headteacher	Claire Taylor
Special Educational Needs and Disabilities Coordinator SENDCO	Gemma Kitchen
SEND Policy	Available via school website https://www.st-nicholas-blackpool.org.uk/curriculum-achievement/send
Governor with responsibility for SEND	Carolene Sargeant
Contact details: address	School Road, Marton, Blackpool FY45DS
Email	admin@st-nicholas.blackpool.sch.uk
Telephone	01253966150
Local offer web address	https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx
Age range	4-11

At St Nicholas Church of England Primary School we deliver high quality teaching to every child, adapting the curriculum to their specific needs.

1. What types of SEN does this school cater for?

At St Nicholas we have high aspirations for all students, including those who have special educational needs and disabilities. We focus on enabling them to make the best possible progress, and to increase their independence, so that they are well prepared for their futures.

We ensure teaching is strong so that staff meet the needs of our SEND pupils and provide well targeted challenge in lessons. At St Nicholas we ensure those pupils in most need receive the most expert support.

Below is a table of special educational needs we cater for;

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)

Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

All our staff receive training on the best learning strategies to support our children who have special educational needs. The staff have received training on;

Our special educational needs co-ordinator, or SENCO

Our SENCO is Gemma Kitchen.

Mrs Kitchen has 9 years' experience in this role and has been a qualified teacher for 20 years.

Mrs Kitchen achieved the National Award for Special Educational Needs Coordination in 2019.

Mrs Kitchen is allocated 2 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

All our TAs are trained to deliver SEN provision.

All our teaching assistants are trained to deliver interventions such as Precision teaching and ELS interventions.

Where different strategies are required for an individual, specific training is provided.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Pupil welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. How does the school know if children need extra help?

We know when children need help if:

- Concerns are raised by parents/carers or the child's teacher
- Limited/no progress is being made

- There is a change in the child's emotional well-being

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (SEND CoP: 2014:Pg15)

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

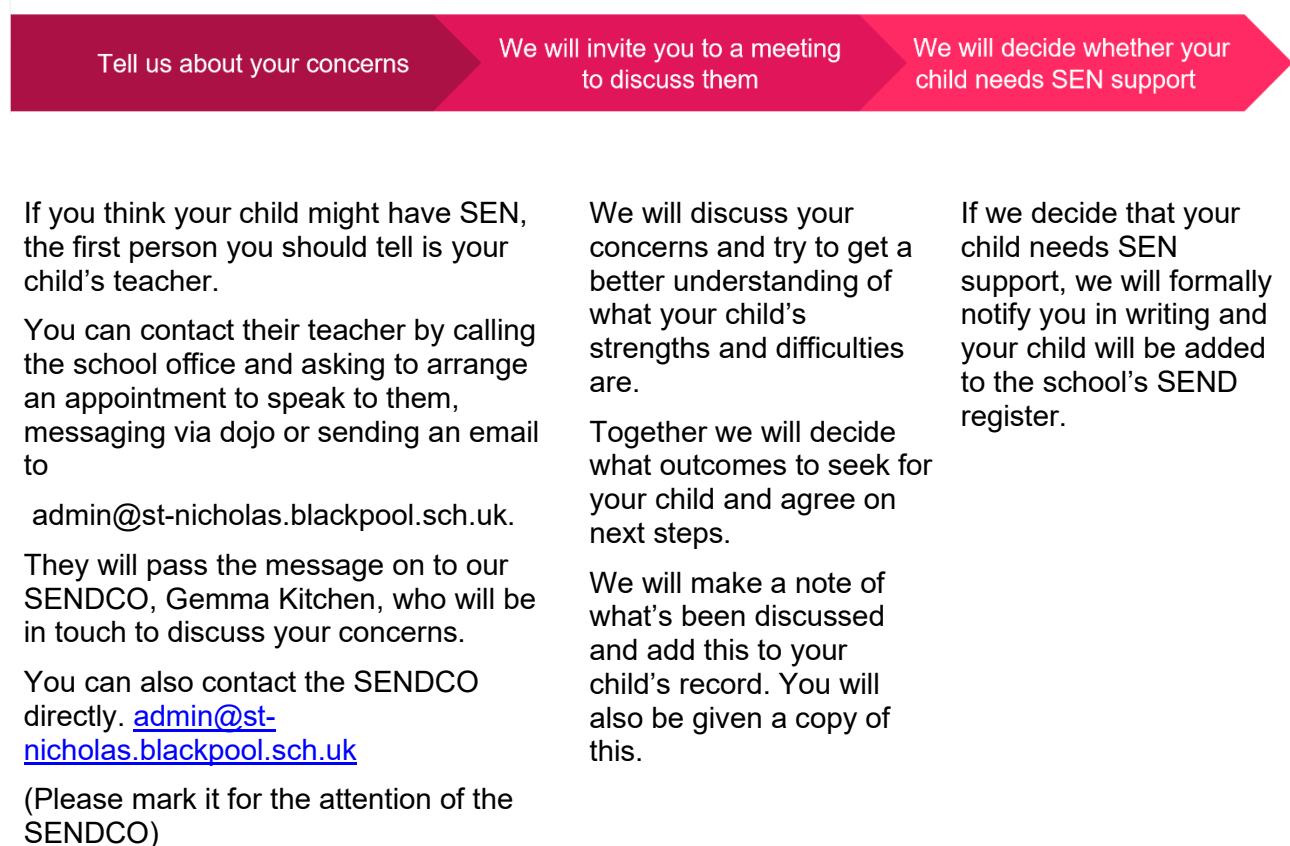
The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a learning support plan (LSP) for them.

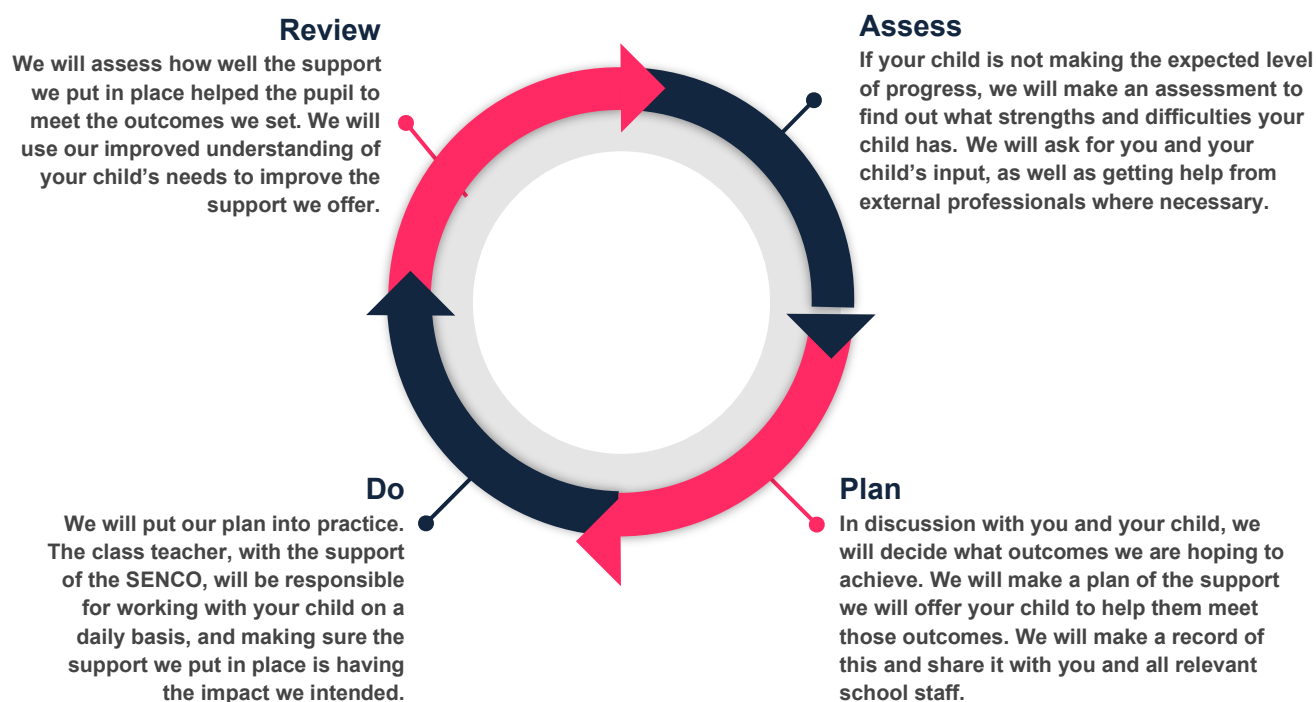
4. What should I do if I think my child may have special education needs?



5. How will the school measure my child's progress?

We will follow the 'Graduated Approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide an annual report on your child's progress.

Your child's class teacher will meet you termly (3 occasions), to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, for example, by using flexible grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using a variety of types of questions etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing slopes, pencil grips, ear defenders etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this is required or they may also work in small groups.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Calm spaces Sensory activities
	Speech and language difficulties	Speech and language sessions Colourful semantics across the curriculum Word banks Blank level questioning support

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays IDL Maths and Literacy Pre teaching sessions Post teaching sessions Precision teaching ELS interventions Breaking Barriers Numicon program Plus 1 coaching
	Moderate learning difficulties	IDL Maths and Literacy Pre teaching sessions Post teaching sessions Precision teaching ELS interventions Breaking Barriers Numicon program Plus 1 coaching
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Sensory activities
	Adverse childhood experiences and/or mental health issues	Nurture groups Zumos Forest school - Therapeutic play Time with the school Therapy dog
Sensory and/or physical	Hearing impairment	Visuals Listening devices Ongoing support from the HI advisory teacher.
	Visual impairment	Limiting classroom displays Enlarging print Cream paper
	Multi-sensory impairment	Sensory activities Physical supports On going support from the advisory teacher team

	Physical impairment	Physical supports Motor programmes Adaptations where necessary
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These interventions are part of our contribution to Blackpool's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after an agreed number of weeks (Usually 6/7 weeks but some can be longer)
- Using pupil questionnaires
- Monitoring by the teachers and SENDCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

A notional SEND budget is allocated to individual schools each financial year in line with the SEND Code of Practice. This can be used to provide additional support or resources dependent on an individual's needs. Dependent on budget; additional support and resources may be deployed to aid children's learning. The level of support will vary dependent on the needs of the child.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in Year 5 to PGL and our Year 6 trip to London.

All pupils are encouraged to take part in sports activities, plays, special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

If it is deemed that an intensive level of 1:1 support is required, another member of staff may be allocated this role, or you may be asked to accompany your child during the activity.

12. How does the school support pupils with disabilities?

In compliance with the Equalities Act 2010, St Nicholas will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Our admission policy and criteria does not discriminate against pupils with disabilities or treat them unfairly. We endeavour to ensure pupils with disabilities enjoy the broad and balanced curriculum we have to offer at St Nicholas.

We are always available to discuss individual access requirements. Please refer to the school's accessibility plan which can be found on our website.

13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of the many extra curricular clubs we have on offer.
- We run nurture circles for pupils who need extra support with social or emotional development.
- We use Circle of Friends to support children who have low self esteem and a small friendship group/one special friend.
- We use the Talkabout Programmes to develop Self Awareness and Self Esteem, Building Friendships and Developing Social Skills
- We have a 'zero tolerance' approach to bullying. Please see the Antbullying Policy on the school website for further information.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide a transition booklet for the child to refer to throughout the summer holidays.

Between phases (for primary schools)

The SENDCO of the secondary school will meet with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning about a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

15. What support is in place for looked-after and previously looked-after children with SEN?

Miss Harper will work with Mrs Kitchen, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

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If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at **Blackpool or Lancashire's** local offer. Blackpool publishes information about the local offer on their website:

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/Sendiass/home.aspx>

Some other useful contact details are:

SEND Officer at Blackpool Council 01253 476743

[SENDIASS](#) 01253 477083 – sendiass@blackpool.gov.uk

[CAMHS](#) 08001217762

[Speech and Language Therapy](#) 01253 951101 bfbwh.admin.paediatrictherapy@nhs.net

[Children's Social Care](#) 01253 477299

Please contact the school for any further details you may require.

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages