

Unlocking the Potential for Everyone to Flourish in the love of Christ.

‘But I am like an olive tree flourishing in the house of God.’ Psalm 52:8



SEN Information Report St Peter's Church of England Primary School

September 2025

St Peter's Church of England Primary School

Special Educational Needs Information Report and School's Contribution to the Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

St Peter's Church of England Primary School is committed to inclusive admissions. Disabled pupils are admitted on the same basis as all other pupils, with reasonable adjustments made during the admissions process to ensure equal access. The school works closely with families and external agencies to support a smooth transition and ensure that individual needs are met from the outset.

1. What kinds of special educational needs do we provide for?

St Peter's Church of England Primary School is a mainstream primary school. We view every child as an individual, loved by God, and we aim to enable all children to overcome any barriers to achieve their full potential. We recognise that all children are unique and that some may require additional support and intervention, which we aim to provide on an individual basis.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

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

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2. Who is the SENCo and how can parents contact them?

The school's SENCo is, Mrs Lucy Turner; she is also the Deputy Head Teacher and works in school full time. Mrs Turner be contacted by email: senco@st-peters.lancs.sch.uk

Alternatively, an appointment to see Mrs Turner can be made via the school office by telephoning: **01254 233513**

Mrs Turner has held the SENCo award since 2012.

3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. The identification process is laid out in detail within the school's Policy for Special Educational Needs and Disability.

The school Special Educational Needs Coordinator (SENCo) / Associate SENCo may carry out some additional diagnostic tests (eg YARC, BPVS, CTOPP-2) to assist with the identification of SEN. The school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services or the Special Educational Needs and Disability Support Service (SENDs). Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHs) etc.

Evaluation / Impact to September 2025:

In September 2025 there were 35 children with identified Special Educational Needs and/or Disabilities (SEND) including 12 children with Education, Health and Care Plans (EHCPs) and 6 currently on the pathway for an EHCP.

Throughout the course of the last academic year, the SEND team have worked to ensure that SEN children are being identified as quickly as possible. Once identified, the team have implemented the Graduated Response to ensure that all SEN children are receiving a high quality provision, by working with teaching staff, to provide effective interventions and training. Where a child has not made progress, using high quality teaching interventions, they have then been referred to outside agencies for further support.

We have continued to build strong relationships with Acorn Psychology and Support Services, through both their Educational Psychologists and Specialist Teachers. This input has been invaluable in moving the above mentioned assessments forward at an accelerated pace. The school has also identified that many children have delayed speech, language and communication needs so, in order to support these children and give staff the skills needed, we bought in an independent Speech and Language Therapist and she continues to support school as a speech and language specialist.

4. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting

with you and the relevant member of staff and/or the Special Educational Needs Coordinator as soon as possible.

To keep parents informed we have a comprehensive website with an SEND section, texting service and Facebook. The SEND section of our website has links to the Lancashire Local Offer main website and copies of the SEN policy and SEN Information Report. We also send frequent newsletters, hold two parents' evenings a year and one annual report which enables parents to give written feedback.

There are annual open days for prospective and current parents and some special open days to showcase children's topic or project work. Parents are also invited to our class worship, whole school Masses and celebration assemblies. Each year we ask parents to complete a questionnaire; the theme of the questionnaire changes each year. Feedback is analysed and acted upon where appropriate. In addition, a SEND focused questionnaire has been distributed to parents whose children are on the SEN register.

In addition, for children who are on the Special Educational Needs record and have an Individual Education Plan (IEP), the IEPs are sent home when they are written (four times a year). Parents are invited to discuss the IEP with the class teacher. We also send a copy of the previous IEP with an evaluation to show the progress the child has made against their targets.

Children with a high level of Special Educational Need who require an individualised curriculum, a Personalised Provision Plan (PPP) is written in conjunction with specialist adviser(s) and parents, based on advice from specialists and reviewed at least 3 times per year.

For children with long-term, complex needs, it may be appropriate to request an Educational Health and Care Needs Assessment. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Specialist Educational Needs Information and Advice Service (SENDIAS, formerly Parent Partnership Service). Their aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available by following the link to SENDIAS under the **"Help for Parents and Carers"** section of the Lancashire SEN website: www.lancashire.gov.uk/SEND.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted if requested e.g. enlarged print.

We have Urdu-speaking members of staff Mrs Khawaja and Mrs Siddique who can assist parents with general communication and completion of documents. If necessary, interpreters of other languages would be bought in by school.

The school office manager, Headteacher and/or SENCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to the Information and Advice Service, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home. Information, advice and guidance for families of children with SEN is available via the SENCo and/or links on our website and the Local Offer (www.lancashire.gov.uk/SEND).

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. Additionally, we may use Behaviour Contracts for all children on school trips and within school for some children who have particular difficulties in regulating their behaviour.

If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. Parental surveys are also completed and actions taken in response to this.

Evaluation / Impact to September 2025:

Feedback regarding provision from parents of SEN pupils, has been positive.

Parents have made the following comments:

- “It is the highlight of my day, bringing my child to this school.”*
- “I have talked to St Peter’s school and to the Educational Psychologist a lot about my worries for [my child] and every concern I have regarding [my child] has always been dealt with in the most professional manner. School are doing their very best for [my child].”*
- “Thank you very much for everything you have done for [my child] this wouldn’t have happened without you. You have been amazing with all the help you have gave us.”*
- My child has learning disability and this school makes a good school for children with learning disabilities and there not enough schools who accommodate these children.”*
- The school and SENCo are absolutely amazing at helping the children who need additional help and their families. The school is brilliant at arranging individual learning plans for children who need them and they are great at helping them who need the extra help and I’m extremely happy with how my child is coming on with their learning.”*

Many parents have been (and continue to be) supported by the SENCo and, where necessary, an interpreter as their children require input from outside agencies.

The school’s open-door policy means that prompt action is taken to intervene as soon as any issue or concern is raised and the SENCo and/or, Headteacher meet frequently with parents.

5. How do we involve and consult with the children about their education?

We have a School Council, an ECO council, collective worship team, digital leaders and science ambassadors group, which are made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well.

All children take part in a Pupil Attitude Questionnaire each year which produces a numerical summary of views of their own school lives as well as opinions of various school-related topics, such as behaviour. The data shows that the vast majority of children have a positive view of school. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life.

Children with SEN who have an Individual Education Plan (IEP) are involved in discussions about their targets including how well they are progressing and what they need to do as a

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“next step”. They do this whilst working 1:1 with a teacher or teaching assistant. Adjustments can be made to the targets when necessary to suit the rate of progress.

Evaluation / Impact to September 2025:

The Pupil attitude survey shows that 98% of children felt that they belonged at school. 98% also felt that they were proud of their work and learnt new things

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

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through an IEP.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school's SENCo. Throughout the school, children's progress in mathematics and English is formally assessed by teachers every term. All of this information is monitored and evaluated through Pupil Progress meetings to ensure that provision for all children is matched to their needs.

Specific additional assessments for children with potential or identified SEN can also be carried out by the SENCo, usually starting with targeted classroom observations. Examples of specialist assessments available are: WELLCOMM, assessment for language comprehension, York Assessment of Reading Comprehension (YARC), British Picture Vocabulary Scale (BPVS), Comprehensive Test of Phonological Processing (CTOPP-2) etc. These can be repeated at a later date to measure progress.

All IEPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. IEPs are formally reviewed and evaluated 4 times per year by the class teacher and/or SENCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LA. Parents and external agencies are strongly encouraged to attend. Reviews in Y5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in the autumn term of Y6 to confirm parents' choice of high school. A further transition meeting, when a high school place has been allocated, may be convened and the high school SENCo invited.

Evaluation / Impact to September 2025:

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Pupil progress meetings have been held termly alongside book scrutiny and observations by SLT. This has ensured that children have been identified for additional support and shown that intervention has been positive in accelerating the progress of learners with SEND.

Ofsted (March 2022) found that, "New procedures ensure that pupils with SEND are identified quickly. Leaders can access specialist support for this group of pupils when required. As a result, pupils with SEND achieve well."

Feedback from a survey of parents whose children have SEND is overwhelmingly positive. They say that their child feels safe in school, their child is well supported and knows who to talk to if they need help, they can see that their child is making progress and that they, as parents know who to talk to and are well supported by the school team.

"School have been amazing with my son, he as lots of needs that he struggles with on a daily basis... Since my son has started..., they have gone above and beyond to make sure he is settled and has all he needs to continue his learning."

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

To support all the Y6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with an Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEN move to another primary school, the SENCo will contact the SENCo of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move. ***Evaluation / Impact to September 2025:***

In July 2025 we had 3 children with an EHCP that moved to specialist provision. Meeting were held in school to plan for this and additional visits with the support of our staff were carried out to ensure a smooth transition. 2 children with EHCP's also moved to a local mainstream high school. Again, meetings were held with the high school to plan for this and additional transition visits were held.

SENCOs / Head teachers have liaised to share information and pass paperwork on to the receiving schools.

8. What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young people's SEN and/or Disabilities. Pupils have access to additional provision

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on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEN which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are laid out in the school's Policy for Special Educational Needs and Disability.

For all children with Special Educational Needs, the class teacher, SENCo and Teaching Assistants (who support, the one-to-one delivery of SEN provision and small group interventions) 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 all children with SEN (except those with an Education and Health Care Plan (as this is included in their Plan), Pupil Profiles will be written. For most children, the class teacher and SENCo will make more detailed arrangements for a programme of support, including an Individual Education Plan (IEP) when required to provide Specific, Measurable, Attainable, Realistic, Timebased (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's support programme and/or IEP. Some children with a higher level of need may have a Personalised Provision Plan (PPP) which is more detailed than an IEP. There may be some direct input and advice from a specialist teacher from within the LA (Special Educational Needs and Disability Support Service, SENDS) or from other agencies such as Acorn Psychology and Support Services, the LA Educational Psychology Service, Independent and NHS Speech and Language Therapy Service etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their EHCP.

Evaluation / Impact to September 2025:

For 24-25 there were 7 (full time equivalent) teaching assistants (TAs) working in school ensuring support in every class with some additional support to be deployed where and when the need arose including in-class.

The school has followed the Graduated Approach, as laid out in the SEN Policy. The impact of this has been described above in the evaluation of question 3.

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

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for 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 differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, Dictaphones, writing slopes and many more. 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.

Other children may access targeted and time-limited small group interventions (usually in withdrawal from the classroom) eg further English and maths support, Fine and/or Gross Motor Skills, Nurture, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum delivered through a Personalised Provision Plan. This will depend on the needs of the child but could include having learning 'chunked' into bitesized pieces where the range or depth of learning is adjusted to suit the child.

There are interactive whiteboards in all classrooms. Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. ie. when children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print etc.

Evaluation / Impact to September 2025:

Advice from the Qualified Teacher of the Visually Impaired (QTVI) has been implemented for the appropriate children (e.g. classroom positioning and layout, equipment etc) and new equipment has been purchased via the Local Authority to support their access to visual information. Other children have smaller pieces of extra equipment to accommodate their needs e.g. wobble cushions, writing slopes, special pencil grippers, sensory toys etc.

In addition to the children with EHCPs and those undergoing assessment, three other children have fully Personalised Provision Plans (PPPs), based on specialist advice which ensure we are able to fit the curriculum to the child rather than trying to fit the child to the curriculum whilst still affording them a broad and balanced curriculum.

10. What else do we do to make the school safe and accessible?

St Peter's Church of England Primary School has a formal Accessibility Plan in place, prepared under Schedule 10 of the Equality Act 2010. This plan outlines actions to improve curriculum access, the physical environment, and access to information for disabled pupils. The Accessibility Plan is available on the school website and can be requested in print from the school office.

The school grounds have two points of entry, a smaller gate off Cartmel Avenue and a larger gate from the staff parking approached from the main road via a narrow tarmacked lane; there are large entrance gates on the right at the top of the lane leading to a small car park for staff. This has a designated disabled parking bay which are made available to parents and/or their children who are Blue Badge Holders. Other parents are requested not to bring their cars up to the side car park or entrance to ensure pedestrian safety. Access to the school entrance lobby is via the smaller gate before and after school. Additional security measures are installed on the exits to keep children safe.

During school hours, parents and/or visitors must alert the office by ringing the bell outside the school gate. There is also a ramp available near the Reception class entrance for disabled access. The school is also wheel-chair accessible and, in addition to normal toilet facilities, there is a disabled toilet with emergency alarm, shower facility, an adjustable height bed and a hoist.

When the school gates open at 8.45am, all children are handed over to staff by their parents. Special arrangements are in place for some children with acute medical / social needs so that busy entrances to school can be avoided. All children from EYFS to Y4 are supervised as they leave school to ensure safe handover. If someone other than a parent is collecting the children, school must be informed in advance. Upper KS2 children are allowed to make their own way home if parents have previously informed the school, otherwise they must be collected. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

SEND children are supported by dedicated staff at playtimes and lunch times. Teachers/Teaching Assistants ensure help with the handover process at the start and end of the day.

Personal Emergency Evacuation Plans for children with additional needs and/or for whom emergency situations would be physically difficult or particularly distressing. These are updated and amended when there are any changes (eg change of need or change of classroom). Risk assessments are in place to support staff and pupils with complex needs.

During the school day, all gates are locked with child-proof locks to keep children safe; visitors can only enter when approved via a video telecom. All staff and visitors must sign in via the inventory system and DBS records are checked on entry, as appropriate.

Evaluation / Impact to September 2025:

There have been no security issues.

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

Many of our current Teaching Assistants and some teachers have been trained to support children with a range of Special Educational Needs, in areas such as:

- Behaviour Management
- Autism
- Speech & Language Programmes (PECs)
- Subject specific support programmes
- Phonics
- Nurture
- Moving and Handling, Back Care Awareness
- TEAM Teach

We recognise that to effectively support, 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 through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEN from within its existing resources. However, if following several cycles of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Acorn Psychology and Support Services; Independent Speech and Language Therapy; Local Authority services such as the Special Educational Needs and Disability Support Service (SENDs) or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs may be carried out through the Early Help Assessment (EHA) process which would involve parents, pupils and all agencies involved in the pupil's care.

Evaluation / Impact to September 2025:

Staff training and individual coaching from the SENCO, Educational Psychologist, Specialist Teacher and Independent Speech and Language Therapist has ensured that staff feel more confident at removing barriers and providing individualised learning to many children around their specific needs.

The Educational Psychologist as delivered training to help staff understand trauma and attachment and precision teaching and dyslexia in timetabled for all staff this year.

Staff have continued their intense programmed training from the Department for Education

Phonics Hub and Early Reading Hub and have implemented Little Wandle Synthetic Phonics System. The training includes a focus on provision for learners who are in the bottom 20% of attainment. Ofsted (Mar 2022) chose to read with children in the bottom 20% to check that the provision was right for them. Since then, monitoring and tracking has shown that children have made rapid progress on the phonics scheme.

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

Provision for children with SEN is as laid out in the school's Policy for SEN.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having Special Educational Needs and/or Disabilities. The monitoring and evaluation of progress of pupils with SEN is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEN. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEN Code of Practice.

The Assessment Coordinator works with the SENCo to collect and analyse tracking data for all pupils on the SEN register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness.

The SENCo liaises with the SEN Governor once per term to help produce a report on the quality and effectiveness of SEN provision.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

Evaluation / Impact to September 2025:

Ofsted in 2022 stated, "Leaders have refined the curriculum. It is now broad and ambitious. Subject leaders have clearly identified the key knowledge and skills that they want pupils to learn. In most subjects, leaders have checked to ensure that learning builds from early years.... This is helping pupils, including those with special educational needs and/or disabilities (SEND), to achieve well."

We also evaluate the effectiveness of provision by

- *Reviewing a child's individual progress towards their targets each term with parents and the child through conversations with the class teacher or SENCo*
- *Reviewing the impact of interventions termly*
- *Monitoring by the SENCo*
- *Using provision maps to measure progress*
- *Holding annual reviews for children with EHC plans*
- *Standardised termly tests*
- *Reporting to School Governors*

13. How are children with SEN enabled to take part in all the activities available in school?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEN can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

School also works closely with the Sports Partnership whose dedicated sports leader promotes sport for children with SEN and/or disabilities. This results in a wide range of sporting activities over the course of the year.

After-school activities eg. a variety of sports and dance are offered to children. All of our clubs are currently free of charge, thanks to funding from Sports Premium and Pupil Premium, and are open to children regardless of Special Educational Need or Disability, with reasonable adjustments. Additional school staff are on duty to support SEN pupils as required, especially if clubs are run by external agencies.

Evaluation / Impact to September 2025:

Every child with Special Education Needs was able to enjoy all the school trips and after school clubs on offer. Risk assessments and staffing levels were adjusted to ensure safe participation.

14. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available for free on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in the teacher's cupboard in the appropriate classroom. All other medication is kept in the locked First Aid Cabinet in the staff-room or in the staff-room fridge if necessary. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans 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 or appropriate Specialist Nurse. As St Peter's is a relatively small school, all staff know which children have Care Plans and who is trained to deal with them. 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 children with medical needs in the front of each class register; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office.

Staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to support a diabetic / epileptic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Evaluation / Impact to Jul 2025:

Relevant staff in EYFS have a Paediatric First Aid qualification. The vast majority of staff are in receipt of a valid first aid qualification. A range of teaching staff are trained in Team Teach.

Care plans and medical information have been updated in liaison with the school nurse, as required.

Emergency contact numbers are collected annually and where possible parents are asked to provide at least 3 and inform the office of any changes immediately.

Emotional and Social

St Peter's Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

To support pupils and their families, we have a Caritas Family Support Worker who is in school for two days per week. We also buy in the services of a play Therapist for one day per week. The school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although

none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete an Early Help Assessment (EHA) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need.

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

Evaluation / Impact to September 2025:

20 families have been / are being supported through the EHA process and the Family Support Worker; this is constantly reviewed.

10 children across the school have been provided with emotional therapies and improvements in behaviour have been seen in all children.

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of ageappropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies. Anti-bullying day is observed and children are encouraged to speak to members of staff on duty if they are worried during playtimes. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. A weekly well-being meeting is held so that concerns and relevant information is shared among all staff (including welfare) and they are made aware of vulnerable children. If appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire (See qu. 5)

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. In accordance with legislation, the school has a Designated Senior Person (DSP) and a deputy DSP to deal with issues related to Child Protection and Safeguarding. All staff have received "Prevent" (anti-radicalisation) training and safeguarding training and the school uses CPOMS to ensure information is shared securely amongst staff on a need-to-know basis.

Evaluation / Impact to September 2025:

Parents and carers appreciate the fact that everyone is treated equally. As one explained to Ofsted (2022), 'I love this school because it teaches tolerance, understanding and respect of all cultures.'

CPOMS is an effective way to report incidents and ensure sharing of information amongst staff is on a need-to-know basis. This is reported to the governors on a termly basis in the Headteacher's report.

A new nurture programme, has been implemented to support the PSHE curriculum and staff have received training and guidance from our PSHE lead in the delivery of this.

Children in Year 5 and 6 have taken part in the Global Policing programme to learn about the law and different aspects of crime.

15. What arrangements do we make for supporting children with SEN who are in the care of the Local Authority?

School has a nominated member of staff for Children Looked After. This is the Headteacher. They liaise with the SENCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP. ***Evaluation / Impact to September 2025:***

There are currently 2 children in our school who are in the Care of the Local Authority.

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

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact the class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENCo (contact details in qu. 2);
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Evaluation / Impact to September 2025:

No complaints have been received in relation to SEND provision.

17. Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Next Review: July 2026

Appendix 1

List of personnel involved in SEN issues

NAME	POSITION
Mrs E Moss	Headteacher
Mrs L Tuner	Deputy Headteacher / SENCo

Mr P Williams	SEN Governor
Mr P Williams	Chair of Governors
Mrs E Moss	Assessment Co-ordinator
Mrs E Moss / Mrs C Smith	Managing Medical Needs Responsibility
Mrs E Moss / Mrs C Smith /Mrs L Turner	Designated Teacher with Specific Safeguarding Responsibility
Mrs E Moss	Managing Pupil Premium Grant / Children Looked After funding Responsibility

Appendix 2 – Terminology and Acronyms

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit/Hyperactivity Disorder.
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder.
CAMHS	Child & Adolescent Mental Health Service.
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
CPOMS	Software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues, working alongside a school's existing safeguarding processes.
DSL	Designated Senior Lead (for Child Protection)
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dysgraphia	Children who may be verbally proficient but have difficulty writing down their thoughts.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
EHA	Early Help Assessment (now in place of CAF)
EHCP (or EHC Plan)	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met.
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IASS	Information and Advice Service (Previously Parent Partnership Service /Officer)
IEP	Individual Education Plan.
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LA	Local Authority.
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.

NASEN	National Association for Special Educational Needs.
OT	Occupational Therapy
P Scales	Performance descriptors. A common basis for measuring the progress of pupils working up to below year one equivalent all subjects of the National Curriculum.
PD	Physical Disability.
PECS	Picture Exchange Communication System.
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
Pupil Profile	An overview of a pupil's strengths and difficulties (For children at SEN Support)
SaLT / SLT	Speech and Language Therapist.
SEMH	Social, Emotional and/or Mental Health.
SEN Code of Practice (CoP)	Practical guidance to LAs and the governing bodies / boards of all maintained schools.
SEN	Special Educational Needs.
SENCo	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SEND0	Special Educational Needs and Disabilities Officer (LA representative).
SENDS	Special Educational Needs and Disability Support Service (LA organisation).
SEN Support	Pupils on the SEN register have SEN Support unless they have an EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
SLD	Severe Learning Difficulty.
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs.
(R)SIA	(Request for) Statutory Integrated Assessment. Multi-disciplinary assessment by the LA of a child's educational need. Now known as an Education Health and Care Needs Assessment
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.