

Brunshaw Primary School



***‘Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.’***

SEN Information Report

September 2025

Agreed by Governors: September 2025

Brunshaw Primary School

Special Educational Needs Information Report and School's 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.

What kinds of special educational needs do we provide for?

Brunshaw Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

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.

Who is the SENCo and how can parents contact them?

The school's SENCo is Mrs Perkins who can be contacted by email: senco@brunshaw.lancs.sch.uk or by contacting the school office by telephoning 01282 423280 or by email enquiries@brunshaw.lancs.sch.uk to arrange an appointment.

Mrs Perkins completed the National SENCo Award August 2019.

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. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the Assessment Co-ordinator to analyse data and individually track pupils who are experiencing difficulties. Class teachers discuss any concerns with the SENCo and Assessment Coordinator. If further action is deemed necessary, the parents/carers are informed immediately. In most cases, pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;

- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Once identified, as having a special educational need or disability, a child will be added to the SEND record by the SENCo so that 'additional and different' provision can be made for them. Factors which are not SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has a SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause. The school may, with parental permission, seek the advice of external agencies such as Educational Psychology and Support Services or the Lancashire Special Educational Needs and Disability Service <https://www.lancashire.gov.uk/children-educationfamilies/special-educational-needs-and-disabilities/>

Additionally, some children may receive support from our National Health Service colleagues e.g., Speech and Language Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc.

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/carers and pupils in the review process. Parents/carers 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/carers can contact school at any time, and we will do our best to ring or meet with you within 5 working days, although sometimes some members of staff are out of school (on courses or at meetings etc.) so it may take longer to arrange an appointment. An appointment to speak with the Special Educational Needs Coordinator can also be made via the school office, as above, and Mrs Perkins is always happy to talk about special educational needs as requested and aims to meet families as soon as possible. To keep parents/carers informed we have a comprehensive website with a SEND section and share information via our weekly newsletter and our Facebook page. We also have two parents'/carers' evenings a year and one annual report which enables parents/carers to give written feedback.

There are annual open days for prospective and current parents/carers and some special open days to showcase children's topic or project work. All parents/carers are also invited to our celebration assemblies regardless of whether their child is receiving an award/certificate. Parents/carers will be informed/invited by text message if their child has won an award. Each year we ask parents/carers to complete a questionnaire; the theme of the questionnaire changes each year. Feedback is analysed and acted upon where appropriate.

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/carers 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. Sometimes children achieve their targets before the IEP is reviewed; if this happens, the child is given a certificate to celebrate their achievement, a new target is set and a note is sent home to inform parents/carers of the new target. Children with a high level of Special Educational Need will have a Personalised Provision Plan (PPP) written based on advice from specialists in conjunction with the parents/carers.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. If school feel this is an appropriate next step we will meet with parents/carers to discuss this in more details and guide parents/carers through the process. We would also signpost parents/carers to external agencies such as Lancashire SEND Information, Advice and Support Service (SEND IAS). Their service is run at 'arm's length' from the Local Authority and provide free, impartial advice, guidance and support to parents of children with SEND. Their service can be accessed via telephone 0300 123 6706, by email: information.lineteam@lancashire.gov.uk or by completing a referral form on their website: www.lancssendias.org.uk

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 e.g., enlarged print or in audio format if requested. Our pastoral and office staff can help parents/carers to complete forms and paperwork where necessary. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and parents/carers who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies). School can also signpost families to other services and agencies for further support such as SENDIAS. The school office and our pastoral team can also support parents/carers with online school applications if they do not have access to computer or the internet at home. When children join school, we make a 'Home – School Agreement' to help parents/carers to understand the parameters and expectations in school. Additionally, we use a Positive Behaviour Support Plan for individual children as deemed appropriate and in consultation with families. This is a proactive, child-centred approach to understanding and supporting a child's behaviour. It is done with the child, not for the child and allows their voice to be heard, it looks at what strengths they have, areas the need support with and what support they already have in place. Instead of focusing on punishment or simply stopping challenging behaviours, it looks at why the behaviour happens (the triggers and unmet needs) and puts strategies in place to meet those needs in positive ways. There are also opportunities for parents/carers to be elected to our school governing body as a parent/carer nominated governor for a period of 4years. Vacancies are advertised on our school website and newsletter as the vacancies occur. Parental surveys are also completed, and actions taken in response to this.

How do we involve and consult with the children about their education? – what does school have?

We have a School Council which is 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 key stage 2 children take part in the 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. Additionally, we have carried out Pupil Interviews, which take two forms: The first is a general survey based on learning skills and how they access the learning environment; the second is subject-specific. These are carried out annually. SEN focused Pupil Interviews also take place as appropriate.

Children with SEND who have an Individual Education Plan (IEP) or Personalised Provision Plan (PPP) are involved in discussions about their targets, including how well they are progressing and what they need to

do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant and they discuss ways of supporting the child such as possible interventions, strategies etc.

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

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 teachers' 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 Maths and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

All IEPs/PPPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are regularly monitored (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 regular basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. IEPs/PPPs are formally reviewed and evaluated 3 times per year by the class teacher, informed by the regular monitoring. A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and parents/carers 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 and shared with the Local Authority. Parents/carers and external agencies are strongly encouraged to attend. The Local Authority request the school carries out an early annual review known as a 'transitional annual review' for children in either the summer term of year 5 or the autumn term of year 6. Parents/carers can share their choice of high school and discussions take place about outcomes and provision for when the child starts high school.

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

To support all the year 6 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 and some high schools have a summer school during the summer holidays. 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 second half of the summer term; the number of additional visits will depend on the needs of the child and the receiving high school will offer and coordinate these visits. 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/carers 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 SEND move to another primary school, the SENCo will ensure the receiving school receives all relevant information/paperwork. Parents/carers 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.

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. Pupils have access to additional provision 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 SEND 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:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- 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, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary 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 Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Personalised Provision Plans (PPPs) and Individual Education Plans (IEPs). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher and teaching assistant(s) will liaise closely and make appropriate arrangements in class. This may involve grouping, a specific intervention programme, modified tasks, different seating arrangements or extra adult check-ins. When necessary and appropriate the adults in class may seek further advice or support from the SENCo.

For children who have support/input/advice (written or verbal) from external agencies will be included in a child's IEP/PPP as appropriate. Services we may engage with includes but is not limited to: specialist teacher, Educational Psychologist (EP), Speech and Language Therapist etc. Where a child has an Education, Health and Care Plan (EHCP), the provision and approach to teaching this child is laid out in their Plan and delivered via a Personalised Provision Plan.

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 adapted work, classroom adaptations and/or targeted support in class. Examples may include: classroom positioning, organisational aids (task ladder, visual timetables etc.), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted workbooks, coloured overlays and/or paper, pencil grip aid 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 for limited periods) e.g. Fine and/or Gross Motor Skills, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child and delivered through an IEP.

There are interactive whiteboards in all classrooms and a full-class set of iPads are available for use throughout school on a booking system.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

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

The school has its own gated car park. Under normal circumstances, this is for use by staff and visitors only but a space can be reserved for a child, parent or visitor who may need this provision. School is on one level, is fully wheelchair accessible and access is available via the Year 6 corridor. In addition to the standard children's toilet facilities, there is one disabled toilet, although changing facilities are restricted. Most doors in the school have been adapted to allow for easier access for wheelchair bound pupils although all are accessible.

School staff are on duty on the school doors from 8:45am. All children are supervised as they leave school to ensure safe handover. KS2 children are allowed to make their own way home. 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).

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

The SENCo attends the Local Authority termly cluster meetings and shares updates to other staff, as appropriate. 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:

- Precision Teaching Methods
- Memory Difficulties
- Behaviour Management
- Autism
- Speech & Language Programmes (ELKLAN, WellComm Primary)
- Dyslexia
- Subject specific support programmes

Specific training is made available to staff to support the needs of a particular child(ren) if the expertise is not already in school. This may take the form of external course or, where appropriate, from the relevant outside specialist coming in to school. 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.

However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as the Local Authority (specialist teacher/Educational Psychologist) or similar via private arrangements which school may arrange. Additionally, 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 would be carried out through the CAF process which would involve parents/carers, pupils and all agencies involved in the pupil's care.

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

Children who are on our school SEND register usually have either a PPP or an IEP. A small percentage of children with SEND in school may have an Education, Health and Care Plan (EHCP) and these long-term end of Key Stage outcomes are broken down into termly targets and included in the child's PPP. IEPs and PPPs are formally reviewed three times a year and an EHCP is reviewed yearly as part of the EHCP annual review process (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCo reports termly to the governing body as part of the School Improvement Plan (SIP). The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of

the Policy for SEND. The SENCo takes part in termly pupil progress meetings as part of the School Leadership Team (SLT) where data is collected and analysed for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents/carers etc.) 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 SENCo meets with the SEND Governor regularly during the year who will come with a focus for the meeting. Following this the SEND Governor will produce a report and share this with the Governing Body, who may then ask further questions about the quality and effectiveness of SEND provision. The SENCo provides a termly overview of SEND numbers and key priorities as part of the Headteacher's Termly report to the governing body.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team which the SENCo is part of. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). 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.

How are children with SEND 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 trips) and to attend all clubs. Where appropriate, parents/carers will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND 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 specialist teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

There is a vast range of after school clubs at Brunshaw Primary School throughout the year, varying on a termly basis, where children with SEND are actively encouraged to participate in.

How do we support children with medical difficulties or emotional and social difficulties?

Medical

The school has a variety of policies which cover health and wellbeing issues e.g. 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 a lockable cupboard in the main office or in the staff-room fridge if necessary. All medicine is recorded in a medicine book along with details of dosage and frequency; parents/carers 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/carers, the child (when appropriate) and the School Nurse if appropriate. All staff including Extended Services 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, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of EpiPens. 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/carers 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 /carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Emotional and Social

Brunshaw 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. At Brunshaw, we follow the PSHE curriculum from Reception to Year six and each class has a discreet lesson each week.

In addition, we have a strong pastoral team including four Pupil and Family Support Workers, a Pupil and Family Mentor and an attendance lead. Their roles include monitoring attendance, leading a range of interventions and offer support to pupils: signposting them for specialist support when appropriate.

All children, including children with SEND, are encouraged to take an active role in the life of the school. Through PSHE and the pastoral support, children are taught a range of life skills including learning about emotions and developing a vocabulary to express them. They are also supported with developing strategies in regulating their emotions, taking responsibility for their actions whilst developing children's social awareness and understanding. We use Restorative Approaches for managing behaviour: helping children to understand how their behaviours can impact on others and ways of restoring relationships.

Children with SEND are encouraged to share their thoughts throughout the year and at Annual Reviews and Team Around the Family (TAF) meetings. Children are supported to express their views through a profile. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS, paediatricians, speech and language 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 with parents/carers. 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. More information for families about the Early Help Assessment process is available here: <https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/> Sometimes, a TAF meeting is called to continue the system of support for the family. These are usually held in school and parents/carers will always be involved.

How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons and daily whole school assemblies. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child. Online safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet.

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. Incidents of bullying are extremely rare.

In accordance with legislation, the school has a Designated Safeguarding Lead (DSL) and back-up DSLs to deal with issues related to Child Protection and Safeguarding. All staff receive regular safeguarding training throughout the year.

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

School has a nominated member of staff for Children Looked After. When needed, 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.

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 SENCo and/or Headteacher via the school office;
- 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).

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

[Special educational needs and disabilities - local offer - Lancashire County Council](#)

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.

Next Review: July 2026

Appendix 1

List of personnel involved in SEND issues

NAME	POSITION
Mrs G. Smith	Headteacher
Mrs A. Jameson	Deputy Headteacher
Mrs C. Perkins	Head of Inclusion and SENCo
Mr A. Herbert	SEND Governor
Mr A. Herbert	Chair of Governors
Mrs G. Smith	Assessment Co-ordinator
Mrs C. McGuigan	Managing Medical Needs Responsibility
Mrs G. Smith	Designated Teacher with Specific Safeguarding Responsibility
Mrs A. Jameson	Managing PPG/CLA 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.
CAF	Common Assessment Framework (for children and young people).
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,
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).
EHCNA(R)	Education, Health and Care Needs Assessment (Request) – also known as a Statutory Assessment
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. (Superseded the Statement of Special Educational Need from Sept 2014).
EP(S)	Educational Psychologist
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IAS	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 (within school) 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.
SLT	Senior Leadership Team
SEMH	Social, Emotional and/or Mental Health.
SEND Code of Practice (CoP)	Practical guidance to LAs and the governing bodies of all maintained schools.
SEN	Special Educational Needs.
SENCo	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
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.
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.