



## Special Educational Needs Information Report April 2025 To be reviewed April 2026



**Headteacher:** Mrs J Burger

**SENCO:** Miss L Taylor

**SEND Governor:** Mrs E Dunn

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Please find below information that may help you as a parent when considering appropriate SEND provision for your child.

### How does our school know if your child needs extra help/support?

At Adlington St Pauls we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress and pupil progress meetings are held termly with senior management for all pupils. As part of this process class teachers are supported to identify children whose progress:

- Shows low attainment and limited progress being made despite minimal adjustments
- Your child is working one year below their age-related expectations
- Has communication and/or interaction difficulties, and continues to make small steps or no progress despite the provision of a adapted support
- Presents persistent social, emotional or mental health concerns
- Has sensory or physical needs that require support that is additional to or different from their peers
- Change in the child's behaviour raised by parents, carers, teachers or the child
- Parents sharing any other concerns that they may have with the child's class teacher or SENCO.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. If a teacher has concerns regarding a child's progress they should employ 'High Quality First Teaching' strategies and record the impact of strategies. Identification of concern sheets are available in school with specific forms where concerns are raised with regards dyslexic or dyspraxic difficulties. Where progress over time continues to be less than expected, the class teacher, working with the SENCO should gather further information in respect of identifying the student's special educational needs through ongoing assessment and liaison with the child and their parents.

### How can I let the school know, that I am concerned about my child's progress in school, or believe my child may have special educational needs?

- The class teacher is the first point of contact for parents who have concerns about any aspect of their child's progress. By contacting your teacher as soon as possible, it will allow for early intervention, which can make a big difference. The class teacher will be able to advise you on the most appropriate course of action. If you need further support you should make an appointment to see the SENDCO, Miss Taylor, who is responsible for co-ordinating the support for children with special needs throughout the school.
- Pupil progress meetings are a key opportunity for discussing any additional needs or concerns.
- The class teacher will liaise with the SENCO who may set up a meeting with yourself and other professionals to discuss any issues and strategies that may be put in place to support your child.
- If your child hasn't yet started at Adlington St Pauls, or you are unable to contact your child's class teacher, please speak to the SENCO or Head teacher using the contact details above.

### How will the school staff support my child?

To support your child's learning needs in meeting the curriculum, class teachers plan adapted lessons according to the specific needs of all groups of children in their class, and will work towards ensuring that your child's needs are met. Planning and teaching will be adapted on a daily basis to meet the needs of the children. All staff will follow the graduated approach in providing support you're your child.

- We will assess your child against age-related expectations and track their progress along their learning journey. For some children, who are working below National Curriculum expectations, we will use a small steps tracker to track their attainment, progress and achievement.
- We will inform you of any concerns we may have regarding your child's attainment, progress and achievement.
- It may be appropriate that a referral to an external agency is completed to seek specialist advice and recommendations on how best to support your child's needs. We will ensure that recommendations are shared

amongst staff and are followed. Recommendations will form part of your child's individual education plan which will be discussed and feedback shared with parents through reviews at parent's evenings.

- When sitting examinations children with SEN can be supported 1 to 1 (EHC), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration (as appropriate for the needs of the child).
- SEN children have provisions mapped as a class. Records of the type of intervention a pupil is receiving, the duration, and pupils' progress throughout the school are kept and monitored. The School Tracking System also tracks progress and provides data, monitoring pupils who are receiving the Pupil Premium as well as pupils with SEN.
- Every child with identified SEND needs has their own individual education plan/ personal learning plan (IEP) with 'Smart Targets' to enable them to make progress in key areas, for some children this will be learning focused while for others it may be behaviour based to support them in making progress socially and with behaviour, or pastoral if their needs are emotional or anxiety based. These targets will be written with the input of the parent(s) and child where appropriate.
- The governing board will receive information about the provision that children are receiving across school and the impact this is having in terms of the progress that children are making.
- School will monitor the progress of all children who are receiving additional support in order to review the support the child is receiving.

Your child's progress will be continually monitored by their class teacher and will be reviewed formally by the Head teacher every term through pupil progress meetings. Targets are set at the start of the year and monitoring is towards these targets. If your child is in KS1 or KS2, and not working at the level of the National Curriculum, small step targets are set to show their progress. Progress against these targets will be reviewed regularly, evidence assessed and a future plan made by the class teacher. Children are asked to share their views on their progress in a way that is appropriate to the communication abilities of the child: pupil interviews or questionnaires.

Teaching Assistants are employed by the school to give in class support to all children including the children identified with SEN. Support staff will implement programmes specified in each child's SEN support plan. They will also make contributions to the SEN review meetings and liaise with parents.

The SENDCO or Senior Leadership Team will also check that your child is making good progress within 1:1 work and in any group intervention they are part of. Book scrutiny and learning walks will be carried out by the SENDCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible. Discussion of the needs and progress of individuals on the SEND register is discussed between the Headteacher and SENDCO.

We may ask for support and advice from local special schools: we have links with Golden Hill and work with this school on out-reach (they come into our school and work with us) and in-reach (children and staff work with professionals in their school to access resources) programmes. We also receive support from outside agencies including specialist teachers or health care professionals who visit school regularly and advise staff on how to adapt the curriculum to meet specific needs.

#### **How will the curriculum be matched to my child's needs?**

St. Paul's prides itself on providing high quality first teaching for all children through the implementation of quality first teaching. St. Paul's has a committed approach to adapting all lessons to meet the needs of different pupils. When a pupil has been identified with Special Educational Needs their work will be adapted by the class teacher and where appropriate they will be identified in the weekly planning for the class to ensure all staff working with the child can help them to access the curriculum more easily. Teaching Assistants may be allocated to work with a child in a small group or 1-1 to support specific needs. We believe that inclusive targeted classroom teaching that builds on what your child knows is key to good progression and learning (Quality First Teaching). Scaffolding is used to support children that need additional support to achieve success.

If a child has been identified as having a special need, an IEP (Individual Education Plan) will be written jointly by class teacher with parents/carers and the child. Targets will be set according to need. IEPs will be reviewed termly (with a minimum of two reviews) and the child's progress will be monitored by the class teacher and SENDCO. If necessary specialist equipment may be given to the child e.g. writing slopes, special scissors or pencil grips. We will always consider the advice from specialist external agencies (such as Speech and Language Therapy, Educational Psychology, Physiotherapy) when planning the curriculum.

#### **How will I know how my child is doing and how will school help me to support my child's learning?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- Progress will be reviewed formally, through Pupil Progress Reviews, with the Headteacher and every term in reading, writing and numeracy.
- We hold two parents' evenings per year and every class teacher will write a detailed report near the end of the school year about your child's attainment, progress and achievement. For children with SEN, extra time may be

allocated during the meeting or the meeting may be held on another night to allow enough time to discuss SEN related issues.

- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- If your child has an IEP you will be invited to attend a review meeting each term. At that meeting the progress of your child will be discussed and a plan to support your child will be drawn up. Your contributions to this process are invaluable. Your child's class teacher will give you strategies and resources to help you support your child at home.
- Class teachers and, if appropriate professionals from external agencies, will advise parents on how best to support their child's learning and development at home.
- Children with an Educational Health Care Plan (EHCP) will have an additional annual review of their needs. Children who are under five and on an EHCP will have reviews of their EHCP every six months.

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCO (Miss L Taylor), Head teacher (Mrs J Burger) or Governor (Mrs E Dunn).

#### **How does the school evaluate the effectiveness of its provision for SEN pupils?**

All progress, assessments and teaching strategies must be carefully monitored and reviewed to evaluate the quality of the provision we offer to our pupils. This process will be ongoing and will be important in informing the 'graduated' approach to supporting each child.

Pupils and parents will be involved in reviewing our provision through their inputs, both written and oral, during review meetings. the effectiveness of the SEND will be monitored regularly by or through:

- The monitoring of standardised test results
- Progress against individual targets
- Pupils work / interview / tracking
- Classroom observation and/or review of planning documents
- Senior Leadership Team Meetings
- Professional dialogue with colleagues and parents
- Governing body, through their monitoring policy

#### **How is the decision made about the type and how much support your child will receive?**

The school budget, received from Lancashire LA, includes money for supporting children with SEND. The level of provision required is informed by ongoing monitoring and assessment of children's progress.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including :
  - the children getting extra support already,
  - the children needing extra support,
  - the children who have been identified as not making as much progress as would be expected.

From this information, a decision will be made about what resources/training and support is needed. Through consultation with parents, teaching and support staff, and relevant external agencies, the level of support will be constantly reviewed in order to identify when and where additional support may be needed.

If your child has an Education Health and Care Plan the level of support will have been decided by the local authority.

Appropriate arrangements and adjustments are made for children sitting Statutory Assessment Tests (SATs) at the end of Key Stage 2 who have an identified need. These can include the following:

- Someone to read the paper to the child
- Someone to write down their answers
- Extra time to complete the papers
- Exemption from participation

Parents are informed of the support their child is given and their views are taken into account.

#### **How will your child be included in activities outside the school classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

All pupils with SEN will have the opportunity to join extra – curricular clubs and groups which are open to their year group. There is a wide range of after school activities available for children to take part in, some run by school staff and others run by outside clubs for a fee. The clubs are offered throughout the year and are available for children of different ages, ensuring there is something for everyone, including children with SEN.

### **What support will there be for your child's overall wellbeing?**

At Adlington St Paul's we have a strong Christian ethos and the school community upholds the Christian values which all children and adults are encouraged to apply to their relationships with others. Our Christian values are: Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness.

We have 'Mindfulness' sessions in school to ensure that all children are aware of the importance of positive mental health and wellbeing as well as physical wellbeing and actively model and support children in learning strategies that they can adopt to become more independent in being mentally healthy.

We also work closely with professionals such as the School Nurse Team and CAMHS. We can request the support of a play therapist and can employ a Child and Family Worker. The school has a detailed policy for supporting children with medical needs, including the administration of medication.

Where we identify an issue with behaviour or attendance, the school is proactive in seeking advice and support from the Local Authority and the appropriate outside agencies.

All members of staff, volunteers and governors attend safeguarding training. As part of the curriculum, children also receive age-appropriate guidance on keeping safe, including E-Safety.

Children are invited to all review meetings and to parents' evening consultations, where this is appropriate.

### **How will we support your child when joining the school, leaving this school or moving to another class?**

- Our school welcomes prospective parents and their children to meet staff and have a look around school on an informal basis by appointment.
- For children starting in Reception, a series of visits for children are planned throughout the second half of the Summer Term
- Teachers will visit feeder pre-schools and other schools prior to children transferring.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- A Transition photo book will be provided, if necessary, to enable the pupil to familiarise themselves with the key members of staff and surroundings prior to entering the school.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP'S, transition notes and One Page Profiles will be shared with the new teacher.

#### **In Year 6:**

- A number of transition activities take place in the run up to pupils leaving at the end of year six. For example, attending open days and learning days, primary and secondary school staff meeting to discuss individual children's strengths and areas for development.
- Our Year 6 teacher, along with the SENCO where necessary, meets with the High School regarding individual children's needs.
- Extra transition days may be arranged with High School for any children that may benefit from this.

### **How accessible is the school environment?**

- All access points to school are wheelchair friendly and parking is within close proximity of both buildings.
- The path between the two buildings is mainly level and vehicle free. This is also illuminated clearly on darker mornings and evenings.
- Gates and doors are wide enough for wheelchairs and mobility aids.
- Concrete access ramps are in place around all major exits where required
- There are disabled toilets in both buildings which are fitted with panic alarms. These do not include changing facilities.
- All our classrooms are large and have enough space for wheelchair access.
- The school's nurture room (The Rainbow Room) is up a flight of stairs, this houses interventions and provisions that take place outside of the classroom.
- Furniture is modern and of a suitable height appropriate to the age group of children being

taught in that classroom.

- Provision is accessible for the needs of our current pupils and resources have been purchased/adapted for their specific needs.
- Some ICT programs are used to support access to the curriculum for children with SEN as well as headphones, computers and interactive whiteboards installed in every classroom.
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#### **What specialist services and expertise are available at or accessed by the school?**

Our school is in the Local Authority (LA) of Lancashire. Every LA has a local offer to their residents for SEND. You can view Lancashire's LAs local offer at

[www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx](http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx)

- Your child's class teacher is a trained professional who will be very knowledgeable about your child's strengths and areas for development.
- If it is considered appropriate, school may refer your child for an assessment from a specialist external agency. We will always seek your permission before doing so.

There are a wide range of specialist external agencies including:

- Specialist Support Teachers.
- Educational Psychology
- Speech and Language Therapy
- Behaviour Support
- Child and Adolescent Mental Health
- Counselling
- Outreach support from specialist teachers.
- Support for children with a hearing impairment.
- Golden Hill School
- Inside Out
- Lancashire Inclusion Service

#### **What training have the staff supporting children with SEND had or what training are they having?**

- Staff are consulted about their professional development needs and training is provided as appropriate
- All staff are trained every year on Safeguarding/Child Protection – (Safeguarding Policy is available on the school's website).
- All staff have received attachment and trauma training.
- All staff have received Autism and Neuro-diversity training.
- Relevant Staff undertake external courses provided by The Learning Together Trust.
- Key support and teaching staff are kept regularly up to date with First Aid Training to ensure staffs are familiar with what action to take in the event of an emergency.
- Epilepsy and Epipen training have been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- Specific training is accessed as appropriate e.g. speech and language, social story training, RWI and number sense.
- The SENCO (Miss Taylor) has recently achieved the NASENCO qualification.
- The SENCO termly delivers SEND staff meetings.
- The SENCO regularly attends cluster meetings with other SENDCOs from the Local Authority.

#### **How are parents involved in the school? How can I be involved?**

All staff at our School will strive to support parents as first educators of their child. We value all our parents and involve you in every stage of your child's time with us.

We invite all parents of children starting school to several meetings to ensure you get all the information you need and meet the staff who will be working with your children.

You will be invited to the annual parents' evenings each year and you will receive an end of year report. If your child has an SEN support plan you will have a termly meeting with your child's class teacher. Your views and input are extremely important to us and we welcome parent feedback.

Parents of children with SEND are invited to come into school each term to discuss their child's progress with the class teacher and or SENCO; however all our parents are welcome to contact us at any time if they have any concerns about their child.

As well as attending formal meetings regarding the child's attainment, progress and achievement, there are many ways in which parents can become involved in the life of the school:

- Parents, Teachers Association (PTA)
- Being a class reader

- Returning Parental questionnaires
- Supporting your child with their learning activities at home – homework, reading, learning spellings.
- Attending sports competitions or helping to transport children to and from events
- Being an audience member/helper for school plays and concerts

#### **How do I make a complaint about the SEN provision?**

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents can take the following steps:

- Discuss the problem with the SENCO
- Discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors
- Parents can inform and seek advice from Information Advice and Support Services (formerly Parent Partnership)