Haslingden Primary School

SEN Information Report
and
School's contribution to the Local Offer
February 2025

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a) This Special Educational Needs Information Report should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

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

Haslingden Primary School is a mainstream primary school. We view every pupil as an individual and we aim to enable all pupils overcome any barriers so that they can achieve their potential. We recognise that all pupils 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.

When a pupil with SEND joins our school, we will take the time to gather all relevant information from other settings, agencies and parents. We will then use this to plan the appropriate care/support for your child.

1. Who is the SENDCo and how can parents contact them?

Our Lead SENDCo is Mrs Alison Fowler

- Has 21 years experience within mainstream primary.
- Is a successful, experienced class teacher across all primary key stages
- Undertaking National Professional Qualification for SENDco.
- Level 2 British Sign Language.
- Safeguarding training for SEND.

Our Deputy Headteacher and SENDCo is Mrs Karen Johnson

- Is a successful, experienced class teacher across all primary key stages
- Has wealth of SEND experience having previously worked within a special school and being a SENDCo
- Has completed a postgraduate certificate in Dyslexia
- Has completed the postgraduate certificate for the National Award for Special Educational Needs Coordination NASEN (2021)

EYFS Lead Teacher and SENDCo is Mrs Alex Quinn

- Is a successful, class teacher based in the Early Years Foundation Stage (EYFS) with experience across all primary key stages.
- Has completed the postgraduate certificate for the National Award for Special Educational Needs Coordination NASEN (2021)
- Has completed and gained accreditation of the National Professional Qualification for Early Years Lead Professionals.

The SEND link governor, Mrs Sue Beirne, who is a retired, experienced high school SENDCo.

An appointment to meet with a SENDCo can be made via the school office by telephoning:

01706 215947. Alternatively, an email can be sent to bursar@haslingden-pri.lanc.sch.uk

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

The school's policy for identifying pupils with SEND is in line with current SEND code of Practice (2015) and can be found on the school website -SEN Policy.

The school recognises that a child or young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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 for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- An attainment gap that widens

This may include progress in areas other than attainment, for example, social emotional and wellbeing needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having a SEN.
The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. It is vital that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early to ensure they are supported within their learning needs. The identification process is laid out in detail within the school's Policy for Special Educational Needs and Disability. The school Special Educational Needs and Disabilities Coordinator (SENDCo) / may carry out some additional diagnostic tests 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 pupils may receive support from our National Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHs) etc.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. A whole school graduated system of response is in place to ensure pupils who are having difficulty with their learning are closely monitored and there is on-going regular assessment of outcomes.

In July 2025 there were 65 pupils with identified Special Educational Needs and/or Disabilities (SEND) including 22 pupils with an Educational Health Care Plan (EHCP). The pupils identified on the SEND register require provision that is additional to / different from usual provision OR they have a medical diagnosis. During the course of the previous academic year, 5 new EHCPs were granted. There are 6 pupils where a request for statutory assessment has been made. 2 pupils has been notified of a change of placement to specialist provision. They are awaiting placement.
As a result of formal assessments and observations, several children have been referred on to the Speech and Language Therapy Service, Occupational Therapy Service and/or the Educational Psychologist. A total of 31 pupils have been assessed by and/or continue to be monitored by the Acorn Psychology or Lancashire Educational Psychology.

Rigorous monitoring has been implemented over the last academic year to accurately assess pupils with SEND and provide timely support. Once identified, the team have implemented the Graduated Response to ensure that all pupils are receiving a high-quality provision, by working with teaching staff first and foremost, to support quality first teaching, provide effective interventions and training. Where a pupil has not made progress, using high quality teaching interventions, they have 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. Some pupils have also accessed the Local Authority Educational Psychologists, Specialist teachers, Speech and Language Therapy Services and Inclusion Services.

8 pupils are currently on the NHS Speech and Language Therapy caseload.

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 disabilities aims to develop partnerships with every parent and carer to support the education of their child. Early discussions with parents are vital

in identifying whether a pupil may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We listen to parent concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's CPOMs record. We will notify parents when it is decided that a pupil will receive SEND support.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND 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.

The SEND section of our website has links to the Lancashire Local Offer main website. We also have weekly newsletters, two parents' evenings a year and one annual report. There are annual open days for prospective and current parents and some special Open Classroom mornings. Parents are also invited to our class assemblies. To keep parents informed we have a comprehensive website with a SEND section, texting service, social media pages.

Pupils with a high level of SEND may require a personalised curriculum and Individual Action Plan. These plans will be written in collaboration with parents/ carers, based on advice from specialists and reviewed at least 3 times per year.

For pupils with long-term, complex needs, it may be appropriate to request an Educational Health and Care Needs Assessment. This is a long process but school will guide parents through each step. We would also encourage parents to accept a referral to the SEN Information and Advice Service (SENDIAS, formerly Parent Partnership Service). Their aim is to offer impartial advice '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'.
https://www.lancssendias.org.uk/contact-us/

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. The Headteacher and/or SENDCo 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. Information, advice and guidance for families of children with SEND is available via the SENDCo and/or links on our website and the Local Offer (www.lancashire.gov.uk/SEND).

Evaluation / impact July 2023

Feedback from Ofsted report May 2024

"The school identifies children's additional needs, including any special educational needs and/or disabilities (SEND), in the early years. Pupils with SEND receive specialist support where needed. They benefit from repeated and reinforced routines across school, as well as the predictable calm pace of lessons. Pupils with SEND thrive."

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

We have Equality Ambassadors in school which is made up of representatives from each class and voted for by their classmates. ALL children are eligible to serve on these teams, regardless of special educational needs or disabilities and in recent years several such pupils have served these teams very well.
Pupils with SEND are involved as much as possible in discussions about their targets including how well they are progressing and what they need to do as a "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. Pupils understand the content on their Individual Action Plan and contribute to it. Pupils attend their annual review meetings where possible and also contribute with written advice.

Evaluation / impact February 2025

Pupils have been involved by giving their feedback during subject leader monitoring activities. Pupils have demonstrated confidence within subjects and know where to get help from if they do not understand something.
Pupil voice continues to feature on the Send Implementation Plan 2024/25. Haslingden Primary School strive to continue to improve how we obtain and use pupil feedback to support pupils with SEND to make excellent progress.

6. How do we assess and review progress that pupils make and how do we involve parents?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupils previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- Data held on the school's assessment Target Tracker system
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Assessment for all pupils is a continual process and takes many forms. For many pupils with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis. The SENDCo may also impart information to teachers and support staff about a pupil's additional needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This information will be recorded and reviewed regularly, with support from the SENDCo, the assessment coordinator and the Senior Leadership Team (SLT), on the Class Action Plans (CAP). Class teachers and the SENDCo may decide that an additional action plan that clearly states the strengths and needs of an individual pupil is required. This is known to the staff team and pupils as an Individual Action Plan (IAP).

For pupils with a higher level of need, assessment and target setting is carried out in conjunction with the SENDCo and relevant external specialists e.g. Educational Psychologist, Speech and Language Therapist etc. It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENDCo.

Specific additional assessments for pupils with potential or identified SEND can also be carried out by the SENDCo, usually, starting with targeted classroom observations.

Some pupils may be tracked through the PIVATs assessment tool. Class teacher may also write individual SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored regularly.

Pupils with an EHC Plan will have annual targets that are set and reviewed termly by the class teacher and SENDCo. A copy of which is given to parents and carers so that they can support their child in achieving these targets through activities in the home. An annual review (6 monthly for under 5s) meeting will be carried out by the school in conjunction with the LEA. 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. These will be planned well in advance for the summer term.

Evaluation / impact February 2025

Pupil progress meetings have been held termly alongside book scrutiny and observations by SLT. This has ensured that pupils progress and attainment is carefully monitored and pupils who require additional support are swiftly identified. Pupil progress meetings also provide timely reflections on interventions and additional support and if this has been positive in accelerating the progress of learners with SEND.

7. How do we support pupils with SEND as they move between phases, transitions or go to another school?

To support all the Y6 pupils with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their current class teacher. All pupils 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 pupil. Each SENDCo from each school 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 pupils with an EHC Plan, a more formal transition meeting involving all parties may be arranged to plan the transition process. Where pupils with SEND move to another primary school, the SENDCo will contact the SENDCo 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 February 2025

There are 5 pupils with SEND who will transfer to high school for 24-25. The SENDCos from each school will liaise to share information and pass paperwork on to the receiving schools. 2 Year 6 pupil's EHC Plan are currently in draft form. 2 Year 6 pupils will be transitioning to Special School Provision 25-26. The SENDCo will mediate closely with the new school and Local Authority to ensure a smooth transition. There is 1 pupil within the EYFS who has received a 'change of placement' notification on their draft EHC Plans and is awaiting a specialist school placement.

The new EYFS cohort (24-25) who were identified with SEND and all received a thorough transition. Staff visited nursery settings, met with parents and attended relevant meetings. 2 children in EYFS

continue to require part time timetables as part of their personalised curriculum and support- 1 child is awaiting a change of provision (special school provision).

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

Pupils with SEND will be in the first instance taught within a mainstream classroom, where they will be given high quality teaching and work that is clearly adapted to their level of ability. Specific specialist help or advice may be available for short term support to raise levels where there is a clear indication that this will achieve expected outcomes.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Quality First Teaching strategies aim to explore how pupils learn, how they develop knowledge and skills and how they can be best supported. Class teachers receive ongoing CPD which builds on evidence supported by the Education Endowment Foundation and Rosenshine Principles of Instruction.

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.

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

For all pupils with SEND - including those with an EHC Plan, provision will be noted on the Class Action Plan (CAP). For most pupils, the class teacher and SENDCo will make more detailed arrangements for a programme of support, including an Individual Action Plan (IAP) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For pupils who have support from external agencies, their provision will involve the expertise of the relevant external professionals. Any advice (written or verbal) will be shared with the class teacher through a strategy meeting and the IAP will be amended. There may be direct input and advice from specialist teachers 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, Speech and Language Therapy etc.

Where a child has an EHC Plan, the outcomes and relevant provision is laid out within this plan.

Evaluation / impact February 2025

For the academic year 24-25 additional and alternative provision through our Beehive and Willow classes has supported 21 pupils with part or full time support. In addition, pupils in mainstream classes benefit from the expertise of 14 experienced class teachers and 15 (full-time equivalent) teaching assistants (TAs) ensuring support in every class with additional support deployed where the level of need was higher. School has purchased 22 sessions of EP support from Acorn Psychology; Dr Julie Glynn, Educational Psychologist who has also provided embedded Qualified Specialist support and 12 extra sessions for Assistant EP visits.

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

We make the following adaptations to ensure all pupils have their needs met:

- The pedagogical principles detailed by Rosenshine provide a fundamental basis from which we ensure high quality teaching for all.
- Consistency in all areas of school life with strong routines. This includes behaviour and environment policy. Visuals are deployed across school to support pupils understanding.
- Adapting the curriculum to ensure all pupils are able to access it: small groups, 1:1 adult support, teaching style, content of the lessons etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, pencil grips etc

Some pupils require a fully bespoke curriculum using Action Plans created by external specialists. Some pupils may require a curriculum which is delivered through one of our additional and alternative provisions (e.g. Beehive or Willow).

We have a range of IT programmes for pupils with SEN (eg IDL, IDL screeners). Every pupil has access to an IT curriculum and use of tablets or laptops. Each classroom has an interactive whiteboard.

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

Evaluation / impact February 2025

Advice from the Qualified Teacher of the Visually Impaired (QTVI) has been implemented for appropriate pupils (e.g. classroom positioning and layout, special exercise books with bolder/larger lines/squares, I-pad use, equipment etc).

In addition to the EHC Plans currently in school there are 33 other pupils who have IAPs (Individual Action Plans) and are being closely monitored by the SENDCo, SLT and EP.

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

Please read in conjunction with the Accessibility Plan found on the school website.

Equipment

Our school has a range of electronic hardware, software and devices which can be used by pupils with SEND. We work alongside medical agencies and Lancashire's SEND Team to ensure the correct equipment is available for individual needs.

Facilities *(In accordance with section 69 of the Children and Families Act 2014);*

Our school is a Victorian building built 1915 and it is spread across two levels. The school has a Disability Equality Scheme with a linked Action Plan and modifications have been made to allow access for pupils and adults with disabilities. There is a ramp entrance on Hazeldene Avenue and street level access by the main entrance on Ryefield Avenue. The classrooms are all on the same level and there are disabled toilet facilities by the hall and on the middle corridor near the main entrance. All doorways and entrances to the school are wide enough to accommodate a wheelchair. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Our school complies with all relevant accessibility requirements.

On the carpark there are two disabled parking bays which are made available to parents and/or their children who are Blue Badge Holders with prior permission from the headteacher. Access to the main school entrance is via an automatic push-button wide door. The school is wheel-chair accessible when using the main entrance door. In addition to normal toilet facilities, there are two disabled toilets.

When the school gates open, pupils make their way straight to their classroom where a member of staff meets them at the door. There is always a member of staff from each year group available on the playground to speak with parents.

All pupils from EYFS to Y6 are supervised as they leave school to ensure a safe handover. If someone other than a parent is collecting the pupil, school must be informed in advance. Upper KS2 pupils are allowed to make their own way home if parents have previously informed the school, otherwise they must be collected.

For pupils with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a pupil running away). When required, some pupils with SEND 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 if required.

Risk assessments are in place to support staff and pupils with complex needs. Personal Emergency Evacuation Plan can be written to support pupils with SEND and/or for who, emergency situation would be physically difficult or particularly distressing.

Evaluation / Impact to February 2025:

There have been no security issues or known breaches this year.

1 child on role has a Personal Emergency Evacuation Plan and plan has been shared with all key staff working with this pupil, Fire Warden and parents.

11. What additional support is available for pupils and which external agencies do we work with?

Our teachers and teaching assistants are trained to deliver high quality interventions.

Additional support and interventions that can be offered at Haslingden Primary School:

- Speech & Language Therapy (SaLT)
- RWI tutoring programme
- Playtime support
- Fine & Gross motor support
- Write from the Start- handwriting intervention
- Words First
- IDL Literacy App
- Maths Interventions
- Writing/ Reading Interventions
- Relaxation/ Mindfulness activities
- Tutoring
- Emotional Literacy
- Attention and Focus activities
- Plus 1 and Power of 2 – Maths interventions
- Zones of Regulation
- Sensory Circuit provision space

Teaching assistants can offer support to pupils within small groups and work 1:1 with pupils who need specific short-term interventions.

Haslingden Primary School works with different support agencies within Lancashire's SEND department to gain assessments and advice about individual cases. We also liaise with all relevant medical departments to ensure a pupil's needs are catered for correctly. We have invested in using private companies to further support our pupils with SEND and pupil access to these services are managed and triaged by the Headteacher and SENDCo.

- Educational Psychology Services (Lancashire SEND team)
- Acorn Educational Psychology Services (funded by school)
- School Nursing team / CAMHS
- Speech and Language (NHS)
- Occupational Health (NHS)
- Children & Family Wellbeing Service (CFWS)

Additional and alternative provision at Haslingden Primary School enhances and extends our core curriculum offer, environment and pedagogy to ensure that we can meet a broad spectrum of educational need within our local community. Formal and informal curriculum is provided that promotes pupil motivation, engagement, self-confidence, attendance and enjoyment.
Those who may need to benefit from the enhanced and extended provision include pupils who need provision that is additional to or different from that which other pupils require within our core offer. These pupils will have needs in one of the following areas, stipulated by the SEN Code of Practice:

- Cognition and Learning
- Social Emotional and Mental Health
- Communication and Interaction

When pupils access the provision it is because they have been identified through the Graduated Approach as requiring the extensions and enhancements that are needed and are beyond the provision in a usual classroom environment and curriculum. The provision supports pupils to access the usual mainstream curriculum, at their own pace, in small groups or individually, in a supportive environment with higher adult-pupil ratios.
At Haslingden Primary School, additional and alternative provision is made through our Beehive classes.
Additional and alternative provision can include:

- Personalised curriculum
- Individual and bespoke timetabling
- Environmental enhancements within the usual classroom environment
- Formal and informal curriculum with adaptations
- Full or part time placement in Beehive classes
- Timetabled support in Beehive classes
- Specialist outreach from Beehive staff into usual classes

The Beehive exists so that pupils who come to the school have a pathway that will provide them with the highest level of support to enable them to make progress and / or identify the next steps that will support them to do this. It does this through a combination of environmental support, adaptive curriculum and personalisation. The staff who work in the Beehive have developed specialist skills and knowledge that they utilise to provide appropriate support. They work dynamically with the expertise that a range of senior leaders and external agencies can offer.

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

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs that individual pupils face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is made 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 pupil(s) if the expertise is not already in school.

Initially, the school will endeavour to meet the needs of pupils with SEND from within its existing resources. However, if whilst following the school's SEND graduated approach we feel the pupil continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies. 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 Early Help Assessment process which would involve parents, pupils and all agencies involved in the pupil's care.

Evaluation / Impact to February 2025:

Staff have received CPD this year from Sarah Roscoe- Headteacher- MA in Educational Leadership and Management NPQH PQSI on attachment and trauma training. Other CPD has included how to write IAP's and use specialist teacher/educational psychologist reports/advice to write and review IAP's. Curriculum and Pedagogy Lead and DHT/SENDCO have attended training delivered by Alex Quigley on Adaptive Teaching. This has been shared with staff.

The school have purchased a training hub from Acorn Psychology Services which is an online training platform for staff. This has been used as part of regular updates.

13. How do we know if what we provide for the pupils is effective?

The SENDCo reports termly to governors about the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEND. As part of the School Implementation Plan (SIP), the SENDCo outlines an annual action plan and updates progress against this on a termly basis.

For pupils with an EHC Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015. The SENDCo and class teachers collaboratively derive targets using the EHCP outcomes from the EHC Plan. The provision for these pupils is monitored termly by the class teacher and SENDCo.

The SENDCo collects and analyses tracking data 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 etc) to make a judgement on effectiveness.

Any additional provision for all pupils (whether or not they have a SEND) is carefully recorded on Class Action Plans (CAPs) and monitored by the Senior Leadership Team and SENDCo. The progress of all pupils 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 and resources is maximised.
We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing a pupil's individual progress towards their goals each term- with the parents and pupil (This can happen through letters, reports or conversations with the class teacher or SENDCo)
- Reviewing the impact of interventions termly
- Whole school monitoring by the SENDCo
- Using provision maps to measure progress
- Using PIVATs to assess small steps of progress
- Holding annual reviews for children with EHC Plans
- Standardised termly tests
- Reporting to School Governors (SEND in a Nutshell documents)

Evaluation / Impact to February 2025:

- Overall, data shows that pupils with SEND make good progress at Haslingden Primary School.

14. How are pupils with SEND enabled to take part in all activities available in school?

Pupils with SEND are welcomed and actively encouraged to go on all trips (including residentials) 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 pupils with SEND can safely access and enjoy the activity. 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 (eg. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Headteacher and/or the Lancashire County Council. Additional risk assessments are carried out for specific pupils with advice from appropriate agencies, depending on their needs. Risk assessments for school trips are also monitored by the Headteacher, Lancashire County Council and for Type B visits the Governing Body.

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

- All pupils are encouraged to go on our residential trip to Wales (Y6)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- All pupils are encouraged to attend an annual pantomime performance

No pupil is ever excluded from taking part in these activities because of their SEND or disability, additional risk assessments may need to be sought for some pupils

Evaluation / Impact to July 2023:

Every pupil with SEND was able to enjoy the school trips and wrap-around care on offer in school. Risk assessment, staffing levels, alternative trips were provided to ensure safe participation. The school has made significant investments of resources to ensure that all pupils can attend the range of activities on offer.

Ofsted Report- May 2024- “Pupils access a remarkably broad range of clubs each week. These help pupils to keep physically active and to develop their talents and interests. For example, pupils have opportunities to climb, dance, sing and play musical instruments. They are proud of the public performances that they take part in. Parents and carers spoke with delight of their children being the first members of their families to have the confidence to perform in front of others.”

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

Our SENDco Mrs Fowler is a qualified Mental Health First Aider and can provide support and advice.

Louise Clegg is a trained ELSA staff member.

Karen Johnson is trained at Level 1 Team Teach.

The Zones of Regulation are widely used. They are also included in our Restorative Toolkits.

All staff have received attachment and trauma informed practice training.

Our Pupil Support Lead Vicky Watts works extensively with pupils and their families and liaises with senior early help practitioners.

To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS, Paediatricians, Speech Therapists, Occupational Therapists, School Nurse etc. In some cases, school or one of the other agencies initiate the Early Help Assessment, with the agreement of parents. This is an assessment and planning tool which is used to gather information about pupils 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. Multi agency meetings are held as required.

Bullying and Child Protection

All pupils are taught about bullying, friendships and staying safe through a combination of age appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies. Antibullying day is observed and pupils are encouraged to speak to members of staff on duty if they are worried during playtimes.

Pupils with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. Concerns and relevant information is shared amongst all staff (including welfare and before and after school carers) and they are made aware of vulnerable pupils. If appropriate, a key worker may be allocated to a specific child.

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.

Child Protection

In accordance with legislation, the school has a Designated Safeguarding Lead (DSL) and four deputy DSLs 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. The DSL, deputy DSLs and the SENDCo are trained in the Early Help Process. All staff complete yearly safeguarding training.

Online Safety

Online Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Online concerns are reported by all staff onto CPOMS and actioned by a DSL.

Evaluation / Impact to February 2025:

Medical

There are multiple staff in school who hold valid first aid qualifications. We also have 1 staff trained in Team Teach (Karen Johnson, Deputy Headteacher). Care plans and medical information are updated regularly and shared with staff in school. Emergency contact numbers are collected annually and parents are advised to inform the school office of any changes immediately.

Mental Wellbeing

Alison Fowler, SENco, is a trained mental health first aider and provides support for those pupils who need it.

Child Protection, Behaviour, Reports of bullying

Information of this nature is recorded on CPOMs which is an effective way to report incidents to ensure sharing of information amongst staff. This information is also reported to governors on a termly basis in the headteacher's report.

16. What arrangements do we make to support pupils with SEND 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 SENDCo 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 February 2025:

There are currently 1 pupil with SEND who is in the care of the Local Authority.

17. What should I do if I have a 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 SENDCo

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 which can be found on the school website).

Evaluation / Impact to February 2025:

No complaints have been received.

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

Lancashire's Local Authority Offer

Additional information and the services provided by the Local Authority can be found using the link below: https://www.lancashire.gov.uk/children-education-families/special-educational-needsand-disabilities/about-lancashires-local-offer/

Contact details

Name	Role	Contact
Mrs Alison Fowler	SENDCo	01706 215947
Mrs Karen Johnson	Deputy Headteacher/ SENDCo	01706 215947
Mr Glyn Ellis	Headteacher	01706 215947

Linked policies – Behaviour Policy, Anti Bullying Policy, Accessibility Plan, SEN Policy, Local Offer, Complaints Policy, Equality Policy, Additional and Alternative Provision Policy

Reviewed by Alex Quinn- February 2025

Next review February 2027

Appendix 1 – Terminology and Acronyms

Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
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,
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
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. (Supersedes the Statement of Special Educational Need from Sept 2014).
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
ILP	Individual Learning Plan.
PAG	Provision at a Glance (a one-page simplified version of an All About Me form) Used to support all staff working with a child to ensure that are in receipt of the correct provision
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.

LA	Local Authority.
NASEN	National Award 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.
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 of all maintained schools.
SEN	Special Educational Needs.
SENDCo	Special Educational Needs and Disabilities Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SENDIASS	Special Educational Needs and Disabilities Information and Advice Service (Previously Parent Partnership Service /Officer)
SENDO	Special Educational Needs and Disabilities Officer (LA representative).
SENDS	Special Educational Needs and 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.
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.
VI	Visually Impaired.