

SEND Information Report

This document sets out information about our provision for children and young people with Special Educational Needs and Disabilities (SEND). They are updated annually.

About our school

Our school provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs: this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning. We are a mainstream school with 210 on roll.

How do we identify and give extra help to children and young people with SEND?

It is important that a child's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a special educational need. After discussion with the class teacher, SENDCO, parents, pupils and head teacher, a decision will then be made to put the child on the SEND register at their level of need.

For more information on the ways we identify when a child may have SEND, please refer to Section 4 of our SEND Policy.

How do we work with parents and children?

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by: termly Passports to Learning reviews, annual EHCP (Educational Health Care Plan) review meetings, termly parent evenings, using home/school diaries, scheduled phone calls etc.

How do we ensure *all* pupils can participate fully in our school's curriculum?

- Class teachers will use a number of Quality First Teaching strategies in the classroom to support all children with their learning. Examples of this could include: Visual aids, instructions broken down into smaller chunks, word banks for spellings etc.
- Staff will differentiate the curriculum to meet the needs of all children within their class. They will typically plan for at least three levels of work and will individually differentiate for your child if necessary.
- The learning could be differentiated by task (by being given a different activity to complete), the level of support a child received during the lesson (from an adult or his/her peers), or by outcome (the amount of work expected to be completed by the end of the lesson). Using a variety of types of differentiation enables all children to learn and achieve in a way that best suits their own learning style.
- Class teachers implement support strategies (including strategies suggested from outside professionals) to achieve the targets detailed on your child's pupil passport to learning
- Where necessary, other adjustments within the classroom environment can be made to support learning needs.

How will staff support my child?

All teachers are teachers of children with SEND and your child's class teacher is responsible for planning, supporting and monitoring your child's progress across the curriculum.

- The SENCO (Special Educational Needs Co-ordinator) advises on appropriate interventions and monitors the progress of all children who need additional support.
- Teaching assistants (TA) may also work with your child, either individually or as part of a small group within the classroom or through targeted interventions.
- Each child on our SEND register has a pupil passport which details their strengths and areas of need, along with some individualised support strategies.
- Where necessary, teaching staff and the SENDCo will assist with the applications and target setting for EHCPs.
- Where a child has an existing EHCP, provision will be tailored to meet the targets set out in the plan.

What expertise can we offer?

- SENDCo
- We have Teaching Assistants (TAs) trained in a wide range of specialisms.
- TAs who deliver interventions have received support to deliver: Speech and Language programmes, Occupational Therapy, Hearing and Visual Impairment support, Physiotherapy programmes, IDL spelling program, Lego Therapy, Social Stories and Wellbeing support groups.
- All staff have received training to support pupils with SPLD (Specific Learning Difficulties), pupils with Attachment and pupils with ASC (Autism Spectrum Condition)
- All members of staff are trained in First Aid.

Teaching assistants are trained to support the particular needs of the children they work with, and have regular opportunities to develop their role.

What additional support is available for children with SEND?

Specific support for children with SEND varies depending on the needs but can include:

- Use of individual, pair, and small group activities to teach specific skills.
- Access to suitable individual or small group intervention programmes.
- Models, images and multisensory resources to promote understanding.
- Any adaptations needed to the physical environment to help with access to learning.
- Children with SEND are actively encouraged and supported to partake in outside activities including the school residential.

A range of specific interventions support is available at Aughton Christ Church School, as well as access to a specialist support services which include:

- Educational Psychologist
- SALT, who support children with communication and language, sensory needs and physical needs.
- Physiotherapy Service and Occupational Therapy Service
- Hearing and Visual Impairment Specialists
- CAMHS (Child and Adolescent Mental Health Services)
- Early intervention
- Lancashire Special Educational Needs and Disability Partnership
- Children's Social Care
- Counsellors
- Child Action North West.
- School Nurse

What facilities do we provide to help disabled pupils access our school and grounds?

Prior to admission, arrangements will be made to ensure a smooth transition by meeting with parents and the relevant authority.

- The school is a single story building with all classrooms on one level.
- We have a ramp at the front of school.
- There is a disabled parking space next to the front entrance.
- There is a disabled toilet in the main corridor.

Access Plan.

Under our duty of care, we have an accessibility plan that shows clearly how we are able to provide access to all our children, whatever their needs. This policy is reviewed to ensure it is meeting the needs of children entering school or whose needs have changed over time. The plan has been guided by Schedule 10, relating to Disability of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

Statement	Evidence	Action
The school layout ensures access for all children and staff. This includes all classrooms, hall, staffroom, ICT suite, library and outside areas.	School accessible in all areas	
Children needing to use wheelchairs or crutches can move freely around school, as school is all on one level and disabled access is provided at the main entrance, children's entrance at rear of school and year 4 classroom.	Accessible in all areas	
Disabled toilet and shower room	Fully accessible	
Pathways around school are clear and well maintained	Fully accessible	
Emergency exits are clearly visible and exits are kept clear at all times	Yes	
Signage and yellow markings should be clear for all impairments including for visually impaired children	Yes	
All areas including outside areas are well lit	Yes	
Steps have been taken to reduce background noise for hearing impaired children	Yes	
Furniture and equipment around school is of appropriate size	Yes	
Personal Emergency Evacuation Plans will written as appropriate	Yes	

How do we know if SEND provision is effective?

- The progress of all children is tracked throughout the school termly.
- In addition, for children with SEND we regularly review pupil progress towards agreed outcomes assessing whether the support that's been place has made a difference and what we need to do next. We evaluate this progress against age related expectations.
- When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.
- The school tracker tracks attainment and progress.
- Teacher's continuous assessment.
- Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed, and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen. Where necessary, children may visit the site before the trip takes place e.g. school residential holiday.

What do we do to support the wellbeing of children with SEND?

Children can often experience a wide range of social and emotional needs which can display themselves in many ways. This may include: becoming withdrawn or isolated, as well as exhibiting challenging behaviour.

The school has clear steps to support children with any social or emotional needs. These include how we manage the effect of any disruptive behaviour, so that it does not adversely affect other children.

- All children, including those with SEND, have the opportunity to share their views with the class teacher or TA and specifically for those with SEND, views will be collected through individual Passport to Learning review meetings.
- Children may participate in a variety of social and emotional wellbeing groups to assist them to recognise and regulate their feelings. They may also participate in Lego Therapy to promote working with others.
- Some children benefit from buddies at play times to help build friendships and confidence.

We take bullying very seriously. We help to prevent bullying of any children with SEND through:

- Curriculum activities
- Whole school worships
- Our Bullying policy
- Our Equality policy
- Our whole school Behaviour policy

Children are encouraged to reflect on their learning and targets in a simple way from Reception onwards, so that they gain the skills to think about what they have done well and what they would like to improve.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We hold meetings with the pre-schools for all children on transfer to school to ensure a smooth transition. Information about other professionals working with your children will be shared at the meeting and appropriate plans made for their support to continue at school. Additional visits to school may be encouraged and transition books are used.
- Transition between year groups within school is supported by meetings with the new class teacher and TA. Pupils have a transition morning where they spend time in their new classroom and have the opportunity to discuss any worries they may have about moving up. If necessary, children will work with a member of staff to create their own transition book with photos of their new classroom.
- Teachers attend transition meetings at the end of the school year in order to pass important information about your child to their next class teacher.
- When children move from Aughton Christ Church Primary School to their secondary school, meetings are arranged between the SENDCO, the class teacher and relevant staff from the secondary setting to transfer all important information and to plan further transition support. Often, additional visits to the secondary school are planned, so that the children can get to know the new environment and the adults who will be supporting them. Parents are also encouraged to meet with the secondary school SENDCO. All paper records are transferred to the new school.
- If children move to another primary school, all important information will be transferred and if necessary the class teacher or SENCO contacts the receiving school. Transition visits to the new setting can be arranged and a familiar member of staff from Aughton Christ Church may attend with your child if required.

Who to contact?

Aughton Christ Church School is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school to arrange a meeting.

- Class Teacher – is the first point of contact. They will monitor the progress of each child and liaise with key staff about interventions needed.
- Our special educational needs co-ordinator (SENDCo) is Miss C Geeson and she can be contacted via the school office on : 01695 421391 or on email c.geeson@aughtonchristchurch.lancs.sch.uk
- Our governor with responsibility for SEND can be contacted through the school office.

SEND Information and Advice:-

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support

Lancashire's Local Offer contains lots of information for parents:-

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities

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