

Lower Peover C of E Primary School

Special Educational Needs and Disabilities Information

Report 2026-2027

Information within this report is reflective of academic year 2025-2026.



Date of Issue: September 2026

Name of SENDCo	Name of Head Teacher	Name of SEND Link Governor
Mr D Bradley	Mrs S Dean	Mrs H Burgoyne

This report should be read in conjunction with the school's **SEND Policy**, which sets out the statutory framework, principles and procedures that underpin the school's approach to identifying and supporting pupils with Special Educational Needs and Disabilities. Whilst each document has a distinct statutory purpose, they are intended to complement one another. The SEND Policy outlines the school's principles, procedures and statutory duties for supporting pupils with Special Educational Needs and Disabilities, whilst the SEND Information Report provides practical information for parents and carers about how these arrangements are implemented in practice at Lower Peover C of E Primary School. Reading both documents together provides a comprehensive overview of the school's approach to SEND.

Our SENDCo

SENDCo: Mr. David Bradley

Mr. Bradley is also the Designated Teacher for Looked After and Previously Looked After Children.

Our Aims

At Lower Peover C.E. Primary School we are committed to equality. We aim for every pupil to fulfil their potential, no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that the following aims are met.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school.
- Follow the guidelines set out in the SEN Code of Practice.
- Ensure that all pupils have equal access to a curriculum, which is differentiated to meet individual needs and abilities.
- Identify children with Special Educational Needs as early as possible and plan a programme of support and intervention to address their needs.
- Regularly monitor the progress of children with Special Educational Needs through termly meetings, lesson observations, support plans and data analysis.
- Provide regular training for staff in relevant areas of Special Educational Needs.
- Provide training opportunities and information for parents and carers.
- Evaluate the impact of staff training and provision/intervention programmes.
- Give regular feedback to children and their parents/carers and involve them in the SEND process.
- Ensure that all staff working with SEND children are clear about their role.
- Ensure that the SEND budget is used appropriately to fund high-quality resources for children with Special Educational Needs.
- Work effectively with a range of other agencies and organisations.
- Make good links with other mainstream and special needs schools.

What kinds of SEND do we provide for?

At Lower Peover C of E Primary School we support pupils across the four broad areas of need identified within the SEND Code of Practice:

- **Communication and Interaction:** *Including speech, language and communication needs and autism.*
- **Cognition and Learning:** *Including dyslexia, dyscalculia, dyspraxia, moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties.*
- **Social, Emotional and Mental Health:** *Including anxiety, attachment needs, ADHD, and emotional wellbeing needs.*
- **Sensory and/or Physical Needs:** *Including hearing impairment, vision impairment, physical disabilities and medical conditions.*

SEND Profile for 2025 - 2026

SEN Status	No. of Students	% of pupils
SEN Support	30	14%
Education, Health and Care Plan	6	3%

SEN Need	No. of Students (Note: pupils may fall into more than one area)	% of SEN Students with this Need	% of Students with this Need
Speech, Language and Communication Needs	6	20%	2.8%
Dyslexia	5	17%	2.4%
Dyspraxia	1	3%	0.5%
Autism	9	30%	4.3%
Attention Deficit (Hyperactivity) Disorder	14	47%	6.7%
SEN Support, No Specialist Assessment	10	33%	4.8%
Sensory processing disorder	5	17%	2.4%
Moderate Learning Difficulty	7	23%	3.3%

Slow Processing	5	17%	2.4%
Social, Emotional & Mental Health	7	23%	3.3%
Vision Impairment	3	10%	1.4%
Attachment Difficulties	2	7%	1%
Developmental delay	4	13%	2%
Fine and gross motor skill difficulty	4	13%	2%
Hearing Impairment	2	7%	1%
Mobility differences	2	7%	1%
Cerebral palsy	1	3%	0.5%

How do we identify children with SEND?

Children's needs are identified through:

- discussions with parents and carers
- teacher observations
- regular assessment
- progress monitoring
- information from previous schools
- external professionals
- diagnostic assessments
- pupil voice

Not all children who require additional help have SEND. We carefully consider whether difficulties may be due to attendance, English as an Additional Language, medical needs or other factors before identifying SEND.

What happens if I am worried about my child?

Parents should initially speak to the class teacher, and parents should be involved throughout this process.

The class teacher may:

- monitor progress
- make adaptations in class
- discuss concerns with the SENDCo
- gather further assessment information

How do we support pupils with SEND?

High-quality adaptive teaching is available in every classroom. Provision is matched to individual need rather than diagnosis. Where appropriate pupils may receive:

- adapted resources
- visual supports
- scaffolded learning
- pre-teaching
- overlearning
- intervention programmes
- targeted adult support
- specialist advice
- reasonable adjustments

What is the graduated approach?

Support follows the Assess, Plan, Do, Review (APDR) cycle. This means we:

- *Assess: Identify strengths and needs.*
- *Plan: Agree outcomes and support with parents.*
- *Do: Deliver agreed provision.*
- *Review: Evaluate impact and agree next steps.*

This process is repeated to ensure support continues to meet the child's needs.

What is Monitoring?

Some pupils may be placed on Monitoring. Monitoring is an internal school process and does not mean a child has SEND. It allows us to:

- gather information
- monitor progress
- trial strategies
- decide whether additional support is needed

What is SEN Support?

Where evidence shows that a pupil requires provision that is additional to or different from that normally available, they will receive SEN Support. Pupils receiving SEN Support:

- are placed on the SEND Register
- have a support plan
- have personalised outcomes
- receive reviewed provision
- have parents involved in planning and reviewing support

What is an Education, Health and Care Plan (EHCP)?

Where a child's needs cannot be met through ordinarily available provision, the school may discuss requesting an Education, Health and Care Needs Assessment.

Parents also have the right to request an assessment directly from the Local Authority.

How do we involve parents?

We value parents as partners.

Parents are involved through:

- regular discussions
- review meetings
- target setting
- reviewing support plans
- annual reviews (where applicable)
- informal communication with staff

How do we involve children?

Children are encouraged to:

- share their views
- contribute to targets
- discuss what helps them learn
- participate in reviews where appropriate

How do we assess progress?

Progress is reviewed using:

- classroom assessment
- teacher observations
- provision maps
- diagnostic assessments
- pupil voice
- parent feedback

Provision is adjusted where required.

How do we support emotional wellbeing?

We recognise that emotional wellbeing is fundamental to successful learning. Support may include:

- ELSA (Emotional Literacy Support Assistance)
- nurturing relationships
- emotional regulation strategies
- pastoral support
- individual check-ins
- external agency involvement where appropriate

The school takes proactive steps to prevent bullying and discrimination and ensures that pupils with SEND are supported to report concerns and have their views listened to. Further information is available in the school's Relationships & Behaviour Policy.

How do we support pupils with medical needs?

Where pupils have medical needs, we work closely with:

- parents
- health professionals
- school staff

Individual Healthcare Plans, Risk Assessments and Personal Evacuation Plans are implemented where appropriate.

How accessible is the school?

Lower Peover C of E Primary School is committed to ensuring that disabled pupils are not treated less favourably than other pupils and that reasonable adjustments are made to support access to education and school life.

The school provides wheelchair access, accessible toilet facilities and adapted resources and equipment where required. Individual reasonable adjustments are considered according to each child's needs.

Children with disabilities are admitted in accordance with the school's Admissions Policy. Further information about how we improve access to the curriculum, physical environment and information can be found in our Accessibility Plan.

Where specialist equipment or facilities are required, these are secured according to individual need through the school's SEND resources and, where appropriate, in consultation with the Local Authority, health professionals or other specialist services.

How do we ensure pupils with SEND are included in school life?

Pupils with SEND are supported to participate fully in the life of the school, including curriculum activities, PE, educational visits, residential visits, clubs, collective worship and wider enrichment opportunities.

Where required, reasonable adjustments, additional support, adapted resources or individual risk assessments are put in place to enable pupils to participate alongside their peers wherever possible.

How do we support transition?

We recognise that transition can be challenging. Support may include:

- additional visits
- transition books
- meetings with parents
- information sharing
- enhanced transition arrangements
- liaison with receiving schools

How do we prepare pupils for adulthood?

Preparation for adulthood begins in primary school. We help pupils develop:

- independence
- communication
- resilience
- confidence
- self-advocacy
- decision-making skills

These skills prepare children for successful transition into secondary education and later adult life.

What specialist services work with the school?

Where appropriate we may involve professionals such as:

- Autism Team
- Sensory Processing & Occupational Therapy Teams
- Educational Psychology
- Speech and Language Therapy
- Physiotherapy
- School Nursing
- CAMHS
- SEN Team
- Early Help & Social Care

Support is only requested where it is appropriate to the child's needs.

Staff training

Staff receive regular professional development linked to the needs of pupils within the school. This includes whole school SEND training alongside targeted training in areas such as autism, speech and language, sensory processing, emotional regulation, dyslexia and specific interventions where appropriate.

The SENDCo holds the statutory SENCO qualification and specialist postgraduate qualifications in Dyslexia Research and Practice. Specialist training and advice are also commissioned from external professionals according to the needs of individual pupils and staff.

How do we evaluate SEND provision?

We regularly monitor the effectiveness of SEND provision through:

- pupil progress
- intervention outcomes
- provision mapping
- pupil voice
- parent feedback
- annual reviews
- learning walks
- staff discussions

This ensures provision remains effective and responsive to pupils' changing needs.

Where can parents find further information?

SEND Policy

Accessibility Plan

Equality Policy

Relationships & Behaviour Policy

Medical Needs Policy

Admissions Policy

Attendance Policy

Complaints Policy

Cheshire West & Chester Local Offer

Independent advice and support for parents

Parents and carers can also access free, impartial information, advice and support through Cheshire West and Chester SEND Information Advice and Support Service (SENDIASS).

Telephone: 0300 123 7001

Email: iasservice@cheshirewestandchester.gov.uk

Details of SENDIASS and other local SEND services can also be found through the

Cheshire West and Chester Local Offer: <https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

Complaints

If you have concerns regarding SEND provision, please speak to:

- Class Teacher
- SENDCo: Mr. Bradley
- Headteacher: Mrs. Dean
- SEND Governor: Mrs. Hannah Burgoyne

If concerns remain unresolved, parents may follow the school's Complaints Policy.

Contact Us

SENDCo: Mr David Bradley

Telephone: 01625 467623

Email: inclusionmanager@lowerpeover.cheshire.sch.uk

Website: <https://www.lower-peover-school.co.uk>