

St Lawrence CE Primary School Barton



SEN Information Report Updated: March 2026

Contact Details:

St Lawrence CE Primary School
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Barton
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Head Teacher: Mr Richard Crook head@st-lawrence.lancs.sch.uk
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Our School Vision Statement:

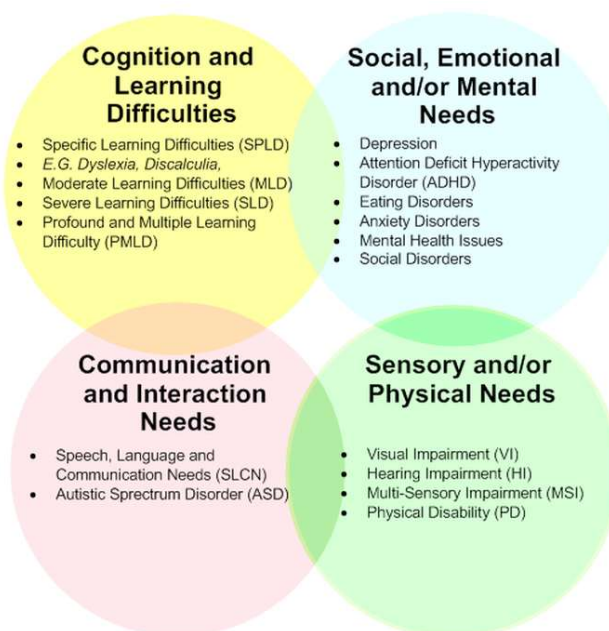
Pupils at St. Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are happy, confident, articulate children with a love of learning and a sense of service, who recognise and celebrate their own individuality and that of other members of our community. They are generous, kind and welcoming; they are forgiving and understand justice. With God by their side, they face the world with resilience, integrity and joy.

The kinds of SEND we provide for.

St Lawrence CE Primary School is a mainstream setting. At St Lawrence CE Primary School, all children are seen and celebrated as individuals. We aim to identify children with special educational needs early and provide for their needs within the limits of our school's resources. The school focuses on each child's needs, challenging the more able and supporting those who need help.

The school's SEND Policy takes account of the SEND and Disability Code of Practice (2014). The school works in close partnership with parents to promote the development of every child's potential and ensure that every child has access to all areas of the curriculum.

The four broad areas of need are highlighted in the diagram below. These needs may be catered for in class, in group support or more tailored 1:1 support through an Individual Education Plan (IEP). For children with more significant or complex need, an Education Health Care Plan (EHCP) may be issued.



How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

We believe that early identification of children with special and additional needs is essential.

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age expected levels

- Concerns raised by parent.
- Concerns raised by teacher.
- Liaison with external agencies e.g. Educational Psychology Service or specialist teacher.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.
- Pre-admission parental concerns.
- Reception Baseline Assessment (RBA)
- Statutory Assessments

Teachers are supported to identify the needs of the pupils in their class and to tailor the teaching strategies and provisions used to support the children with identified needs.

The SENCo works closely with all staff to ensure pupils who may need additional help are identified as early as possible. The use of outside agencies, when needed, may be consulted as a source of support for both staff and pupil.

All children are entitled to quality first teaching. In the instance that a child raises concerns, a child may be identified by the class teacher as a 'Cause for Concern'. Here, the class teacher will inform parents of the concerns and the child's progress will be monitored closely alongside existing school practices. This may take the form of a small intervention group or additional teaching time to address the concerns.

The progress of all children is carefully monitored and reviewed on a regular basis. The school does not formally identify pupils as having special educational needs unless diagnosed with a disability or we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.

Children receiving SEND provision are included in our SEND pupil progress meetings each term. In these meetings the SENDCo and class teacher sit together to discuss the progress of the child in the previous term, the impact of the interventions in place and the new high priority targets for the child. Any further support that may be required for the child is also discussed. This pupil progress report is shared with parents alongside their school report each term. Children working far below their age expected level will be tracked using PIVATs.

All teachers work to ensure the whole curriculum is accessible to all pupils and independent learning is encouraged. Where a child has received quality first teaching and steps have been put in place to address the concern, yet the concern remains, a child may be placed on the SEN Register. Triggers for concern are outlined in the SEN Code of Practice.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Action might include:

- different learning materials

- special equipment
- group support by Teaching Practitioners
- individual support by specialist in-house Teaching Practitioners

Children may be assessed within school using assessments such as WRAT, BPVS, Hodders and Gray. External agencies such as the Specialist Teacher Service, Speech and Language Therapy, Psychologists, Councillors and Occupational Therapists may also be used to help assess a child's needs and to give advice on strategies of how to deal with a particular need.

If the child continues to make little or no progress over a long period, school will seek advice from a Specialist Teacher or other outside agencies.

Once a Specialist Teacher has been involved, he/she may:

- Review interventions already implemented
- Reassess the child if necessary
- Write new strategies and targets
- Obtain help and advice from other professionals
- Work with, or monitor the child
- Discuss future plans with parent and child

If a child/young person or their parent/carer thinks they have a special educational need they should first, make contact with the child's class teacher. If there are still concerns, you can contact the school's SENDCo, Mrs Rogerson or the Headteacher Mr Crook.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Children on the SEND register help create their Individual Education Plans and Pupil Passports. They also give feedback on their progress during reviews.

All pupils can comment on their annual school report.

We have School Council, Eco Council and Worship Committee representatives in every Key Stage 2 class, and children in Key Stage 1 are consulted informally by the KS2 representatives throughout the school year.

Children are invited to complete pupil attitude questionnaires and children on the SEND register are consulted annually on SEND provision within school. What pupils say helps shape our subject planning and overall school development each year.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

The school operates an open door policy. Parents are welcome to talk to staff at an appropriate time but longer conversations will need an appointment. We host a number of show round sessions for prospective parents throughout the year and our induction meeting for new parents is held in Summer term where relevant staff will be introduced.

Parents have many opportunities to get involved in the life of the school such as volunteering in class, standing for parent governor elections, parents' meetings, joining the PTFA and annual reviews.

Parent evenings are held each term and interim reports are also sent out in these terms. This gives parents the opportunity to meet with the teacher and discuss progress. During the Summer term, children receive their annual full report.

IEP's are reviewed and evaluated half- termly with the family. New targets are set, listening to the voice of the child and family. Parents can offer feedback in a variety of ways: parent questionnaires, email or verbally. Parents and children are encouraged to suggest targets for IEPs.

Parents and children with an Education Health Care Plan are asked to forward their views in writing for annual reviews.

All parents are invited into school termly to see samples of their child's writing at a writing celebration held in each class. The children particularly enjoy the opportunity to share their progress with their parents.

How will the curriculum be matched to my child/young person's needs?

Our curriculum has been personalised to fit the needs of the children in our school and organised to follow a clear progression of skills and knowledge, through each year group and term. It is differentiated through appropriate scaffolding to meet the needs of all pupils. To support learning, all teachers use a range of teaching styles including the use of visual timetables and concrete resources. This is outlined further in the school Quality First Teaching document available on the website.

Teachers share curriculum overviews on the school website, so parents can see what their child is learning.

Teachers are supported to identify the needs of the pupils in their class and to tailor the teaching strategies and provisions used to support the children with identified needs.

Our Quality First Teaching strategies are utilised to ensure all children receive a multisensory, engaging and spiral curriculum throughout our core and foundation subjects.

We follow the Education Endowment Foundation's guidance for SEND in mainstream schools:

1. Create a positive, supportive environment for all pupils.
2. Understand each child and their needs in a rounded, ongoing way.
3. Ensure high-quality teaching is available to everyone.
4. Add small-group or one-to-one support where needed.
5. Use teaching assistants effectively.

Teachers adapt lessons and provide extra adult support (called scaffolding) so children can access learning at their level. Children with SEND will have access to the right resources and support to help them make progress. The SENCO reports to the Head Teacher and Governors each term on how SEND provision is working.

Termly progress meetings focus on each individual child and the provisions and interventions that are most impactful for them. This allows teachers to adapt their teaching at the planning stage to ensure access to the curriculum for all learners in their class. Staff are trained in the use of adaptive teaching and regular CPD, learning walks and team teaching opportunities ensure that adaptive teaching strategies are consistently applied and understood.

Children with an IEP co-produce their own targets. These are small step targets which are measurable and achievable in a small time frame. Children evaluate their own progress towards these targets and, as much as possible, the strategies to work towards the targets are applied in the classroom as well as in any 1:1 work to ensure they are impactful.

How accessible is the school environment?

The school was built in 1960 and is fully wheelchair accessible. All doorways and entrances to school are on a single level and wide enough to accommodate a wheelchair if necessary. The building has a disabled toilet.

Information is available on the school website including policies and procedures for SEND. These can be made in alternate formats on request. Furniture is modern and of a suitable height appropriate to the age group of the children being taught in that classroom. The school has a range of ICT and text-based programmes for pupils with SEND including computers, headphones, iPads and interactive boards in each class.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Teaching Assistants work in each class, guided by the teacher, to support pupils. Every class has a TA at least part time. Interventions may be appropriate for children requiring additional support. These may be led by a TA or member of teaching staff. These interventions include but are not limited to speech programmes, fine and gross motor skill programmes and social skills groups. These and other appropriate interventions are used to target the specific skills pupils require help with. The interventions may take place in or outside the classroom, in a small group or individually. Our children enjoy and appreciate the interventions they complete.

Our school buys a package of specialist teacher hours from LCC to use in school where appropriate. The specialist teacher observes and assesses children and works with teaching staff and the SENDCo to plan and prioritise provision for the children.

We also buy in the services of another specialist teacher. This teacher is trained to carry out detailed, standardised tests. The SENCO uses these results to work with class teachers and parents to plan the right support and interventions.

When more support is needed, we may refer to a range of external specialists such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Counsellors.

The Assessment Co-ordinator and Year 6 teacher, together with the SENDCo, Headteacher and parents/carers discuss each child's ability to determine whether they are capable of partaking in public examinations. Where required special resources, extra time, scribes or exemption will be sought from the examining body.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Children with Individual Education Plans (IEPs) or EHCPs will be discussed during an SEND Pupil Progress Review each half term. In these meetings the class teacher meets with the SENDCo to discuss the impact of any interventions and provisions the child is accessing. Children's progress and small step targets are also discussed in detail. This report is shared with parents along with their class progress report each term.

IEP targets are reviewed at least every 6 weeks in collaboration with the child, parents, class teacher, supporting TAs and other professionals. Progress against the previous SMART

targets is assessed and new targets are set. Parents are invited to meet with class teachers at each review point either in person or via phone call to discuss children's progress.

Children working far below their age expected level will be tracked using PIVATs. These trackers are used as a working document and are updated regularly.

Some children may have a home – school communication book to record a number of things. This could include (but is not limited to) the progress they have made towards targets that have been set, incidents that have happened throughout the day, food intake, toileting incidents etc.

Teachers share curriculum overviews on the school website, so parents can see what their child is learning. There is also a termly pick and mix homework page sent out for each class. This outlines different challenges the children could do at home to support or further their learning in class. Videos explaining the methods of calculation being taught in maths are also available to parents to support them in working with children at home.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

At St Lawrence CE Primary School we take a whole school picture when planning our CPD offer to staff. When noticing a common need or raise in profile of a particular difficulty, training is provided to all teaching staff to support this. General training is included in the CPD calendar each year. This includes (but is not limited to) Code of Practice update training, our Quality First Teaching offer and multisensory approaches to learning. Staff also attend specific training if appropriate to support the children in their class such as specific speech and language training provided by the NHS Speech and Language Therapy Team.

Regular TA meetings are held in which training is delivered and updates are shared. This ensures all staff are up to date with any changing needs in the school and the statutory guidance of the Code of Practice.

The SENDCo attends termly update training in the form of SEND clusters, forums and training events. These cover updates to legislation, resources, specialist support offers and specific needs training. The SENDCo also attends termly Educational Psychologist district meetings in which specific training is offered on themes such as Passive Demand Avoidance, ASD in girls, Challenging Conversations etc.

The Local Authority also has a traded team of specialist teachers which can be accessed when more expert help and advice is needed. Through this process we can also request support from a HLTA to train staff in the suggested interventions. We also use the services of

a private Occupational Therapist to provide staff training to implement their advice and plans for individual pupils.

We have a named Local Authority SEND case worker.

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

Children beginning St Lawrence CE Primary School in Reception attend at least 4 afternoon transition sessions within their new classroom. The children meet the staff that will be working with them and the children who will be in their class. Parents are invited to a transition meeting in the summer term. For children with identified SEND a transition meeting between our SENDCo and the SENDCo of their current setting is held and any relevant information is shared.

Should a child move to another school during the primary phase of their education, contact will be made and the relevant documentation will be shared in order to support the new school in quickly being able to become familiar with and successfully support the pupil. Likewise, children moving from another school during the primary phase of their education will be supported in the transition through meetings between the school settings and sharing of relevant information.

Transition meetings are held with relevant high schools and additional visits are facilitated during Year 6 for some pupils to ensure a smooth transition, where this is identified through the regular review meetings with pupils and their parents. The SENDCo will ensure that she has formal and regular communication with the SENDCo of the receiving school before, during and following transition to facilitate a smooth transfer for the pupil. Relevant information is shared with high schools to ensure success for our pupils as they continue on their journey.

How will my child/young person be included in activities outside the classroom, including school trips?

We give equal access to activities outside of the classroom to all of our children. School trips and activities outside of the classroom are staffed by adults who are familiar with the children and supporting their needs. Children are encouraged to participate fully in the life of our school.

Extra curricular clubs are run by staff members and by external coaches or leaders for clubs such as cookery, Jujitsu, music lessons and drama. Parents sign their children up for any extra curricular activities they wish for their child to join and have the opportunity to share relevant information with the leaders and coaches at the point of signing up. The class teacher will have a handover with the coaches and leaders when bringing children to their activities to ensure they are aware of any support needs to consider.

Residential trips and class visits are planned with inclusion in mind. Where appropriate parents are consulted on the best way to support their child during the visit. Before any residential trip there is a parents meeting held where an outline of the trip and activities is shared and there is time for parents to ask any questions. We have an open door policy and any parents with concerns that they would like to raise privately can do so following the meeting.

We have a soft start to the school day with children arriving from 8:45am. Classrooms are kept calm and inviting to allow for an easier transition into the school day. Every child is met on the gate and on the classroom door with a warm greeting and a chance to discuss anything they may wish to share. All unstructured playtimes, including lunchtime, are staffed by classroom staff. This means all adults are familiar with the children and support them through both structured and unstructured times of the day with the same knowledge, strategies and expertise.

What support will there be for my child/young person's overall well-being?

At St Lawrence CE Primary School there are two ELSA trained members of staff who work with children on a regular basis. We also offer Lego Therapy and Drawing and Talking Therapy to children who need it. Children who need more specialist well being support can be supported by our pastoral team and referrals can be made to CAMHS, CANW, Barnardo's, Primary Mental Health Team.

Where appropriate we work with the school nursing team and medical staff alongside parents when drafting health care plans. These are shared with the whole staff team and kept in easy reach in the classrooms to ensure all staff working with children with medical needs know how best to support them.

Prescribed medicines are administered following medical guidance. Information on the administration of medicine can be found in the Medicines policy on the school website. All staff have obtained first aid training and a number of those have obtained a paediatric first aid qualification. Members of staff have been trained in the use of Epi pens for allergies, and inhalers for asthma. Any medication administered by trained staff is documented. Children's personal care is carried out following the advice of parents and the school nursing team. This is laid out in a care plan if necessary.

Concerns over bullying are always taken seriously. Any concerns should be raised with the child's class teacher or Headteacher. If bullying is identified, then we have a full range of sanctions and support open to us which are detailed in our Behaviour Policy, Anti-Bullying Policy, which can be found on the school website.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Children with Individual Education Plans (IEPs) or EHCPs will be discussed during an SEND Pupil Progress Review each half term. In these meetings the class teacher meets with the SENDCo to discuss the impact of any interventions and provisions the child is accessing. Children's progress and small step targets are also discussed in detail. This report is shared with parents along with their class progress report each term.

IEP targets are reviewed at least every 6 weeks in collaboration with the child, parents, class teacher, supporting TAs and other professionals. Progress against the previous SMART targets is assessed and new targets are set. Parents are invited to meet with class teachers at each review point either in person or via phone call to discuss children's progress.

Children working far below their age expected level will be tracked using PIVATs. These trackers are used as a working document and are updated regularly.

An SEND report is created by the SENDCo evaluating the impact of the interventions and strategies in place and the training needs for staff. This is shared with the governing body and the head teacher. This informs the school development planning cycle.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Depending on a child's needs, we work with a range of specialist services, including:

- Counselling
- Educational Psychology
- Outreach services from Lancashire County Council
- Speech and Language Therapy (NHS-provided, funded by the Local Authority)
- QTOTD (Teachers of the deaf)
- Occupational Therapy

- Golden Hill Inclusion Support Team (GHIST)
- Behaviour advice services- Reach Behaviour
- Children and Family Wellbeing Service
- Primary Mental Health Workers
- Child Action North West
- Bereavement Councillors
- Inclusion and Engagement Service

These services help us provide the right support for each child at the right time.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The class teacher is the first person to contact if you have a query regarding your child. If the issue is not resolved, please make an appointment to see the SENCO and then the Head teacher.

Please refer to the school website for the formal complaints policy.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Parents of children with SEND are signposted to the monthly Hub sessions where a number of agencies hold stands to discuss a range of options for support. These agencies often include SENDIAS, the school nursing team, ADHD Northwest, Speech and Language Therapy amongst others.

The SEND Information Advice and Support Services: <http://www.lancashire.gov.uk/send>

Where can I find information on where the local authority's local offer is published?

Our Local Offer can be found on the school website.

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

