



**SEND Information
Report
2025-26**

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Lisburne school, we aim to provide high quality education for all pupils in a safe and caring environment that inspires their learning.

We will:

- Aid all children on their learning journey
- Ensure that every child's individual needs are understood and met
- Provide learning opportunities that are relevant, accessible and inspirational to all pupils
- Foster links with the local community.
- Identify and foster the potential of every child intellectually, spiritually, socially and physically.
- Develop a reflective & restorative workplace so that all staff can perform to their full potential in order to get the best from pupils
- Use the principles of Team Teach to encourage positive choice and behaviour.
- Have consistency of communication in all areas of the school
- Support families to be better informed in order to support their child's learning and value their involvement in helping us to achieve the above aims.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Headteacher

The Headteacher will:

- Work with the SLT and the governing body to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.2 The SLT

The SLT will:

- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively

4.3 The Governing Body

The Governing Body will:

- Discuss SEN issues at governing board meetings
- Monitor the effectiveness of provision
- Monitor the quality and effectiveness of provision within the school including outside agencies.
- Work with the Headteacher to determine the strategic development of policies and provision in the school

4.4 Class teachers

Each class teacher is responsible for:

- Day-to-day responsibility for the co-ordination of specific provision made to support individual pupils.
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of pupils up to date
- The progress and development of every pupil in their class
- Working closely with all teaching assistants or specialist staff to plan and assess the impact of support and interventions.
- Working with the assessment team to review each pupil's progress and development and decide on any changes to provision

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties etc.
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Assessing pupils needs

Lisburne School has developed an adapted curriculum which anchors our assessment systems to our philosophy of learning. We access a range of data to build the broad picture of progress for our pupils; and recognise the significant impact of subtle progress, due to the complex needs of our learners.

School uses a data system, which measures qualitative data through a quantitative system. We have a clear and rigorous moderation process within school to promote and ensure robust data. We have developed a range of individual learning programmes for our learners because we are aware that "one size does not fit all" with regards to assessment.

5.3 Consulting and involving pupils and parents

We report to parents through a range of development meetings which progressively build to capture an accurate picture of individual progress.

- Lisburne links therapeutic input to ensure the holistic progress of learners is not limited simply to academic processes.
- Annual Review at Lisburne School are held once a year for all pupils. Parents are invited via letter to these reviews at least 2/3 months prior to the meeting. All professionals working with the child are invited to the review. Children are invited to join the review and share their voice, children who cannot access the meeting will have their voice shared through video evidence.
- When writing IEP's, targets are identified and set from the EHCP review process. Parents and carers are also to contribute to targets. Speech and language targets and occupational therapy targets are also included on the child's IEP.
- Parents and carers are invited to contact school at any time if they need advice or support in regard to their child's education.
- The school uses Class Dojo as a means of regular accessible communication with parents

5.4 Assessing and reviewing pupils' progress towards outcomes

The class teacher and assessment coordinators meet to discuss pupil progress each term.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development
- The views and experience of parents
- Pupil voice
- Advice from external support services.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We implement a rigorous transition program to support our children as they move on in their education.

- All children attend transition visits to their new setting, supported by familiar members of staff.
- Photograph and symbols are used to support individuals
- Social stories are available where appropriate
- Staff will meet prior to any transition to discuss the individuals and their needs

In preparation for adulthood, we encourage cross-curricular life-skills opportunities for all children, they will learn simple cookery skills, road safety and how to function in the community.

5.6 Our approach to teaching

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 needs, this is differentiated for individual pupils.

Every class follows Lisburne's 5 Principles of Learning which outlines our consistent, inclusive approach to teaching across the school.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Children are split between different 'Pathways'. These pathways reflect the children's learning needs e.g. pre-formal is a curriculum built around communication and therapy. The Structured Formal pathway is for those children who require smaller class sizes and more rigid approach. The Formal pathway is for those children able to access the subject-focused curriculum but require a high level of initial input. Extended formal pathway is for children who can access a subject-focused curriculum with an emphasis on building independence.
- All resources are adapted
- High levels of staffing
- Using recommended aids for individuals
- Differentiating our teaching, for example, processing times, visual resources
- We work closely with outside agencies such as SALT, physiotherapy, Hearing and Vision Specialist Service and OT to ensure individual needs are met

5.8 Expertise and training of staff

We pride ourselves on the experience and expertise of our staff and are careful to provide them with a range of opportunities to develop their knowledge and skills.

- The school provides in house training program, open to all staff, on key areas of the curriculum as well as well-being and intervention programs
- Within our school we have 2 qualified Makaton instructors
- Staff trained to support with sleep strategies
- 2 Team Teach Instructors
- Staff trained on intervention strategies such as SERi
- Specialist staff come into school to support the teaching of PE, Music and Dance
- Our staff work alongside outside agencies to develop their knowledge of communication and occupational therapy strategies

5.9 Securing equipment and facilities

As a school we work alongside outside agencies such as NHS, SpeechWise, Manchester OT and Stockport SEN department to provide appropriate facilities to meet the needs of our children. We also receive support from local charities including 'Friends of Lisburne' to ensure our equipment and facilities are always of a high standard.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for our pupils by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after regular intervals
- Pupil voice
- Monitoring by the assessment team
- Pupil progress meetings
- Using provision and access maps
- Holding annual reviews for pupils
- Reviewing IEP targets twice a year

5.11 Enabling our pupils to engage in additional activities

As part of our curriculum we provide our children with a wide range of opportunities. All of our extra-curricular activities and school visits are available to all our pupils.

All upper key stage 2 pupils are encouraged to go on our residential trip(s) to either Petty Pool or Anglesey, depending on the needs of the children.

All pupils are encouraged to take part in sporting activities, differentiated to meet individual needs and levels of access

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupil voice is a focus within our school and children have access to a number of strategies to support this, including but not limited to Talking Mats, communication boards', Zones of Regulation and verbal communication.
- Pupil voice is represented throughout the school through the School Council
- RA help scripts are used to support building, maintaining and repairing relationships

- Check-ins are used to give our children the opportunity to share their feelings and discuss them in a safe environment
- We are well-being accredited school, having gained the 'Well-being Award for Schools' in 2023.
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

- We work closely alongside a range of outside agencies including hearing and Vision specialist support service, SALT, OT and Physiotherapy to ensure consistent approaches for our children in all areas of school.
- We hold regular meetings within school for parents and staff to meet with Stockport's Continence team as well as specialist paediatric consultants and the school nursing team.
- We 'buy-in' specialist teachers to further develop our teaching of areas such as PE, music and dance

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Our Family Liaison Coordinators (FLC's) are able to provide additional support or sign-post support available to parents within the Local Authority.

5.17 Contact details for raising concerns

Lisburne School
The Fairway
Offerton,
Stockport,
SK2 5GP

Tel: 0161 483 5045

Headteacher: Mrs Samantha Benson

Email: headteacher@lisburneschool.stockport.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.stockport.gov.uk/landing/send-local-offer>

6. Monitoring arrangements

The Headteacher and SLT will review this information report every year. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This document links to our policies on:

- Accessibility Policy
- Assessment Policy
- Behaviour Policy
- Equality and Diversity Policy