



Rainford Brook Lodge Primary School

Special educational needs (SEN) information report

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Signed		Name	P Reece
Position	HT	Date	20.11.25
Governor ratification			
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Contents

Contents	2
1. What types of SEN does the school provide for?	2
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	4
5. How will the school measure my child's progress?	5
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	6
8. How will the school adapt its teaching for my child?	6
9. How will the school evaluate whether the support in place is helping my child?	8
10. How will the school resources be secured for my child?	8
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	8
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	8
13. How does the school support pupils with disabilities?	9
14. How will the school support my child's mental health, and emotional and social development?	9
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	9
16. What support is in place for looked-after and previously looked-after children with SEN?	10
17. What should I do if I have a complaint about my child's SEN support?	10
18. What support is available for me and my family?	10
19. Glossary	11

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

If you publish your SEND policy on your website:

You can find it on our website [Rainford Brook Lodge Primary School: Special Educational Needs \(SEN\)](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)

	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs R Hollman

She has 9 years' experience in this role here at Rainford Brook Lodge She is a qualified teacher.

Mrs Hollman achieved the National Award in Special Education Needs Co-ordination in 2016.

She is allocated 3 hours a week to manage SEN provision.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All of our staff underwent Sensory training update by the Occupational Therapy team in July and September 2025.

Teaching assistants (TAs)

We have a team of 14 TAs, who are trained to deliver SEN provision.

All of our teaching assistants who are trained to deliver interventions such as Read, Write, Inc, Beat Dyslexia, IDL, Sensory diets, Speech and Language recommendations.

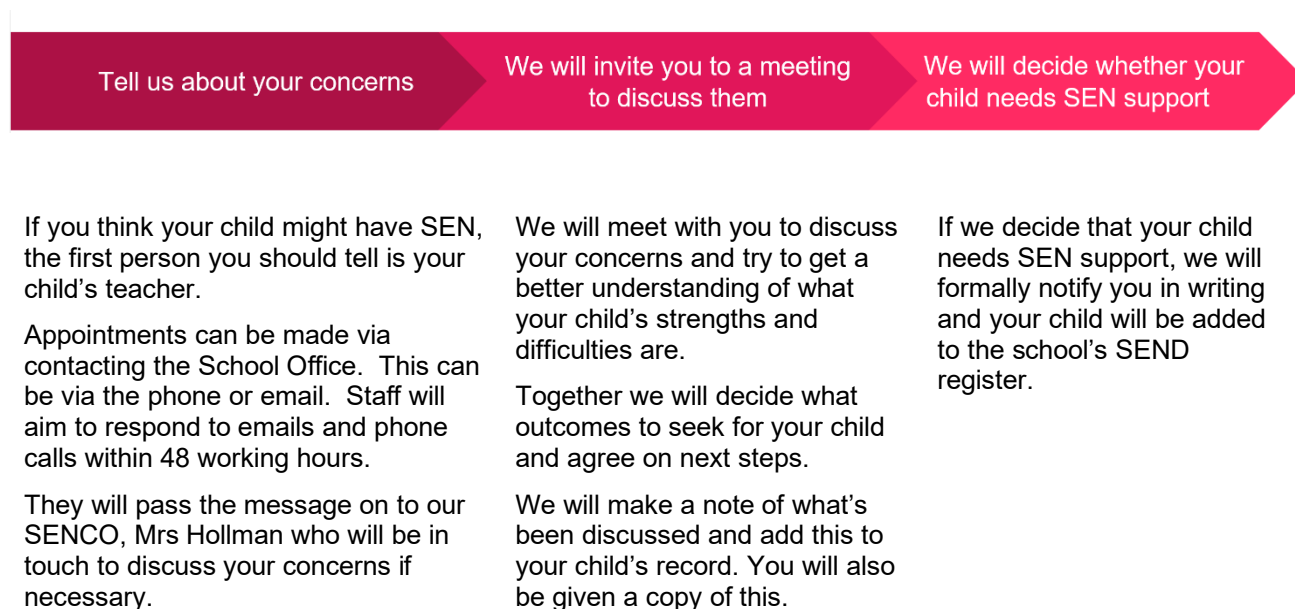
In the last academic year, TAs have been trained in: RWI updates and Sensory diets.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

A child will be placed on the SEN register if they are academically 2 years behind their peers, have a diagnosis or if they have any engagement from an outside provider. This can include: Speech and Language therapy, MHST etc.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues

with, or changes in, their progress, attainment or behaviour. They may also compare your child's progress and development with their peers and available national data.

The class teacher or SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

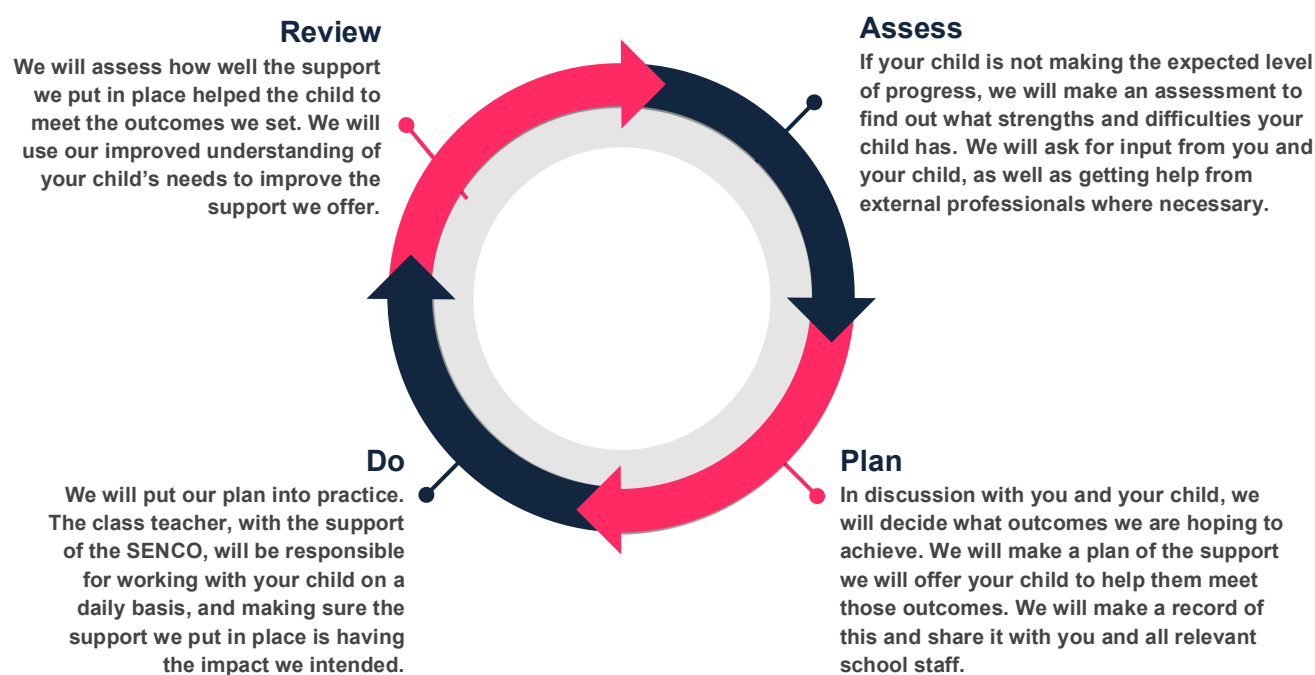
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO may work with you to create a SEN support plan for them. If your child is on the SEN register but their needs are being catered for within class and quality first teaching, they may not need an SEN support plan.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. This can be done via a phone call or email to the school office on: brooklodge@emst.org.uk FAO of your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis if necessary and appropriate.
- Teaching assistants will support pupils in small groups when suitable/appropriate.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables (in all classrooms) Social stories Wobble boards Fidget resources Sensory breaks throughout the day
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope IDL Beat Dyslexia Coloured over lays Pencil grips
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory breaks Fidget resources Wobble boards
	Adverse childhood experiences and/or mental health issues	
Sensory and/or physical	Hearing impairment	
	Visual impairment	Brailled resources.
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to St Helens local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

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 school trips, including our residential trip(s) to Burwardsley Centre and PGL

All pupils are encouraged to take part in Sports day, Nativity, Productions, Choirs, Walking Day and Sporting events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

If your child has an EHCP and you want to name our school on their plan we suggest you follow the following:

- Arrange a visit to the school to look around with the Head Teacher or Senior Leader.

- Arrange a meeting with Mrs Hollman (SENDCO)
- Share your child's EHCP with the school.
- Have a meeting with the relevant representatives from the Authority, School and yourselves to see how the school can or cannot meet the needs outlined in the EHCP.

13. How does the school support pupils with disabilities?

- We ensure that all children regardless of their need can access all activities within the school.
- We have previously had resources brailed, adaptations made to add Yellow strips to door ways for a child with a visual impairment.
- We bought portable ramps for a child who occasionally need to use a wheelchair.
- How to find your school's **accessibility plan**. It should cover how you will:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health, and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the school council
- All pupils are invited to any extra-curricular clubs.
- Ms Hodgkinson is our school MHST lead within the school.
- We gain the views of individuals using the '3 houses' approach if necessary.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having worry boxes or worry monsters in class to be able to share any concerns.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- The child's individual child passport is updated throughout the academic year and shared with all staff and new staff within the relevant year groups.

Between schools

When your child is moving on from our school, we will share the SEN documents that we have related to your child.

Between Phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having additional transition days (Rainford High especially, or if offered by the Secondary school)
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Ms Hodgkinson will work with Mrs Hollman our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

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

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

Our School complaints procedures can be accessed at: [Rainford Brook Lodge Primary School: Complaints](#)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at St Helens local offer. St Helens publishes information about the local offer on their website: [St Helens Family Information Directory | The Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Advanced Solutions www.advancesolutions.co.uk 0151 486 1788

ADHD Foundation www.adhdfoundation.org.uk 0151 237 2661

CAMHS www.freshcamhs.org 0151 293 3662

Dyslexia Action www.dyslexiaaction.org.uk 0300 303 8845

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages