



“At Salterforth Primary School we grow together, celebrating diversity, Inclusivity and personal achievement, working in partnership with our pupils and community to create a happy and healthy environment.”

SEND Information Report

Date 2025-2025

Policy owner:	Mrs V Havers-Strong
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Chair of Governors Signature:	
Chair of committee signature:	
Headteacher signature:	
Date of signatures:	

Name of the Special Educational Needs/Disabilities Coordinator:
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The kinds of SEND we provided for.

Salterforth Primary School is a mainstream primary school. We provide for children with moderate and specific learning difficulties; social, emotional and mental health difficulties; behavioural difficulties; physical disabilities; developmental delay; and speech, language and communication difficulties. We believe that if children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with Special Educational Needs is good practice for all children.

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?

The early identification of children with SEND is vital. We will identify a child as having learning-related SEND if they are performing significantly below children of the same age and / or are not progressing as quickly as we would expect and their learning difficulty or disability requires special provision which is different from or additional to that which is normally available to children of the same age.

In the case of children with other needs e.g. social, emotional, behavioural, physical, developmental or those associated with speech, language and communication difficulties, these are identified on an individual basis when concerns are raised by school and / or parents.

Identification of SEND may occur at pre-school, on entry to school or at any stage during the child's school life.

If a teacher has concerns about your child with regard to SEND, they will first discuss these concerns with the SENDCo. A meeting will then be arranged with parents. Pupils who are identified as having SEND are done so after a period of monitoring – usually a minimum of two terms – using the 'assess, plan, do, review' framework. During this time, a child's needs are assessed, specific strategies are put in place to support them and those strategies are then reviewed and refined. This system is called a graduated response approach. PIVATS are used to assess academic attainment for children with SEND as well as use of the other school assessment systems. This enables us to see the small steps of progress that are being made within an assessment band.

If you have any concern regarding your child's progress or wellbeing, the first port of call should always be your child's class teacher. Your child's class teacher may involve the school SENDCo (Mrs Havers-Strong).

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?

We have a School Council which is made up of one representative from each year group, voted for by their classmates and led by the senior pupil team. All children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several children with SEND have served on the Council.

All children are regularly informed about their progress in school both formally and informally

Children with SEND are involved in the writing of their own IEP, discussing strategies which help the child to learn and stay motivated. Children with SEND are also involved with the evaluation and target-setting on their Individual Education Plan. They are encouraged to contribute to discussions about their progress and strategies that might help them to achieve their targets e.g. if they feel a sticker reward chart will encourage them with their target. Children with SEND have a trusted adult within their classroom who supports their learning and the child's input in their IEPs.

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?

At Salterforth Primary School, we work closely with parents to provide the best educational provision for your child. The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process. Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the class teacher. School operates an 'open door policy' so parents can contact their child's class teacher at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the Special Educational Needs Coordinator as soon as possible.

To keep parents informed and an active part of their child's education, we have three parent's evenings each year and three exhibition days where parents are invited in to share in their child's learning.

We provide short progress reports in the autumn and spring terms and a more lengthy detailed written report in the summer term.

In addition, for parents of children with SEND we share regular progress updates in the form of evaluated and updated Individual Education Plans (IEPs). These are provided every term. When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. If parents wish to become even

more closely involved with school life, we have places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. Parental surveys are also completed and actions taken in response to this.

We welcome meetings with parents by appointment to discuss children's progress and any queries or concerns that parents or school may wish to discuss.

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

Children are taught with careful consideration to their individual needs. Learning is carefully adapted so that the child is working on targets appropriate to the next steps in their learning.

Children with SEND will receive additional teaching input related to their specific needs in terms of intervention related to their personal targets (on their Individual Education Plan). This intervention may be in the form of 1-1 support or small group.

Children with SEND may require support from an additional adult in school. Yearly provision mapping ensures that children who receive funding for additional support or require access to additional support receive it. Children with SEND are fully involved with the teaching and learning in their year group and their IEP serves to support further in plugging gaps in their learning.

When a child's needs fall outside the experience or expertise of school staff we may make a referral to the specialist outside agencies. The external agencies which the school may make referrals to include (but are not limited to):

Education Psychologist (EP)

Specialist Teacher service (STS)

Speech and Language Therapy Service (SALT)

Occupational Therapy (OT)

School Nursing service (SN)

Child and Adult Mental Health Service (CAMHS)

Any referral to an external agency will of course be discussed with the child's parent or carer prior to any referral being made and any recommendations given will also be discussed before being planned into the school's provision for the child.

How accessible is the school environment?

The school is set across two floors. Although we do not have wheelchair access to the first floor, children only access one classroom on this floor and provision is able to be made on the ground floor if necessary. All areas downstairs have wheelchair access and there is an accessible toilet on the ground floor.

All classrooms have an Interactive Whiteboard installed and this allows for visual and auditory adjustments to be made. We also access the specialist teacher service for additional support for children who are visually or hearing impaired. All children have access to blue light blocking glasses to lower visual strain.

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?

Resources are allocated depending on the needs of the children currently in school. Support for children with SEND can be given in the form of additional adult support or by specific practical resources to assist the child with their learning. Each year, the needs of the children are looked at as a whole, and staff are deployed effectively to meet the needs of the children in the best way possible. This is discussed by the headteacher and teaching staff team, looking at the collective needs of pupils across the school, and then the matter is reported to the Governing Body.

Children with EHCPs are provided with the requirements for support as outlined on their plan.

Children with IEPs are allocated regular time with an adult to address the targets on their plan within the staff deployment strategy. Each year, after accessing the needs of the children in school, staff training will be identified and sought for any specific children's needs.

All decisions about additional support are discussed with parents, and can be provided in a number of different ways.

Any decisions about access or disapplication to public examinations will be discussed with parents.

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 are assessed academically on a daily basis. At Salterforth Primary School we are using the Lancashire Key Learning Indicator of Performance (KLIPs) and curriculum scheme specific assessment documents to assess whether a child is 'on track' to meet the expectations set for their year group. Achievement is tracked closely and therefore children can promptly be identified if they are not performing as expected.

Children with additional needs related to SEND have their own Individual Education Plan (IEP) which outlines the child's strengths and difficulties and provides smaller achievable targets and strategies for achieving these targets. Children and parents share in the evaluation and setting of these targets. The individual Education Plan (IEP) includes strategies to support your child at home for each target and we offer an open door policy for you to make an appointment to speak to your child's teacher or the school SENDCo at any point in the school year if you have any questions or concerns. Children who have neurodivergent or visual/hearing impairment diagnoses but are making appropriate progress academically, will have a pupil passport which will outline the reasonable adjustments required to support your child. As parents, you will have access to your child's class teacher, the school SENDCo and Head teacher (Mrs Havers-Strong) using our class dojo messenger service.

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?

We recognise the importance of staff knowledge and awareness on SEND issues. Staff are kept up to date with SEND information through training opportunities provided in school and externally. This may be provided by the SENDCo or an external provider. In circumstances where further help and advice is required, beyond the experience and expertise of school staff or that requiring more specialist input we will ensure that referral is made to external agencies.

The SENDCo attends termly cluster meetings and cascades information to other staff as appropriate. All our current support staff and teachers have been trained to support children with a range of Special Educational Needs in areas such as:

Dyslexia

Dyscalculia

Dyspraxia

Behaviour Management

Autistic Spectrum Disorder

Positive handling

Emotional wellbeing through Emotion Works

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment process, which would involve parents, pupils, and all agencies involved in the pupil's care.

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?

At Salterforth Primary school we recognise that transition to high school or another school can be a challenging time. We aim to make the transition as smooth and stress-free a process as possible.

When a child is moving schools we carefully consider the individual child's needs and plan a transition individually suited to them. This will involve close communication with parents, the child and the receiving school. Transition may involve more transition visit days, meetings and communication depending on the individual child's needs.

To support all the Y6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the Summer Term.

Additional visits to their new school can be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the Summer Term; the number of additional visits will depend on the needs of the child. The SENDCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with a statement or Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process and the receiving school will be invited to the final annual review if possible.

All relevant SEN information and reports are shared with and transferred to the receiving school.

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

At Salterforth Primary School it is important to us that all our children have access to the full curriculum both in and out of the classroom. All children are able to take part in all school activities including after school sports clubs, and all school trips. Where a child has an individual need, we will put provision into place to ensure that the child is included in the activity and able to access as much of the activity as possible.

In the event of a school trip, meetings will be held with parents to arrange the additional support or adjustments necessary to help the child get the very best experience. Parents will be consulted from the planning stage to discuss all reasonable adaptations and adjustments we can make to ensure their child can safely access and enjoy the trips. The adaptations will be the result of the risk assessment and may include additional support, extra time allowances, amendments to the activity etc.

During the school day, if children require additional support before or after school or during breaks and lunchtime this can be arranged within school in a variety of ways including, but not limited to, the use of a buddy system, individual playtimes, quiet zones, time out zones and additional adult support.

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

We look at the individual needs of each of our children including those who have emotional and/or behavioural difficulties and steps are put into place to ensure they are fully supported in school. Children have individual targets and strategies in place to meet their needs, for example, children are encouraged to discuss their feelings and behaviour and/or they may require a practical aid such as a timer, reward chart or a 'chill out' area. We provide intervention for children who struggle with emotional issues through nurture support with a trusted school adult using the Emotions Works system and/or Lego therapy. We also have access to additional and more targeted support through the Children and Family Wellbeing service.

When required, we also request support from specialist teachers (including those based at local specialist provision), educational psychology services, paediatric services and ELCAS (East Lancashire Child and Adolescent Services) who provide support with emotional/mental health issues.

For children with medical needs, a central medical register is kept within the headteacher's office and children are identified by photograph in the staff room. All staff involved with the care of a child with medical needs will be made aware of their needs and, where necessary, will receive external training. We have staff in school who are trained and experienced in the provision of personal care.

Some medication, such as asthma inhalers are kept in the teacher's medical basket in the appropriate classroom. All other medication is kept in the locked First Aid Cabinet in the medical room, in the school office or in the medical fridge if necessary. All medicine is recorded in a medicine log along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. As Salterforth is a small school, all staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through an induction process in accordance with the school's Induction Policy to ensure they are made aware of any particular needs.

Most teachers and all support staff in school are first aid or paediatric first aid trained.

Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Trained school staff deal with minor issues but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is important that the office has up to date contact details including home and mobile telephone numbers.

Bullying is taken very seriously at Salterforth Primary School. Through work in our assembly themes and PSHE schemes of work we aim to encourage positive behaviour from all of our children. We regularly discuss appropriate behaviour and children are taught to recognise when they feel they are not being treated fairly.

We actively encourage children to talk to an adult in school if they feel they are being bullied and we make it clear that this is not acceptable and will be dealt with and resolved

immediately. Children are also taught that we are all individual and unique and we need to accept each other including our differences.

Children with SEND are recognised as being a group that is vulnerable to bullying and we particularly aim to recognise signs of bullying within this group of children. In addition, as with all children in school, children with SEND are encouraged to talk to an adult if they feel they are being bullied.

Online-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through an annual Pupil Questionnaire.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. In accordance with legislation, the school has a Designated Safeguarding Lead (DSL) and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training

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

Progress and attainment of all children is tracked using the school data service – target tracker. This data is then analysed in more detail and the progress and attainment of different groups is scrutinised. This includes the SEND and Additional needs groups. All teaching staff in school are involved in the collating and analysing of this data which allows the staff to take ownership of the progress of pupils in their care.

This data is shared with Governors on a termly basis.

Individual children's academic progress is tracked using the PIVATS documents, Lancashire KLIPS and the child's IEP as previously stated. Children and parents are involved both in the reviewing of IEPs and the creation of new targets

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?

When a child's needs fall outside the experience or expertise of school staff we may make a referral to the specialist outside agencies. The external agencies which the school may make referrals to include (but are not limited to):

Education Psychologist (EP)
Community Paediatric Services
Specialist Teacher service (STS)
Speech and Language Therapy Service (SALT)

Occupational Therapy (OT)
School Nursing service (SN)
Child and Adult Mental Health Service (CAMHS)
The Inclusion Hub

Any referral to an external agency will of course be discussed with the child's parent or carer prior to any referral being made and any recommendations given will also be discussed before being planned into the school's provision for the child.

This support is accessed as and when required and may be accessed for a one off input or for a longer term programme of sessions.

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?

At Salterforth Primary School we understand the importance of communication and encourage parents to come and speak to us or make contact via the school dojo messenger service at any point when you have concerns about your child's school life. We aim to resolve any concerns or complaints quickly and transparently.

Our aim is to provide the best possible support for your child and want to work with you to achieve the best outcomes for your child.

If you do have a concern or complaint:

Initially speak to your child's class teacher to raise and discuss your concerns. If you feel your concern/complaint has not been resolved to your satisfaction, please contact the SENDCo and Head teacher (Mrs Havers-Strong)

Our formal complaints policy is available on our school website.

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

Support for parents/carers of children with Special Educational Needs is available via Lancashire IASS:

Address:
County Hall,
Preston
Lancashire
PR1 8RJ

Email:
information.lineteam@lancashire.gov.uk

Telephone:
0300 123 6706

Website:

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

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

Our Local Offer is available on the school website: www.salterforthprimary.co.uk > Key information > SEN

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