Slyne-with-Hest St Luke's C of E Primary School
SEN Information Report
November 2026

Information Report

The following document is the SEN Information Report for Slyne-with-Hest CEPS School. It sets out the information about the implementation of the governing body's policy with regards to special educational needs and disabilities. It has been written in accordance with section 6.79 of the SEN Code of Practice. It should be read alongside the SEND Policy.
The information report also includes:

- the arrangements for the admission of disabled persons as pupils at the school
- the steps taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities provided to assist access to the school by disabled pupils
- reference to the accessibility plan prepared by the governing body under paragraph 3 of Schedule 10 to the Equality Act 2010.

What kinds of special educational needs do we provide for?
As a school we provide for a wide range of Special Educational Needs. During the last and present academic years we have supported children with the following needs:

- Autistic Spectrum Disorder
- Global developmental delay
- Emotional and Behavioural needs
- Hearing Impairment
- Learning Needs (including dyslexia and MLD)
- Physical Needs
- Speech and Language difficulties

How do we identify a child with SEND and how do we assess their needs?
Some children enter school already with identified needs (e.g. Speech and language therapy / Education Health Care Plan (EHCP)/ Physiotherapy needs). These would be passed on from a medical practitioner or an Early Years setting. The needs of these children are considered as part of their transition into school and appropriate support is put in place. Ongoing assessment from within school and outside professionals is used to continually monitor the needs and provision for these children. Other children may be identified during their time in school as having additional needs. This may come through school-based assessments, observations at home and in school or medical referrals. In such cases, in school support is put in place in the form of additional support, intervention groups and when required outside agencies are involved.

Who is the SENDCO and how can we contact them?
Mrs Katherine Waterhouse is the school's SENDCo and Deputy Headteacher and works Monday to Friday. She can be contacted at school via the office – (01524) 823505 or via email: k.waterhouse@slyne-with-hest.lancs.sch.uk
Our SEN Policy is available here: https://www.slyne-with-hest.lancs.sch.uk/page/?title=SEN&pid=26

The Headteacher, Mr Paul Bowden is also available if an urgent response is needed.

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How do we involve parents and consult with them about their child's education?

- The school has an 'open door' policy and encourages parents who have any concerns to come into school and discuss these with the class teacher.
- All parents (whether their child has SEN or not) have two parents evenings each year – any SEN issues can be discussed and referrals made to the SENDCo.
- Each term parents of children with SEND are sent a copy of their child's Pupil Passport which contains termly targets and reviews of the previous term. Parents are invited to contact the SENDCo if there is anything they would like to discuss.
- There is an annual review meeting for any child with an EHCP at which the outcomes are reviewed and any additional needs are discussed

How do we involve and consult the children about their education?

Consultation with children depends on their age. Children are encouraged to be involved in their Annual Reviews, if they have an EHCP, and in reviewing their own termly targets. We have Pupil Passports for all children on the SEND register and they have also been involved in that process. Children with SEND have the same opportunities to be involved in their learning as all the other children in school.

How do we assess and review the progress that children make and how do we involve them and their parents?

Academic progress made by SEND children is assessed in the same way as for other children once they enter the National Curriculum PoS. Children's progress is tracked against their year group objectives. Children whose learning has not yet entered the National Curriculum PoS are assessed and monitored using PIVATs. Children who are working significantly behind age related expectations also have their progress tracked using PIVATs. Some children may be assessed using the engagement model if recommended by specialist teachers. Parents are kept informed about their child's progress via parents' evenings and reports. Children are encouraged to be more involved in this process as they get older and move through the school. Children with specific learning or other needs can be assessed using standardised tests. These include reading / spelling and cognitive ability scores which can then be tracked.

What are our arrangements for the Admission of Disabled Pupils?

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a persons ability to carry out normal day-to-day activities*.

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?

Our school takes proactive steps to ensure disabled pupils are not treated less favourably than others. We promote an inclusive ethos and make reasonable adjustments to remove barriers to learning and participation. This includes adapting the physical environment, providing accessible resources, and offering differentiated teaching strategies. Staff receive ongoing training to understand and meet individual needs, and we work closely with pupils and families to plan

support. We also review policies and practices regularly to ensure equality of opportunity and full participation in all aspects of school life.

What facilities do we provide to help disabled pupils access the school?

At differing points in time it may be that we need to consult fully with the Local Authority, health professionals, families and children to ensure that all necessary adaptations are made, so that any disabled child can have full access to the school and can participate fully in the school curriculum including extra-curricular activities.

Mrs Waterhouse, as SENDCO, would be instrumental in such collaborative work.

In summary adaptations/facilities currently in place include:

- Doorways of sufficient width
- Appropriate disabled toilet facilities
- Shower facilities
- Intimate care equipment to support dignity and independence
- Disabled parking in main car park
- Carpeted classrooms to aid hearing impaired children

How do we support our pupils with SEND as they move on to high school or move to another school?

Any child with an EHCP has a transition review meeting during the first term of Year 6 and an action plan is drawn up to ensure a smooth transition to Secondary School. Professionals and staff from both institutions meet to discuss how the child's needs can best be met. If it is felt appropriate, additional transition visits are made by the pupil to the school they will be attending, accompanied by a member of our school staff. Contact is made with all transferring high schools for all pupils. SEND pupils are identified and relevant paperwork and reports are passed on.

What is our approach to teaching children with SEND?

The approach varies depending on the needs of the child. Some children have a 1:1 support member of staff to ensure they can be fully included in all learning (e.g. a child with significant social, emotional and mental needs), some work individually or in small groups out of class for time constrained periods (e.g. children needing additional learning input / nurture and behaviour support) and some have overview support from in class learning support staff. All children spend the majority of the time being supported in class so that they are part of their class unit. Children with visual or hearing impairment have regular access to teachers with specialism in these areas (currently via the County Council team and in the past through Inclusion Solutions). Children with autistic spectrum conditions have oversight from a specialist teacher from Inclusion Solutions (in the past we have also used Lancashire Traded Services) and pupils with emotional and behavioural difficulties can access support from Stepping Stones short stay school as needed. The school has also accessed Educational Psychologist support from Mike Waite, from Waite Psychology, an Independent Educational Psychologist.

How do we adapt the curriculum and the learning environment for children with SEND?

As with all children, curriculum work is adapted to meet all needs. The amount of adaptation again depends on the needs of the children at that time.

This can include:

- Setting up a work station for pupils with ASD in order to facilitate concentration and focus
- Use of a visiobook / enlarged resources to support a child with visual impairment
- Use of audio microphones / radio aids to support children with hearing impairments and auditory processing disorder.

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- Nurture support for children with social and emotional needs.
- Supporting children in small groups or 1:1 working on lower year group objectives
- Use of a designated laptop with speech recognition software to support a child with physical needs.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

We have a range of professionals that come into school. These include specialists in:

- Visual Impairment
- Hearing Impairment
- Speech and Language
- Autistic Spectrum Disorder
- Social, Emotional and Mental Health issues (SEMH)
- Educational Psychologist

These members of staff work with our children, teachers and teaching assistants.

We also have regular training to keep staff up to date and the SENDCo attends termly cluster meetings as well as other SENDCo meetings arranged with local schools.

How do we know if what we provide for the children is effective?

The progress of children with SEND is monitored by the class teachers with oversight from the SENDCo. Good progress is evident from in school tracking and also from professionals coming into school who have commented on the excellent provision and the good progress that the children are making. Our children are also evidence in themselves as we all take pride in ensuring our school community is inclusive with children feeling safe and happy in order to enjoy achieving in school.

How are children with SEND enabled to take part in all the activities available at school?

All activities are available to all in line with the Equalities Policy (2016). If a child needs additional support or equipment to access an activity this is provided at the appropriate time or level. This additional support has also been provided for individuals during after school clubs. Children with SEND have been supported to take a full and active part in sports activities, music activities and on the school residentials.

How do we support children with emotional and behavioural difficulties?

The school has a clear Behaviour Policy that is applied by all members of staff for everyone. If a child needs that adapting to meet their needs this is done via a meeting with parents and staff. Additional rewards and rules can be added accordingly. The school has a nurture group where children who need additional support can speak to and work with a member of school staff on a 1:1 basis. This is done in connection with outreach services as needed.

The school also provides an intervention group, Lego Therapy which helps children with their social and communication skills.

If a child has significant behavioural needs the school uses the outreach service from Stepping Stones short stay school, who will put together action plans and support appropriate for the child in question.

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How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

The school anti-bullying policy clearly sets out the school's position on dealing with all forms of bullying, a copy can be found on the school website. The policy is explained in a child friendly way to all children. SEND pupils working with school staff are given clear ways of saying if something happens that they don't like.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

As stated above we engage a wide range of outside services to support children. These include:

- Stepping Stones Outreach (Emotional, Behavioural Difficulties)
- Longlands Child Development – includes Physiotherapy, Occupational Therapy and Child Psychology
- Speech and Language therapists
- Lancashire Traded Services (specialist teacher support - Visual Impairment and Hearing Impairment. Autistic Spectrum Condition)
- Inclusion Solutions – specialist teacher support.
- Educational Psychologists – Lancashire County Council and Waite Psychology.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

All Looked After Children will have a Pupil Education Plan (PEP) in place which is agreed with the social worker. Children who are in care of the local authority will be supported through our SEND policy and our range of provision.

What should I do if I have a concern or complaint about the provision for my child?

The school has adopted the LCC Complaints procedures. In the first instance the parents should speak to the class teacher and/or SENDCo. If the situation is not resolved it should be referred to the Headteacher and if it is still not resolved to the governing body of the school (Chair of Governors is Paul Beach). A full copy of the complaints procedure is available in school.

Where can I find information about the authority's Local Offer?

The schools local offer can be found on the school website : https://www.slyne-with-hest.lancs.sch.uk/page/?title=SEN&pid=26

The authority's local offer can be found at: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/