

St. John the Baptist

R.C. Primary School, Padiham



SEN Information Report

and

School's Contribution to the Local Offer

12007

September 2026



St John the Baptist RC Primary School

Special Educational Needs Information Report and School's Contribution to the Local Offer

This report explains how St John the Baptist RC Primary School identifies and supports pupils with special educational needs and/or disabilities (SEND), how families and pupils are involved, and what provision parents and carers can expect from our mainstream school. (Children and Families Act 2014; Special Educational Needs and Disability Regulations 2014; Equality Act 2010; SEND Code of Practice: 0 to 25 years.)

This report should be read alongside the school SEND Policy, Accessibility Plan, Equality information/objectives, Supporting Pupils with Medical Conditions arrangements and Complaints Policy.

What kinds of special educational needs do we provide for?

St John the Baptist RC Primary School is a mainstream primary school. Our mission, "Love One Another", underpins our commitment to inclusion, belonging and high expectations for every pupil.

We believe that every teacher is a teacher of pupils with SEND. The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including where a pupil receives support from a teaching assistant or specialist professional.

We aim to identify needs early, remove barriers to learning and wellbeing, make reasonable adjustments, provide appropriate support and enable pupils with SEND to participate as fully as possible in the curriculum and wider life of the school.



Who is the SENCo and how can parents contact them?

The school's SENCo is Miss Armstrong. Miss Armstrong can be contacted by email: senco@st-john.lancs.sch.uk

Alternatively, an appointment to see Miss Armstrong can be made via the school office by telephoning: 01282 771146

References to "SENCo" within this document may be the SENCo Miss Armstrong.

Miss Armstrong is currently completing the SEND Award.

What is SEND?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age.

A disability is defined by the Equality Act 2010. A pupil may be disabled, have SEN, or both. The school considers its duties towards pupils with SEN and disabled pupils together while recognising that the legal duties are not identical.

What kind of special education needs do we provide for?

As a mainstream primary school, we support pupils across the four broad areas of need described in the SEND Code of Practice. A pupil's needs may fall within one or more area and may change over time.

- Communication and interaction – for example, speech, language and communication needs and differences associated with autism.
- Cognition and learning – for example, specific or general learning difficulties affecting literacy, numeracy, memory or processing.
- Social, emotional and mental health – where emotional wellbeing, regulation or mental health needs create barriers to learning or participation.
- Sensory and/or physical needs – for example, hearing, vision, sensory processing, physical or medical needs that affect access to education.

A diagnosis is not required for a pupil to receive SEN Support. Equally, a diagnosis does not automatically mean that a pupil has SEN. Decisions are based on the pupil's individual needs and whether special educational provision is required.

How do we identify SEND and assess pupils' needs?

Early identification is part of the school's everyday assessment and monitoring. Teachers consider attainment, progress, participation, communication, behaviour, wellbeing and access to learning. Concerns may be raised by the pupil, parent/carers, class teacher, SENCO or another professional.

Slow progress or low attainment does not, by itself, mean that a pupil has SEN. Before identifying SEN, the school considers the quality of teaching and reasonable adjustments already in place and whether other factors may be affecting learning or wellbeing, such as attendance, English as an additional language, medical needs, disadvantage or significant changes in a pupil's circumstances.

Where concerns remain, the class teacher and SENCO gather further evidence. This may include observations, work scrutiny, curriculum assessments, pupil and parent views and, where appropriate, additional screening or assessment. The school may seek advice from relevant external professionals with parent/carers involvement and consent where required.

- In the early years and Key Stage 1, speech, language and communication needs are monitored carefully and appropriate screening/intervention may be used, including WellComm where this forms part of the school's current provision.
- Additional assessments may be used by appropriately trained staff where they will help to understand a pupil's profile and plan provision. Assessment tools are used to inform support; they are not used in isolation to diagnose a condition.
- The school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services or the Special Educational Needs and Disability Support Service (SENDs). Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHS) etc.
- All children in Nursery, Reception and Year 1 are screened using a speech, language and communication intervention, WELLCOMM. As a result, those children who require it, receive frequent, bespoke intervention throughout the week, to improve their communication skills. This intervention is part of our universal offer but any children who evidence more significant need in this area are discussed with the SENCO to establish whether SEN Provision is required.

The Graduated Approach: Assess – Plan – Do – Review

At St John's we follow the graduated approach described in the SEND Code of Practice. Support becomes increasingly personalised as understanding of a pupil's needs develops.

ASSESS	We gather and analyse information about the pupil's strengths, needs, progress, barriers, views and the views of parents/carers. Specialist advice is included where appropriate.
PLAN	The class teacher, SENCO, pupil and parents/carers agree intended outcomes, reasonable adjustments, strategies and additional provision. Responsibilities and review arrangements are made clear.
DO	The class teacher remains responsible for the pupil's learning. Agreed provision is implemented, with support from teaching assistants and specialists where appropriate.
REVIEW	The impact of support is reviewed against the agreed outcomes. Pupil and parent views are considered and provision is continued, adapted, increased or reduced according to evidence and need.

How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

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 SEN 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 the school office 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 we have a comprehensive website with a SEND section and texting service. The SEND section of our website has links to the Lancashire Local Offer main website. We also have newsletters which go out weekly, two parents' evenings a year and one annual report which enables parents to give feedback.

Prospective parents are invited and welcome to look round school throughout the year and appointments can be made via the school office. Parents are also invited to our class Masses/Liturgies, class assemblies, whole school Masses and Golden Book assemblies. Periodically we ask parents to complete questionnaires; the theme of these questionnaires varies each time. Feedback is analysed and acted upon where appropriate.

In addition, for children who are on the Special Educational Needs record and have an SEND Support Plan (SSP), the SSPs are sent home when they are written (four times a year). Parents are invited to discuss the SSP with the class teacher. We also send a copy of the previous SSP with an evaluation to show the progress the child has made against their targets. Sometimes children achieve their targets before the IEP is reviewed; if this happens, the child is given a certificate to celebrate their achievement, a new target is set and a note is sent home to inform parents of the new target. Some children may have a Pupil Profile (PP) to identify and share effective strategies that support their individual needs. These profiles may be used for pupils who are making appropriate academic progress but experience barriers relating to social interaction, emotional regulation, behaviour or social, emotional and mental health (SEMH) needs, helping to ensure that consistent and appropriate support is provided across school.

Children with a high level of Special Educational Need who required an individualised curriculum, a Personalised Provision Plan (PPP) is written in conjunction with the parents, based on advice from specialists and reviewed at least 3 times per year.

For children with long-term, complex needs, it may be appropriate to request an Educational Health and Care Needs Assessment. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Information and Advice Service (IAS, formerly Parent Partnership Service). Their aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available by following the link to IAS under the "Help for Parents and Carers" section of the Lancashire SEND website, www.lancashire.gov.uk/SEND.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted if requested e.g. enlarged print.

The school office manager, Headteacher and/or SENCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to the Information and Advice Service, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and the Local Offer (www.lancashire.gov.uk/SEND).

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 two places for parents to sit on our governing board 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 also have an active P.T.A. who always welcome new members.

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

Pupil voice is central to effective SEND provision. Pupils are supported, in an age-appropriate and accessible way, to describe their strengths, interests, aspirations, worries and the strategies that help them learn, communicate and regulate.

We have a School Council which is made up of representatives from each class, voted for by their classmates. All children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well.

As a school we are very proud of our pupils and their behaviour for learning which is witnessed each day. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life.

Children with SEND who have an Individual Education Plan (SSP) are involved in discussions about their targets including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant and we always blame the target and/or the strategies, not the child, when a pupil is struggling to achieve a target and make adjustments accordingly. Pupil views contribute to SEND Support Plans, pupil profiles and reviews. Where communication is difficult, staff

use appropriate methods such as visuals, choices, observation, objects, symbols or supported communication so that the pupil can participate meaningfully.

Pupils with SEND are also encouraged to contribute to the wider life and leadership of the school, including opportunities such as School Council, clubs, liturgies, performances and sporting activities

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

Assessment is an ongoing process. St John's teachers assess pupils' learning through normal classroom practice and the school's assessment systems. For pupils with SEND, progress is considered in relation to age-related curriculum expectations where appropriate and also against individual outcomes and smaller steps of progress where these are relevant.

Pupils receiving SEN Support may have a SEND Support Plan (SSP) and/or pupil profile that records strengths, needs, intended outcomes, strategies, reasonable adjustments and additional provision. Plans are reviewed regularly with the pupil and parents/carers. If provision is not having the intended impact, the school considers what needs to change rather than attributing lack of progress to the pupil.

EHCPs are reviewed in accordance with statutory requirements. The school works with the local authority, pupil, parents/carers and relevant professionals as part of the review process.

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through an SSP.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENCo. Throughout the school, children's progress in maths and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

Specific additional assessments for children with potential or identified SEND can also be carried out by the SENCo, usually starting with targeted classroom observations.

All SSPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The children are also encouraged to self-evaluate against their targets on

a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. IEPs are formally reviewed and evaluated 4 times per year by the class teacher and/or SENCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home. Children with IEP targets are rewarded for their achievements with a certificate.

For children with an Education, Health and Care Plan (EHCP), an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LA. Parents and external agencies are strongly encouraged to attend.

What is our school approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice (2015), St John the Baptist RC Primary School is committed to identifying and meeting the needs of pupils with SEND and removing barriers to their learning, participation and wider school experience. Our approach is underpinned by the Graduated Approach – Assess, Plan, Do, Review, as set out within the school's SEND Policy.

High-quality, inclusive teaching is the starting point for all pupils. Class teachers retain responsibility for the progress and development of every pupil in their class, including those receiving additional SEND support. Teachers use ongoing assessment, their knowledge of individual pupils and, where appropriate, advice from the SENCO and other professionals to adapt teaching while maintaining high expectations and ambitious outcomes.

Adaptations are responsive to individual need and may include explicit instruction and modelling, chunking learning into manageable steps, pre-teaching, retrieval and overlearning, adapted methods of recording, additional processing time, visual supports, structured routines, carefully selected resources, supportive seating arrangements and targeted adult scaffolding. Reasonable adjustments are planned according to the individual pupil and are reviewed to ensure that they remain appropriate and effective.

The class teacher, SENCO and Teaching Assistants work collaboratively to ensure that identified provision and strategies are implemented consistently. Additional support may include targeted individual or small-group intervention, in-class support or specialist programmes. Interventions are used when assessment indicates that they are necessary and are targeted, time-limited where appropriate, and reviewed for impact. Any withdrawal

from the classroom is considered carefully against the pupil's entitlement to access a broad and ambitious curriculum and to learn alongside their peers.

Where a pupil requires identified additional or different provision, a SEND Support Plan (SSP) may be developed. This sets out the pupil's identified needs, intended outcomes, appropriate provision, reasonable adjustments and measurable targets. Provision is planned and reviewed through the Graduated Approach, with parents/carers and the pupil involved wherever appropriate.

Some pupils may have a Pupil Profile which identifies their strengths, areas of need and the strategies that help them to participate successfully in school. Pupil Profiles may be particularly appropriate for children who are making expected academic progress but experience barriers relating to social interaction, emotional regulation, behaviour or social, emotional and mental health (SEMH) needs. They support all adults working with the child to understand their needs and use agreed strategies consistently.

Where external professionals are involved, their advice contributes to the Assess, Plan, Do, Review process and is incorporated into the pupil's provision and support strategies as appropriate. This may include advice from Educational Psychology, specialist teachers, Speech and Language Therapy, Occupational Therapy and other relevant education, health or social care professionals.

For some pupils with more complex or significant needs, provision may be further personalised and recorded through a Personalised Provision Plan (PPP) or other appropriate individualised planning. This may incorporate recommendations from specialist professionals and will be regularly monitored and reviewed to determine its impact.

Where a pupil has an Education, Health and Care Plan (EHCP), the school works to secure the special educational provision specified within the plan. The EHCP, alongside appropriate pupil-centred information and ongoing assessment, informs teaching, reasonable adjustments, support and provision. Progress towards the outcomes identified within the EHCP is monitored and formally reviewed in accordance with statutory requirements.

Teaching Assistants are deployed according to the identified needs of pupils and the provision required, rather than automatically being allocated to a particular pupil or class. They work under the direction of class teachers to support access to teaching, promote

How do we adapt the curriculum and learning?

At St John the Baptist RC Primary School, an inclusive classroom is the starting point for all pupils. Wherever appropriate, pupils with SEND are supported to learn alongside their peers and to access the same broad and ambitious curriculum. The school makes reasonable adjustments and uses adaptive teaching to reduce barriers to learning, participation and independence. Adjustments are based on the individual needs of the pupil and are reviewed and adapted as those needs change.

Teachers use their knowledge of pupils, ongoing assessment and, where appropriate, advice from the SENCO and external professionals to adapt teaching and the learning environment. Adaptations are intended to enable pupils to access learning successfully while maintaining high expectations and age-appropriate opportunities.

Depending on identified need, reasonable adjustments and adaptations may include:

- Visual and communication support, such as visual timetables, task boards, now/next supports, symbols, communication aids and clear structured routines.
- Adaptations to teaching, including explicit modelling, chunking learning into manageable steps, pre-teaching, repetition, retrieval, overlearning, additional processing time and small-step instruction.
- Alternative or adapted methods of recording, including appropriate use of laptops and other technology to support access and independence.
- Adapted resources and equipment, such as larger print, coloured backgrounds or overlays, adapted books, writing slopes, pencil grips, supportive cushions, specialist seating or other equipment where this is appropriate or professionally advised.
- Adaptations to the learning environment, including changes to seating, classroom organisation, sensory load, transitions and routines.
- Sensory and regulation support, including appropriate access to sensory/regulation spaces, movement or sensory breaks and outdoor areas where these supports an identified need.

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- Some pupils may also access planned sensory and movement-based programmes, including Sensory Circuits and Ready Set Move, where assessment identifies that these would support their individual needs. These programmes may be delivered at appropriate points throughout the school day, including during lesson time where necessary, to support sensory regulation, attention, coordination, engagement and readiness to learn. Provision is based on identified need and is monitored and reviewed to consider its impact on the pupil's participation, independence and access to learning.
- Targeted adult scaffolding within the classroom, with support carefully planned to promote participation and independence rather than creating unnecessary reliance on an adult.
- Individual or small-group interventions where assessment identifies a need, including support for communication and interaction, literacy, numeracy, fine and gross motor development, social interaction, emotional regulation and other identified areas of need.

The school has a range of resources and adaptive equipment available to support pupils. Where a pupil requires more specialist equipment, furniture, technology or environmental adaptations, the school will seek appropriate professional advice and work with parents/carers and relevant services to identify and secure appropriate provision. This may include specialist assessment or advice from Local Authority, health or other relevant professionals.

Additional interventions are provided when assessment indicates that they are required. These may include programmes such as WELLCOMM, communication and social interaction support, literacy and numeracy intervention, fine and gross motor programmes, nurture or emotional regulation support, alongside other bespoke interventions appropriate to the needs of individual pupils. Interventions are targeted and reviewed for impact, and are time-limited where appropriate.

Where intervention takes place outside the classroom, this is carefully considered and balanced against the pupil's entitlement to participate in classroom learning and access a broad and ambitious curriculum alongside their peers. Wherever possible, strategies

St John the Baptist RC Primary School SEN Information Report and School's Contribution to the Local Offer developed through intervention are transferred into everyday classroom practice so that pupils can apply their skills across the curriculum.

For a small number of pupils with significant or complex needs, learning may require a greater level of personalisation. This will be based on careful assessment of the pupil's needs and may be recorded within a Personalised Provision Plan (PPP), SEND Support Plan or EHCP, as appropriate. Learning may be broken into smaller steps, supported by additional repetition or delivered through approaches recommended by specialist professionals, while maintaining ambitious and meaningful outcomes for the individual pupil.

Technology is used across the school to support teaching, learning and accessibility. Pupils have access to appropriate digital technology, including laptops, and pupils in Years 3–6 have individual access to laptops for use across the curriculum. Where technology forms part of a reasonable adjustment or specialist recommendation, its use is planned according to the needs of the individual pupil.

Access arrangements for statutory National Curriculum assessments are provided in accordance with the relevant DfE and Standards and Testing Agency requirements. Where pupils meet the relevant criteria, appropriate arrangements may include additional time, rest or supervised breaks, readers where permitted, scribes, adapted papers or other approved arrangements. Such arrangements are based on individual need and, where required by the relevant guidance, reflect the pupil's normal way of working.

How do we support communication, sensory and physical needs?

For pupils with hearing, vision, physical or multi-sensory needs, the school seeks specialist advice as appropriate and makes reasonable adjustments to the environment, teaching, resources and activities.

Provision is planned around the individual pupil. Staff may use visual communication systems, structured language, reduced verbal load, additional processing time, sensory regulation strategies, movement opportunities and environmental adaptations. Where a pupil uses specialist communication methods or equipment, staff work with relevant professionals and parents/carers to promote consistent use.

How do we support social, emotional and mental health needs?

At St Johns, we aim to provide a safe, nurturing and relational environment in which pupils feel known, valued and able to seek help. Staff consider behaviour in the context of a pupil's needs while maintaining clear, safe and consistent expectations.

All teaching staff record concerns about children on CPoms (Child Protection Online Monitoring System). There is a weekly welfare meeting for staff to share concerns about children and families. The school liaises with multi agencies in order to provide effective support for families and pupils.

Support may include a trusted adult, regulation strategies, visual supports, structured check-ins, targeted individual or group work, pastoral support and referrals to appropriate services. Where attendance or participation is affected by emotional or mental health needs, school works with the pupil, family and relevant professionals to understand barriers and agree appropriate support.

Bullying, discriminatory behaviour and safeguarding concerns are addressed through the school's relevant policies and procedures. Pupils with SEND are supported to communicate concerns in ways that are accessible to them.

In some cases, school or one of the other agencies may complete an EHA (Early Help Assessment) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need.

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

How do we support pupils with medical conditions?

Pupils with medical conditions are supported in line with the school's arrangements for supporting pupils with medical conditions and managing medicines. Individual Healthcare Plans are developed where appropriate in consultation with parents/carers and relevant health professionals.

Staff receive needs-led training where required. The school considers reasonable adjustments and additional planning so that pupils with medical conditions can participate safely in education, trips and the wider life of the school.

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available on the School website and via the school office on request.

Some medication, such as asthma inhalers are kept in the teacher's cupboard in the appropriate classroom. All other medication is kept in a locked cupboard in the office or in the staff-room fridge if necessary. All medicine is recorded in a medicine book 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 by the School Nurse. As St. John's 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 a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, there is a list of children with medical needs in the front of a confidential red file that is held in each classroom; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office. Care Plans are kept in the main office.

Approximately half of staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with diabetic children, epileptic children 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. Minor issues are dealt with by trained school staff but we would always act 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 really important that the office has up to date contact details.

** Having a medical condition does not automatically mean that a pupil has SEN.*

ASTHMA /BENEDICT LAW INFORMATION?

How are pupils with SEND included in trips, clubs and the wider life of school?

Pupils with SEND are actively encouraged and supported to participate in the wider life of St John's, including educational visits, residential opportunities, clubs, sport, performances, worship and pupil leadership.

Planning considers individual needs from an early stage. Reasonable adjustments may include additional preparation, adapted activities or equipment, accessible transport or venues, additional adult support, communication supports, rest or regulation opportunities and individual risk assessment where necessary. Decisions are made on an individual basis and in consultation with families and relevant professionals where appropriate.

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

At St John the Baptist RC Primary School, inclusion extends beyond the classroom. Pupils with SEND are actively encouraged and supported to participate fully in the wider life of the school, including educational visits, residential opportunities, clubs, sporting activities, performances, worship, Forest School, special events and pupil leadership opportunities.

When activities are planned, the individual needs of pupils are considered from an early stage so that potential barriers to participation can be identified and reduced. Reasonable adjustments are made according to individual need and may include additional preparation, adapted activities or equipment, communication or visual supports, accessible transport or venues, additional adult support, rest or regulation opportunities and individual risk assessments where appropriate.

The school works closely with pupils, parents/carers and relevant professionals when planning adjustments for pupils with more significant or complex needs. Our aim is to ensure that pupils with SEND have equitable opportunities to participate, develop independence, build relationships and feel that they belong within the wider school community.

Supporting transition

We recognise that transitions and changes in routine can present additional challenges for some pupils with SEND. Transition support is therefore planned according to individual need and may be enhanced for pupils who require additional preparation, familiarity, communication support or opportunities to build relationships with new adults and environments.

This includes transitions into St John's, between classes and year groups, between different areas or routines within school, when transferring to another school and when moving from Year 6 to secondary education. Depending on the pupil's needs, additional transition arrangements may include extra visits, photographs or transition books, visual supports, social stories, opportunities to meet key adults, familiarisation with new environments and routines, and information-sharing between staff.

For pupils joining Nursery or Reception, the school works with parents/carers, previous early years settings and relevant professionals to gather information about the child's strengths, needs, communication, regulation and existing provision. Where additional transition arrangements are required, these are planned according to the individual child and may include additional visits, a gradual introduction to the school environment or other reasonable adjustments.

For pupils moving between year groups, relevant SEND information, support strategies, Pupil Profiles, SEND Support Plans and other appropriate documentation are shared with the receiving teacher. Where appropriate, pupils may have additional opportunities to meet their new teacher and become familiar with their new classroom and routines.

Transition to secondary school

Transition planning for Year 6 pupils begins in advance of their move to secondary school. Receiving secondary schools are encouraged to liaise with St John's so that relevant information about pupils' learning, strengths, needs and provision can be shared appropriately.

For pupils with SEND, the SENCO will liaise with the SENCO or inclusion team at the receiving secondary school to support continuity of provision. Relevant SEND documentation and information about successful strategies and reasonable adjustments will be transferred securely in accordance with information-sharing requirements.

Some pupils may require an enhanced transition programme. Depending upon individual need, this may include additional visits to the secondary school, visits supported by familiar St John's staff where appropriate, meetings with key secondary staff, transition resources, photographs, visual information or additional opportunities to become familiar with the new environment and routines. Parents/carers and pupils are involved in this process wherever appropriate.

For pupils with an Education, Health and Care Plan (EHCP), preparation for secondary transition forms part of the statutory EHCP review process. The school works with the pupil, parents/carers, Local Authority, receiving setting and relevant professionals to support appropriate planning and the effective transfer of information and provision.

Moving to another school

Where a pupil with SEND transfers to another primary school or educational setting, the SENCO will liaise with the receiving setting to support a smooth transition. Relevant SEND information and documentation will be transferred securely, and additional transition arrangements may be agreed where these would benefit the pupil.

Parents/carers considering a move are encouraged to inform the school as early as possible, particularly where their child has significant or complex needs, so that appropriate liaison, information-sharing and transition support can be put in place.

Across all transitions, our aim is to provide a planned, pupil-centred approach which reduces anxiety, promotes familiarity and continuity, and enables pupils with SEND to move confidently and successfully into the next stage of their education.

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

At St John the Baptist RC Primary School, we recognise that knowledgeable, confident and well-supported staff are essential to providing effective and inclusive SEND provision. Continuing Professional Development (CPD) is therefore reviewed in response to the current profile of pupils, emerging needs, staff development priorities and advice from external professionals. Training may be whole-school, role-specific or tailored to the needs of an individual pupil.

Teachers and Teaching Assistants have a range of experience and training in supporting pupils with additional needs. Areas of professional development may include autism, dyslexia and literacy difficulties, speech, language and communication needs, precision teaching, sensory and physical needs, emotional regulation, relational and trauma-informed approaches, medical needs and the delivery of targeted intervention programmes. Staff may also receive training in specific programmes or approaches used within school, such as WELLCOMM and other communication, literacy, numeracy, social interaction and emotional wellbeing interventions.

Where a pupil has a specific or complex need and the required expertise is not already available within school, appropriate training, professional advice or specialist support is sought. This ensures that staff working with the pupil understand their individual needs and are able to implement recommended strategies and provision safely and consistently.

The SENCO plays a key role in developing staff knowledge and practice, supporting teachers and Teaching Assistants with the identification of SEND, implementation of the Graduated Approach, adaptive teaching, reasonable adjustments, SEND Support Plans, provision and the review of pupil outcomes. The SENCO also contributes to the strategic development and monitoring of SEND provision across the school.

Working with external professionals and services

Where a pupil continues to experience barriers despite appropriate high-quality teaching, reasonable adjustments and targeted support, the school may seek additional advice or assessment from relevant external professionals. This forms part of the school's Graduated Approach – Assess, Plan, Do, Review – and enables provision to become increasingly personalised in response to the pupil's identified needs.

Depending upon the individual pupil, the school may work with professionals and services such as Educational Psychology, Local Authority specialist or inclusion services, Speech and Language Therapy (SaLT), Occupational Therapy (OT), paediatric services, mental health services and other appropriate education, health or social care professionals. Where appropriate, the school may also commission advice or support from external specialist providers.

Parents/carers are involved in decisions about seeking specialist advice or referrals where appropriate, and pupils are involved in an age-appropriate and accessible way. Advice and recommendations received from professionals are considered alongside the school's own assessment information and are incorporated into the pupil's SEND Support Plan, Pupil Profile, Personalised Provision Plan, EHCP provision or other relevant planning, as appropriate. The impact of recommended strategies and provision is subsequently monitored and reviewed.

The school recognises the importance of effective multi-agency working for pupils whose needs extend across education, health and/or social care. Where appropriate, the school contributes to Early Help and other multi-agency processes, working collaboratively with the pupil, family and professionals to develop a coordinated approach to support.

Where, despite the school having taken relevant and purposeful action through the Graduated Approach, a pupil continues to experience significant difficulties and may require provision beyond that which can reasonably be provided through SEN Support, consideration may be given to requesting an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority. Parents/carers will be involved in this process and supported by the school. Parents and young people also have the right to request an EHC needs assessment directly from the Local Authority.

Where an EHC needs assessment is requested, the school will provide relevant evidence of the pupil's strengths and needs, progress, provision already implemented, reasonable adjustments, specialist involvement, pupil and parent/carer views and the impact of the support provided.

Which external professionals and services may we work with?

Where school-based assessment and support indicate that additional specialist advice would be helpful, the school may work with relevant education, health, social care or voluntary-sector services. Involvement depends on the pupil's needs, service criteria and availability, and parents/carers are involved in accordance with the relevant referral and consent arrangements.

- Lancashire SEND Specialist Teaching Service and specialist teachers, including support for hearing, vision, physical and other SEND where appropriate.
- Educational Psychology.
- Speech and Language Therapy (SaLT).
- Occupational Therapy and Physiotherapy where relevant.
- Paediatric, mental health and other NHS services where relevant.
- Mental Health Support Team and family/early help services where available and appropriate.

- Other commissioned or specialist services where they can contribute to assessment, provision or staff development.

How do we secure specialist equipment and additional provision?

The school uses its delegated resources to provide ordinarily available support, reasonable adjustments and additional provision according to assessed need. Where specialist equipment or a higher level of provision is required, the school considers professional advice and relevant local authority processes.

Resources are allocated according to pupil need and intended outcomes rather than by diagnosis alone. The impact of additional provision is reviewed through the graduated approach.

How do we support accessibility and equality for disabled pupils?

St John the Baptist RC Primary School is committed to providing an inclusive, accessible environment in which disabled pupils can participate fully in school life. We aim to identify and remove barriers to learning, participation and independence and to ensure that pupils are not placed at a substantial disadvantage because of a disability.

Admission arrangements operate in accordance with the school's published Admissions Policy and relevant statutory requirements. Disabled pupils are not treated less favourably in relation to admission or their access to education, opportunities and the wider life of the school.

In accordance with the Equality Act 2010, the school makes reasonable adjustments for disabled pupils where required. Adjustments are considered on an individual basis and may relate to teaching and learning, communication and access to information, the physical environment, movement around school, personal care, transitions, social times, educational visits and participation in wider school activities.

The school building is situated on one level and is wheelchair accessible. Accessible toilet facilities are available and doors throughout the school allow wheelchair access. Access from the neighbouring car park to the school entrance is via a tarmac pathway. Although the school does not have its own car park, a disabled parking bay is available within the adjacent Church car park for eligible Blue Badge holders.

Where a pupil has specific physical, sensory, medical, communication or mobility needs, the school works with the pupil, their parents/carers and relevant professionals to identify appropriate reasonable adjustments, equipment and access arrangements. These are reviewed as the pupil's needs develop or circumstances change.

We recognise that accessibility also includes the start and end of the school day and unstructured times such as playtimes and lunchtimes. Where an identified SEND or disability-related need means that a pupil requires additional support to remain safe, regulated or able to participate, appropriate arrangements are put in place. These may include additional adult support, access to quieter or regulation spaces, adapted routines or individualised arrival and handover arrangements.

Where a pupil is at increased risk because of an identified need – for example, difficulties with safety awareness, transitions or leaving a supervised area – individual arrangements and appropriate risk assessments may be developed in consultation with parents/carers and relevant professionals. Support is planned according to the pupil's needs rather than automatically provided solely because a pupil is identified as having SEND.

Teaching Assistants and other staff may be deployed flexibly according to identified need during lessons, transitions, playtimes, lunchtimes and arrival or departure from school. Support is planned to promote safety, inclusion, participation and independence, while avoiding unnecessary dependence on adult support.

The school's Accessibility Plan, published on the school website, sets out how the school aims over time to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment to increase access for disabled pupils; and
- improve the availability of accessible information for disabled pupils.

Accessibility is considered as an ongoing responsibility rather than a one-off adjustment. The school reviews individual arrangements and its wider environment in response to the needs of current and prospective pupils, seeking specialist advice where necessary to ensure that barriers to participation are identified and addressed.

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

St John the Baptist RC Primary School is committed to ensuring that provision for pupils with SEND is effective, purposeful and responsive to individual need. SEND provision is monitored and evaluated regularly to determine the difference it is making to pupils' progress, participation, independence, wellbeing and access to learning.

The effectiveness of SEND provision is evaluated through the school's Graduated Approach – Assess, Plan, Do, Review. Class teachers remain responsible for monitoring the progress and development of pupils in their class, working alongside the SENCO, Teaching Assistants, parents/carers and relevant professionals to review whether provision, reasonable adjustments and interventions are having the intended impact.

Evaluation is based on a range of evidence rather than a single measure and may include:

- progress towards curriculum expectations and individual outcomes or targets;
- attainment and progress information, considered in relation to the pupil's individual starting points and identified needs;
- progress towards outcomes identified within SEND Support Plans, Personalised Provision Plans and EHCPs, where applicable;
- the impact of targeted interventions, adaptive teaching strategies and reasonable adjustments;
- attendance, engagement, participation, independence and wellbeing where these are relevant to the pupil's identified needs;
- learning walks, work scrutiny, classroom observations, provision monitoring and professional discussion;
- pupil voice and the views and experiences of parents/carers;
- advice, assessment and review information provided by external professionals;
- patterns relating to behaviour, regulation, suspensions, safeguarding or other identified barriers to learning and participation, where relevant.

Additional and targeted provision is recorded and monitored so that the school can consider what support has been provided, how frequently it has been delivered and what impact it has had. Where an intervention or adjustment is not having the intended impact, provision is reviewed and adapted rather than continuing unchanged.

For pupils receiving SEN Support, individual provision and outcomes are reviewed as part of the Graduated Approach. Parents/carers and pupils are involved in the review process

St John the Baptist RC Primary School SEN Information Report and School's Contribution to the Local Offer
wherever appropriate, helping the school to understand not only whether progress has been made but also which strategies are working well and what may need to change.

For pupils with an Education, Health and Care Plan (EHCP), progress towards the outcomes and provision identified within the plan is monitored throughout the year. EHCPs are formally reviewed in accordance with statutory requirements, with the pupil, parents/carers and relevant professionals involved in the review process as appropriate.

The SENCO and Headteacher use information gathered through monitoring and evaluation to identify patterns, strengths and areas for development across the school. This informs decisions about provision, deployment of resources, staff training and continuing professional development, and priorities for the ongoing development of SEND practice.

SEND provision is also monitored through the school's leadership and governance arrangements. The SENCO liaises with the SEND Governor and provides appropriate information to the Governing Body so that governors can fulfil their strategic oversight responsibilities and provide appropriate support and challenge.

The school's SEND priorities are reviewed regularly and inform relevant aspects of whole-school improvement planning. This ensures that SEND is not viewed as a separate area of school provision, but is embedded within the school's wider approach to inclusion, teaching and learning, safeguarding, wellbeing and school improvement.

The SEN Information Report is reviewed and updated at least annually, and sooner where significant changes to the school's SEND provision or published information make this necessary.

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

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residentials) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Board and Lancashire County Council.

School also works closely with the Burnley Sports Partnership who promotes sport for children with SEN and/or disabilities. This results in a wide range of sporting activities over the course of the year, tailored specifically at the individual children's needs. Examples include: Inclusive competitions, Curling, Blind Football and Multi-skill Activities.

Before and after school care is available to all children at St. John the Baptist RC Primary School from 7.30am until school opens and from 3:15pm until 6pm during term time. This is run separately by St. John's Bright Sparks and further information, including their Special Needs Policy, can be obtained from the school office or by calling Vicki Earrey on 07432578913. Breakfast Club session is £5.00 per day; Afterschool session is £9.50 Ad hoc emergency sessions incur an additional of £0.50 per session. As Bright Sparks is Ofsted registered, parents may be eligible for Government support towards childcare costs.

There is a wide range of after school (and some lunch-time) clubs at St. John the Baptist RC Primary School throughout the year, varying on a Termly basis. We are able to heavily subsidise these to encourage participation.

The following list is a selection of what is usually available to all children, including those with Special Educational Needs and Disabilities, over the last year:

Construction Club	Dance	School Choir	Lego Club
Art Club	Drama	School Council	Musical Tuition
Gardening Club 'Flowerpot Gang'	Table Tennis	Tag Rugby	Bike ability

Multi-skills	Football	Cross Country	Faith Friends
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Many of these clubs are provided by School staff, but a number of trusted outside providers are also used. Examples include:

- Burnley Schools Link Partnership
- Lancashire Music Service peripatetic teachers
- W.C.I.T. (Whole Class Instrumental Tuition)

What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

The Designated Teacher for looked-after and previously looked-after children works with the SENCO where a pupil also has SEND. SEND provision is coordinated with the pupil's Personal Education Plan (PEP) and, where applicable, their EHCP so that planning is coherent and the pupil's education, wellbeing and aspirations are considered together.

In accordance with legislation, the school has a Designated Senior Lead (DSL and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training. The DSL, back-up DSL and the SENCo have recently been retrained in the use of the new Common Assessment Framework (CAF). All staff are trained to Level 1 (Awareness).

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

At St John the Baptist RC Primary School, we encourage parents and carers to raise any concerns as early as possible so that they can be understood, discussed and, wherever possible, resolved promptly. We value open and constructive communication with families and aim to work together in the best interests of the pupil.

In the first instance, parents/carers should discuss their concern with the class teacher, who will be able to explain the support currently in place and discuss any concerns regarding the pupil's learning, progress or experience in school.

Where a concern relates specifically to a pupil's special educational needs, provision or reasonable adjustments, or where the matter has not been resolved following discussion with the class teacher, parents/carers are encouraged to contact the SENCO. The Headteacher may also be contacted where appropriate. Contact can be made through the school office or using the SENCO contact details provided within this report.

The school will aim to work collaboratively with the family to understand the concern, consider the pupil's views where appropriate, review relevant provision and agree any necessary next steps.

If a concern cannot be resolved informally, parents/carers should follow the school's published Complaints Policy, which sets out the formal procedure, stages and timescales for making and responding to a complaint. The Complaints Policy is available on the school website or can be requested from the school office.

Parents/carers can also access independent and impartial information, advice and support about SEND through Lancashire SEND Information, Advice and Support Service (SENDIAS). SENDIAS can provide information about SEND support, Education, Health and Care Plans (EHCPs), working with schools and Local Authorities, and relevant SEND processes.

We aim to ensure that concerns about SEND are addressed in a respectful, transparent and solution-focused manner, with the pupil's needs, wellbeing, inclusion and educational outcomes at the centre of discussions.

Where can families find independent advice and information about the Lancashire SEND Local Offer?

Lancashire's SEND Local Offer brings together information about education, health, social care, activities and support for children and young people aged 0 to 25 with SEND and their families. It also includes information for professionals and details of local services.

Lancashire SEND Information, Advice and Support Service (SENDIAS) provides information, advice and support to children and young people with SEND and their parents/carers. Families can access the service independently of school.

Lancashire SEND Local Offer: www.lancashire.gov.uk/SEND

Lancashire SEND information for professionals / establishment Local Offer guidance:
Lancashire County Council guidance

**If parents do not have access to the Internet, please ask for assistance at the school office.*

Review

This SEN Information Report is reviewed at least annually. If information changes during the year, the school will update the published information as soon as practicable. The report is published on the school website and a paper copy can be provided free of charge on request.

The report is monitored through the school's leadership and governance arrangements. The SENCO and Headteacher keep SEND provision under review and the Governing Body maintains oversight of the school's statutory duties and the effectiveness of provision.

Policy prepared by: Miss Armstrong (SENCo)

Reviewed and updated: September 2026

Next Review: September 2027

Appendix 1

List of personnel involved in SEND issues

NAME	POSITION
Mrs K. McKeating	Headteacher
Miss S. Armstrong	SENCo
Mrs L. Baird	Assessment Co-ordinator
Mrs L. Baird	Managing Medical Needs Responsibility
Mrs A. Clough and Mrs McKeating	Designated Teacher with Specific Safeguarding Responsibility
Mrs K. McKeating	Managing Pupil Premium Grant / Children Looked After funding Responsibility

Appendix 2 – Terminology and Acronyms

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit/Hyperactivity Disorder.
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder.
CAF	Common Assessment Framework(for children and young people). Superseded by EHA
CAMHS	Child & Adolescent Mental Health Service.
Case Manager	Formerly known as SENDO. LA representative from SEND Team
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
CPOMS	Child Protection Online Monitoring System - Software application for monitoring child protection, safeguarding and a whole range of pastoral, SEN and welfare issues.
DSL	Designated Senior Lead (for Child Protection)
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dysgraphia	Children who may be verbally proficient but have difficulty writing down their thoughts.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
EHA	Early Help Assessment (now in place of CAF)
EHCNA	Education, Health and Care Assessment – carried out by the LA, if agreed. Schools or parents can make a request for an EHCNA
EHCP (or EHC Plan)	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met.
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.

IASS	Information and Advice Service (Previously Parent Partnership Service /Officer)
IEP	Individual Education Plan.
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LA	Local Authority.
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
OT	Occupational Therapy
P Scales	Performance descriptors. A common basis for measuring the progress of pupils working up to below year one equivalent all subjects of the National Curriculum.
PD	Physical Disability.
PECS	Picture Exchange Communication System.
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
Pupil Profile	An overview of a pupil's strengths and difficulties (For children at SEN Support)
SaLT / SLT	Speech and Language Therapist.
SEMH	Social, Emotional and/or Mental Health.
SEN Code of Practice (CoP)	Practical guidance to LAs and the governing bodies / boards of all maintained schools.
SEN	Special Educational Needs.
SENCo	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SEN Support	Pupils on the SEN register have SEN Support unless they have an EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.

SLD	Severe Learning Difficulty.
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs.
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.