



SEN Information Report

2025-2026

Eldon Primary School

School Number: 06005

Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.

Guidance for Completion

This guidance reflects the statutory guidance from the DfE in the CoP, and pulls on good practice from the national Association of Special educational needs (NASEN). The statutory requirements are detailed in the CoP 6.79 – 6.83. Lancashire County Council would encourage all educational providers to use the following template to produce their SEN Information Report.

Eldon Primary School

SEN Information Report

Date: December 2025

Name of the Special Educational Needs/Disabilities Coordinator (SENDCO):

Mrs Bryony Mather

Contact details:

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At Eldon Primary School we believe that every pupil has the equal right to a high quality educational experience, involving access to a broad and balanced curriculum, delivered in a supportive and stimulating environment that values each child and enables them to achieve their full potential.

We value all the children in our school equally and are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes.

Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of each individual child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences.
- Enable all children to experience success regardless of SEN, disability or any other factor that may affect their attainment.
- Ensure effective channels of communication so that all persons including parents and carers are aware of the pupil's progress and the Special Educational Provision made for them.
- Assess children regularly so that those with SEN are identified as early as possible and the provision made to meet these remains appropriate.
- Ensure that the Special Educational Provision in place for pupils with SEND enables them to make the greatest progress possible.
- Continually develop staff expertise in using inclusive teaching and learning strategies.
- Support pupils in moving between phases of education and in preparing for adulthood.

The kinds of SEND we provide for.

The intention of Lancashire's local offer is to improve choice and transparency for families. All schools in Lancashire are expected to identify and support pupils with special educational needs to make the best possible progress.

Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a special educational need are met in a mainstream setting, where families want this to happen. Lancashire's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

Eldon Primary School is a mainstream setting. At Eldon Primary School, we provide for children of varying needs.

A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.
- Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.
- All staff at Eldon Primary School will have due regard for the Special Needs Code of Practice when carrying out their duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child. Eldon Primary School also caters for those having medical and physical needs.
- The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes, children's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability. The emotional and behavioural needs of a child may also affect the child's potential to learn. Our school has developed a Behaviour Policy, which provides guidelines for strategies and procedures to be used with children needing support with behaviour.
- Eldon Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy.

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 SEN Code of Practice (2014) recognises that children's needs and requirements fall into four broad areas.
 - Communication and interaction (speech and language difficulties or autistic spectrum disorders)
 - Cognition and Learning (general or specific).
 - Emotional, social and behavioural development.
 - Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).
- The SEN Code of Practice (2014) makes it clear that 'all teachers are teachers of pupils with special educational needs.'
- All teachers at Eldon Primary School are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.
- Needs are identified by the school in different ways.
- Assessment is the process by which pupils with special educational needs (SEN) can be identified.
- Teachers carefully track and monitor the progress of the individual children in their class using the assessment practices in place in the school.
- Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.
- Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:
 - Evidence obtained by teacher observation/ assessment.
 - Their attainment against age related expectations or P scales.
 - Pupil progress in relation to objectives in English and Maths.
 - Statutory assessments results – EYFS profile, Key Stage 1 and Key Stage 2 SATs.
 - Standardised screening or assessment tools.
 - Screening /diagnostic tests.
 - Reports or observations.
 - Records from previous schools, etc.
 - Information from parents.
- Pupil progress meetings are held termly to evaluate the amount of progress each child has made.
- Where any pupils are identified as not making expected progress or not working in line with age related expectations teachers will investigate the reasons for this and identify additional support that can be put in place to address this.
- Teachers will share any concerns about a child's progress or special educational needs with parents and carers at the earliest opportunity so that these can be discussed, assessed and acted on quickly and effectively using a collaborative approach.
- Early identification is vital and outside agencies can help identify specific educational needs and advise on the provision of intervention strategies.
- If it is felt that a specialist assessment is needed to identify specific areas for development, then the school can buy in the services of specialist teachers or other appropriate agencies.

- We have access to a nursery and primary specialist teacher (bought in from the Lancashire Inclusion Service) who provides assessment, guidance and advice for teachers who express concerns about specific children.
- The school liaises with an extensive list of professionals, including educational psychologists, speech and language therapists, occupational therapists, community paediatricians, CAMHS (Child and Adolescent Mental Health Service) and the school nursing team.
- We are also supported by Lancashire Educational Psychology SENDCo district meetings and the SEND case manager provided by Lancashire County Council.
- If a parent or carer has concerns regarding their child's progress or feel that they may have a special educational need, then they should arrange an appointment to discuss this with class teacher along with the school Special Educational Needs Co-ordinator. (SENCO). An action plan will then be put into place to further investigate this, assess or monitor such concerns. We will share what we find and agree what we will do next and also what parents can do to support their child.
- If a child is identified as having a special educational need then the school will follow the graduated approach to meeting these needs.
- The graduated approach follows the sequence of assess, plan, do, review. Firstly, carrying out assessment to identify what the specific needs are, planning for how best to meet these, putting the identified provision in place, and after a period of time reviewing the impact of the provision and identifying next steps to continue to progress. This process means that we can continually make sure that the provision is meeting the child's needs.
- Teachers will arrange for the agreed intervention to take place, either individually or in a small group. Teachers will monitor the progress of pupils and the impact of interventions on pupil progress.
- The SENCO will work closely with teachers and support staff to monitor the impact of interventions and suggest next steps.

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?

- Children will be involved in discussions about the provision for their special educational needs wherever possible, in a way which is appropriate to their age and needs.
- Children will be actively encouraged to voice their opinions about what they feel is going well and what they feel would help them further. Children are encouraged to be aspirational and to set goals and targets for themselves to achieve.
- Each child with an Education Health Care Plan (EHCP) has an annual review meeting. Parents and other professionals are given up to 6 weeks' notice of the meeting and asked to contribute to the meeting ideally in both written and verbal form.
- The child is also asked to contribute to the meeting and express his / her feelings of how they feel they are doing and what they hope for in the future. This can be done verbally, in written format, through the use of IT or another format that the child is comfortable using.

- Following on from the meeting the parents and other professionals are provided with a summary of the meeting which outlines targets for the future, any actions to be taken as a result of the meeting and recommendations about any changes in the support going forwards. This information will also be shared with the child in a format appropriate to their age.
- Children with identified special educational needs who do not have an Education Health Care Plan (EHCP) will have an Individual Education Plan (IEP) which summarises the child's areas of strength and also targets for development. It then outlines support / interventions in place for them to help achieve these targets. These plans are written in conjunction with the class teacher, SENCO, Teaching Assistant (if appropriate) and parents. They are monitored regularly and evaluated and updated each term. The child will also be involved throughout this process and will be encouraged to voice their opinion on what they feel is going well, what they want to achieve and what support they think will help them to do this.

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?

- Teachers and/or the SENCO will share any concerns about a child's progress or the identification of special educational needs with parents and carers at the earliest opportunity so that these can be discussed, assessed and acted on quickly and effectively.
- Each child with an Education Health Care Plan (EHCP) has an annual review meeting. Parents and other professionals are given up to 6 weeks' notice of the meeting and asked to contribute to the meeting ideally in both written and verbal form.
- Following on from the meeting the parents and other professionals are provided with a summary of the meeting which outlines targets for the future, any actions to be taken as a result of the meeting and recommendations about any changes in the support going forwards.
- Children with identified special educational needs who do not have an Education Health and Care Plan (EHCP) will have an Individual Education Plan which summarises the child's areas of strength and also targets for development. It then outlines support / interventions in place for them to help achieve these targets. These profiles are written in conjunction with the class teacher, SENCO, Teaching Assistant (if appropriate) and parents. They are monitored regularly and evaluated and updated each term.
- For all pupils with SEN parents will be invited to regular review meetings with the teacher/SENCO to discuss, evaluate and develop the provision for their child's special educational needs.
- Pupil progress meetings are held each term to evaluate the amount of progress each child has made. The provision in place for the child is also reviewed to see if it is being used effectively and to evaluate the impact upon the child's progress and adjusted accordingly.
- The school operates an 'open door' policy and staff always try to make themselves available to parents either in person or over the phone.

- Parents or carers can speak informally to the class teacher at the end of the school day.
- Parents or carers can also arrange an appointment to speak with a member of staff via the school office.
- The first point of contact for parents who have any concerns about their child should be the class teacher. The class teacher will discuss these with the parent and agree any actions that may be needed. The class teacher will seek advice and guidance from the school SENCO as required.
- Parents can request to meet with school SENCO. The school SENCO offers drop in sessions for parents of pupils with Special educational needs.
- The school SENCO provides SEND updates to families via Dojo or via the school newsletter.
- The school holds 2 parents' evenings a year to provide an opportunity to discuss the progress of individual children with their parents or carers.
- A written progress report is completed for each child at the end of each academic year and sent to parents/carers. Parents/carers can request to discuss the report with the class teacher and a reply slip is included for parents to provide a response to the report.
- Parental questionnaires are provided to parents each academic year and the responses are analysed.
- The school uses an online platform 'Dojo' which facilitates digital communication between school and home.
- Where identified as appropriate a communication log may be operated for individual children to aid communication between home and school.
- A weekly newsletter is sent to all families via email and is also posted on the school website.
- Parents/carers are encouraged to provide the school with feedback in a variety of ways: through emailing the office or Head teacher, speaking to school staff, parental questionnaires and other regular feedback opportunities throughout the school year.

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

- At Eldon Primary School we acknowledge all children as individuals, recognising that children learn in different ways, develop at different rates and require learning to be appropriately differentiated in order to meet their individual needs and for them to progress and to achieve their full potential.
- High-quality teaching is our first step in responding to all pupils, including those who have SEN.
- All teachers plan to meet the needs of all the learners in their classes.
- They identify where each child currently is in their learning, where they need to move on to and how they can enable them to do this.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- Where any pupils are identified as not making expected progress or not working in line with age related expectations teachers will investigate the reasons and identify additional support that can be put in place to address this.
- We look at children as individuals and tailor the learning to their individual needs.

- This can often mean that a variety of different teaching styles are used within the classroom. Children can be supported by the use of adapted resources, approaches and equipment alongside adapted activities and the use of targeted teaching assistant support either in a small group or individually.
- Where pupils are identified as having special educational needs they will receive targeted support to help them to access learning and make continued progress.
- The school follows the graduated response specified in the SEN code of practice in its identification of and provision for pupils with special educational needs.
- The graduated approach follows the sequence of assess, plan, do, review. Firstly, carrying out assessment to identify what the specific needs are, planning for how best to meet these, putting the identified provision in place, and after a period of time reviewing the impact of the provision and identifying next steps to continue to progress. This process means that we can continually make sure that the provision is meeting the child's needs.

Provision Map

- The school's SEN provision map indicates a range of interventions, resources and support for children with special educational needs from the nursery through to Year 6. These are created for individuals, classes and on a whole school basis.

Our SEN provision Map identifies graduated levels of provision and support:

1. Universal Provision - High Quality Teaching

- Teachers have the highest possible expectations for all pupils in the class
- Through assessments teachers have a thorough understanding of each child's individual needs and tailor learning tasks to these
- All teaching and learning tasks are based on child's starting points – their current level of knowledge, skills and understanding - and aims to build on these.
- Teaching approaches used that involve different ways of learning so that it encapsulates a range of needs (visual, auditory, kinaesthetic)
- Extra support provided by the class teacher within the lesson. This may refer to adapted work, classroom support from a TA, a range of resources available for the child to use.
- Putting in place additional support or specific strategies within the lesson to enable children with specific needs to access the learning task.

2. Targeted Provision – Targeted Intervention and Support - Small Group

- Provision of small group (intervention) provided outside of the normal lesson time by either a class teacher or teaching assistant.

3. Specialised Provision - Individual Intervention and Support

- Individual support provided for the child by either a teacher or teaching assistant. This might include: individual learning programmes, specialist equipment, one to one support, visual timetables.
- Any of the above stages, or a combination may be used to help children meet targets. It may include intervention programmes developed by the class teacher or TA or the use of commercially produced intervention programmes used within the school or as advised by specialist professionals.
- Teachers will arrange for the agreed intervention to take place, either individually or in a small group. Teachers will monitor the progress of pupils and the impact of interventions on pupil progress.
- The SENCO will work closely with teachers, support staff and parents to monitor the impact of interventions and suggest next steps

Specialist Services

- If a child is identified as needing more specialist input in addition to the above stages of support, specialist advice will be sought by the school to help understand their needs and make recommendations for future provision.
- The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support for pupils with SEND.
- Where pupils need a more individualised differentiated support to meet their needs they may have an Individual Education Plan (IEP) put in place.
- The IEP will summarise the child's areas of strength and also targets for development. It then outlines support / interventions in place for them to help achieve these targets. These profiles are written in conjunction with the class teacher, SENCO, Teaching Assistant (if appropriate) and parents. They are monitored regularly and evaluated and updated each term.
- Each class has teaching assistant support for at least part of the week who will provide support for children who require extra intervention and support.
- The SENCO has accessed a wide range of training such as: how to help children cope with bereavement, nurture training, understanding and working with troubled families and pastoral support and positive mental health in children and young people.
- Some teaching assistants have had training in specialisms such as speech, communication and language, autism, Dyslexia, epilepsy, fine and gross motor development.
- All teachers and teaching assistants are appraised annually and training needs are identified through this process.
- SEND training is delivered by the SENCO or other outside agencies when required.
- Termly SEND updates, during staff and TA meetings, provide all staff with updates and changes to SEND policy. Training needs are identified, and specialists are brought in to deliver this as necessary. The SENCO undertakes regular SEND update training.
- Through the process of appraisal and CPD we continue to develop our teachers and teaching assistants' expertise and confidence to deliver high quality support and intervention for pupils with SEND.
- Medical training such as epilepsy is delivered each year in accordance with our school nurse and other medical professionals' advice.

Testing

- All children are assessed for their suitability to sit the statutory tests at the end of Key Stage 1 and Key Stage 2.
- Children with SEND can be supported in various ways e.g. application for additional time, rest breaks, use of a reader in certain subjects, scribing and sitting exams in a suitable setting, or if the tests are felt to be inappropriate, by disapplication.
- The school follows the criteria set by the DfE for making adjustments for pupils with SEND.

How accessible is the school environment?

- All doorways and corridors are wide enough to allow for wheel chair access.
- Children's toilets are available on the ground floor and the first floor, and all play areas are accessible to wheelchairs.
- The school has an accessibility plan.

- School information, such as our prospectus and policies are available on the school website. <https://www.eldon-pri.lancs.sch.uk/policies/>.
- Additional information is provided on weekly newsletters which are shared with families on Dojo.
- School newsletters and other information available on the school website and Dojo, such as school policies can be made available in printed format on request.
- The school will always try to accommodate the needs of parents if the format of the information needs to be adapted. Font size can be increased to aid visually impaired readers. It can be arranged for documents to be translated into other languages should the need arise, and a member of staff can meet with parents who have difficulty accessing school information in written format.
- The school makes all efforts to make 'reasonable adjustments' in order to support children's needs.
- Classrooms are spacious and well-resourced with suitable furniture for the age of the children. Teachers adapt the classroom layouts to cater for children with special educational needs or disabilities.
- Classrooms are well labelled using words and pictures to ensure children can access resources independently. Resources such as visual timetables are used to support children where appropriate.
- The school is well resourced with IT equipment. There are class sets of iPads and laptops. Each classroom is equipped with an interactive board. Laptops and iPads are used to support pupils who would benefit from the use of electronic equipment to support their learning.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. We use resources in our classrooms according to the needs of the individual children.
- We use visual timetables to support all children, including those with identified needs such as children on the Autistic Spectrum, and for those children who display memory and processing issues. We ensure lessons and activities cater for all types of learners (visual, auditory and kinaesthetic styles of learning)
- Writing slopes, writing grips and alternative scissors are available for children to use.
- Alternative coloured overlays can be used for pupils where this would support them such as pupils with visual processing.
- For any pupils requiring access to specialist equipment the school will seek advice regarding accessing this from the relevant service (occupational health, medical professionals).

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?

- Eldon Primary School believes that the decision surrounding the type and amount of support received is most successful when a holistic approach is adopted.

- All those working with the child will consider results from assessments – teacher assessments and any specialist assessment that may have been carried out - National Curriculum levels achieved and any other fundamental influences.
- Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists etc.
- Parents will be involved at all stages of the decision process – whether it be concerning in house support from school or greater support as suggested by Lancashire, the local authority.
- Support is monitored regularly, as previously discussed, and any concerns can be raised with those appropriate staff involved.
- The school follows the graduated approach to providing support for pupils with SEND and the impact of the provision will be monitored and reviewed regularly and adapted as necessary using the 'assess, plan, do, review' approach.
- If there are concerns that the provision is not impacting in the way hoped, then additional or alternative strategies will be implemented. Specialist support and advice may also be sought.
- At all stages the person-centred approach will be adopted and the voice of the child and parents actively sought.
- If either the school or a parent or carer feels that their child needs more support than the current provision in place, then either the parent/carers or the school can request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process and more details about this are provided in the Local Authority Local Offer. Once the request is made Lancashire County Council must make a decision and communicate with the parents or the school within 6 weeks of the initial request. They will decide whether an Education and Health Care plan (EHCP) is necessary to meet your child's needs in school.
- The school follows the criteria set by the DfE for making adjustments for pupils with SEND in regard to statutory testing.
- All children are assessed for their suitability to sit the statutory tests at the end of Key Stage 1 and Key Stage 2.
- Children with SEND can be supported in various ways e.g. application for additional time, rest breaks, use of a reader in certain subjects, scribing and sitting exams in a suitable setting, or if the tests are felt to be inappropriate, by disapplication.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- Monitoring pupil progress is crucial in aiding a child's development. Progress is a fundamental factor in determining how a child is developing and identifying the need for additional support.
- Pupil progress is continually monitored by teachers using the assessment practices within school.
- Pupil progress meetings are held between teachers, the Leadership Team and the SENCO each term to review progress and identify any pupil who are not progressing as expected.
- Parents will be kept informed about their child's progress in a variety of ways:

- Parent teacher progress meetings are held twice a year which provide an opportunity for teachers and parents / carers to discuss the progress of individual children, including how parents/ carers can support their child's continued learning and development.
 - A written progress report is provided to parents and carers which summarises their child's progress and attainment at the end of that academic year.
 - Statutory assessments are carried out in EYFS, Year 1 phonics, year 4 multiplication check and at the end of Key Stage 2 (the end of year 6). The results provide an indicator of where pupils are working in relation to age related expectations at each of these key points. The results are reported to parents.
 - Parents will have the opportunity to discuss any assessment information reported to them with the teacher.
 - Parents can request a meeting with their child's teacher at any point to discuss their child's progress, ask for advice on how they can support their learning at home or to raise any concerns.
- Teachers will provide information about the curriculum delivery to parents / carers each term through class letters and information on the website. Curriculum overviews for each year group are available to view on Dojo on each of the class pages.
 - The school regularly offers sessions to parents to inform them about how they can help support their child's learning at home. These include; 'The Year Ahead' meetings held each year in September with the new class teacher, parental training and information sessions focused on specific areas of the curriculum such as reading, phonics, maths online safety etc., provided both by school staff and outside agencies.
 - Teachers will share any concerns about progress or special educational needs with parents and carers at the earliest opportunity so that these can be discussed, assessed and acted on quickly and effectively.
 - If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher will seek the support of the SENCO. The SENCO and teacher will review the approaches adopted.
 - Where support additional to that of normal class provision is required, it will be provided through SEN support and an IEP (Individual Education Plan) will be formulated with parental and pupil input.
 - The approaches to intervention are detailed in the appropriate sections of this SEN information report and/or our SEN policy.
 - When a child takes part within small group sessions or intervention groups, their progress will be monitored half-termly (as a minimum) to measure the impact, which this is having upon the child's learning. This will be shared with the parent during termly (as a minimum) IEP review meetings.
 - If a child is not responding effectively to intervention, i.e. if there is no change in their progress, provision will be revised and new methods considered, where appropriate.
 - Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs.
 - Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment from the Local Authority - an Education Health Care Needs Assessment. Parents will be fully consulted at each stage.
 - Each child with an Education Health Care Plan (EHCP) will also have an annual review meeting. Parents and other professionals are asked to contribute to the meeting to inform the review of progress towards the identified outcomes on the plan, agree targets for the future, and recommendations about any changes in the support going forwards. Following the meeting the parents and other professionals are provided with a summary of the meeting.

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?

- Every teacher is responsible for meeting the needs of the children in their class and will adapt the curriculum through the use of differentiated tasks, teaching approaches, resources and specific support provided in order to ensure this.
- Each class has a teaching assistant for part of each day to provide support for children who require extra intervention either in small groups or individually.
- We have an experienced team of teaching assistants. Some teaching assistants have had training in specialisms such as speech, communication and language, autism, auditory processing delay, epilepsy, fine and gross motor development, and supporting mental health and wellbeing.
- The SENCo has accessed a range of training such as: how to help children cope with bereavement, nurture training, understanding and working with troubled families and pastoral support and positive mental health in children and young people.
- All teachers and teaching assistants are appraised annually and training needs are identified through this process.
- SEND training is delivered by the SENCO or other outside agencies when required.
- Termly SEND updates, during staff meetings, provide all staff with updates and changes to SEND policy. Training needs are identified, and specialists are brought in to deliver this as necessary. The SENCO undertakes regular SEND update training.
- Through the process of appraisal and CPD we continue to develop our teachers and teaching assistants expertise and confidence to deliver high quality support and intervention for pupils with SEND.
- Medical training such as epilepsy is delivered each year in accordance with our school nurse and other medical professionals advice.
- Any specific training necessary would be accessed in order to meet the needs of children with special educational needs that staff have not previously supported.
- The School is able to access a number of specialist services through the National Health Service and Lancashire County Council, upon demand as required.
- The school liaises with an extensive list of professionals, including Lancashire SEND Inclusion team, educational psychologists, speech and language therapists, occupational therapists, community paediatricians, CAMHS (Child and Adolescent Mental Health Service), The Children and Family Wellbeing Service, Pupil Attendance Support Team, the School Nursing team, early years' health visitors, local special schools and other local services to access support for children and our families.
- We are also supported by Lancashire Educational Psychology SENDCo district meetings and the SEND case manager provided by Lancashire County Council.

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?

- We recognise the importance of supporting pupils moving between phases and in preparing for adulthood.
- The school has clearly defined procedures for transition of pupils on entry to and transferring from the school.
- We will share information with the school, or other setting the pupil is moving to and request information to be shared with us for any new pupils on entry.
- We will agree with parents and pupils which information will be shared as part of this.
- To support pupils moving between phases, transition arrangements will begin as soon as possible after the school place is confirmed.
- Transition meetings are arranged between the previous setting if the child is transferring to us or with the next school if a pupil is moving on to another school (either when transitioning to secondary school or transferring at any other point).
- For pupils with SEND these meetings will involve the class teacher, the school SENCO, parents and the child (wherever appropriate) and the transition lead and/or SENCO of the previous or next school to enable effective sharing of all relevant information about the individual pupil and to agree an individual transition plan if required.

For children beginning in reception class transition arrangements include:

- Prior to children first starting school in Reception the school holds several induction events. Parents and children are invited to meet the staff and spend time in the school and the early years' classrooms. The children have a number of opportunities to visit the school in the summer term through induction and 'stay and play' sessions.
- The induction process also includes talking to each child's previous nursery / preschool setting in order to find out about each individual child and their needs.
- Where children with additional needs that have been identified by their nursery / pre-school setting are starting school the SENCO and class teacher will liaise closely with the previous setting and with parents to identify appropriate transition arrangements.

Arrangements for transition to secondary school include:

- Eldon Primary School has well established links with the secondary schools in the local area. We work closely with secondary schools to ensure effective transition arrangements for all pupils.
- An individual transition plan may be put in place which will identify what will best support a successful transition. This may involve additional visits to the school, supported visits with a familiar member of school staff, meetings with key staff members at the new school (learning mentor, support staff) and use of photobooks, videos etc. to help pupils prepare for the transition.
- PSHE curriculum work in upper Key Stage 2 focuses on supporting children with transition to the next phase of education.
- The school SENCO works with class teachers to promote the Preparing for Adulthood Outcomes and Aspirations when planning individual targets and special educational provision for all pupils with SEND both in Key Stage 1 and Key Stage 2.

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

- Children will be included in all activities outside the classroom including physical activities and school trips where possible.

- Arrangements will be made to cater for the physical and medical needs in relation to transport, access to medication and support provided during residential trips.
- Eldon Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil.
- The school offers an extended day service of breakfast club (7.45 – 8.45am) and after school club (3.30pm – 5.30pm) which are run by school staff on the school site. This provision is fully inclusive.
- The staff working at the wrap-around provision meet with the SENCO to find out about the needs of the children on the SEND Register, and extend learning opportunities for these children, according to their needs.
- The school offers a wide range of extra-curricular activities run after school. The majority of these are run by school staff but the school also liaises with external agencies. The majority of the extra-curricular clubs offered are free of charge. Details of the clubs offered each term are available on Dojo.
- All children are invited to attend these clubs, although some may be age dependent. The school makes every effort to ensure that the activities on offer are able to be adapted to meet the needs of all pupils.
- The school newsletter will also signpost opportunities for holiday clubs and extra-curricular activities that are run locally in the area.
- The school focuses on the development of friendships through the whole school ethos and this is reinforced through curriculum subjects such as Personal, Social, Health and Relationships Education (PSHRE).
- Staff outside with children at break times and lunchtimes initiate games to encourage development of play, social skills and friendship.
- Older children act as play leaders (PALs) which instils in the children a sense of responsibility and commitment to helping others and our school community.
- For children who require it, extra interventions and support can be put into place to help support social and emotional development and build friendships.
- The importance of friendship is also reiterated in PHSE work in the classroom and through assemblies.

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

- The school recognises the importance of both physical and mental wellbeing in children's learning and development.
- The whole school ethos, alongside the school's PSHRE curriculum emphasises this and focuses on developing children's awareness of, and skills in looking after their own mental and physical health.
- The SENCo can offer pastoral support to pupils, either through direct work such as 1:1 or small group sessions with children to support with aspects of social and emotional wellbeing or by signposting or referring parents or carers to other services where appropriate.
- Our SENCo is able to offer advice concerning aspects such as behaviour, parenting, bereavement and give professional guidance surrounding local services available in the community, when needed.

- The school has a medicines policy which sets out how medicines will be kept and administered in school. This policy is available through the school web site and from the school office on request.
- Medication for specific conditions can be administered in school, but strict guidelines must be adhered to – please consult the policy for full details of these.
- As an overview:
 - The school will only keep and administer medicines to children with an identified long term medical need that requires medicines to be administered during the school day (e.g. insulin, inhaler, epi pen etc.). Where this is the case the parents, SENCO, class teacher, school nurse and any other relevant agencies meet to discuss the needs of the child and to formulate an Individual Health Care Plan (IHCP).
 - The IHCP outlines the medical needs of the child, the dosage and method of administration for any medicines required and the emergency procedures if there is a medical incident in school alongside any other requirements that child might need to ensure their safety and wellbeing during their time in school.
 - This plan is then shared with all staff so that they are aware of the medical needs of the child.
 - Any appropriate specific training required to support the child's needs will be undertaken as required.
 - The school keeps a register of all children with medical needs and an IHCP.
 - IHCPs are reviewed annually with parents and medical professionals involved as appropriate.
 - In respect of inhalers for self-administration, parents are required to complete an administration of medicines authorisation form and provide their child's inhaler to be kept in school in the original prescription packaging, labelled clearly with the child's name via the school office.
 - Where any medicine is administered a record of dosage and time administered will be kept. Medicines are stored securely in appropriate places in school.
- Training for specific medical needs such as epilepsy are delivered annually in accordance with guidance from the school nurse and other medical professionals. Updates for staff training needs are accessed via the school nursing team as required. Particular training can be accessed where necessary depending upon the needs of the child.
- There is a protocol in place for medical emergencies in school.
- A proportion of staff working across the different areas of the school (teachers, teaching assistants) are paediatric first aid trained.
- Where pupils require personal care throughout the school day this will form part of their Individual Education Plan (IEP) or Individual Health Care Plan (IHCP). How the child's personal care needs will be met will be agreed with parents/carers and clearly identified on the plan. All safeguarding policies and procedures will be followed in regard to providing personal care for pupils.
- The school promotes positive behaviour and recognises it as a crucial element in ensuring effective learning for pupils.
- The school's behaviour policy outlines the approaches used by the school in regard to behaviour management. The school behaviour policy is available on the school website <https://www.eldon-pri.lancs.sch.uk/policies/> and from the office on request.
- All staff follow the school's behaviour policy. The approaches outlined in the behaviour policy focus on the use of positive behaviour management strategies and allow for

strategies to be adapted to promote positive behaviour for all pupils, including pupils with SEND.

- The school's anti-bullying policy can also be found on the school website <https://www.eldon-pri.lancs.sch.uk/policies/>.
- The school promotes inclusion and diversity and the whole school ethos, alongside the PSHRE curriculum aims to foster a sense of celebration in individuality, and of respect towards others.
- The school promotes and monitors pupil attendance and works closely with the Education Welfare Officer to monitor and respond to attendance issues, including for pupils with SEND.
- All pupils, including those with SEND are encouraged to contribute to the life of the school and be an active part of the school community.
- The school has a pupil council which consists of 2 representatives from each class. They meet on a regular basis and have their own noticeboard in school.
- The representatives are voted for by the members of their class and gather the views of their class mates about items discussed at the school council meetings and share these at subsequent meetings.
- There are regular opportunities for pupils from every class to voice their opinions on the topics that the school council are discussing – through the use of suggestion boxes, class discussions, whole school assemblies etc.
- Older children act as and play leaders (PALs) with the younger children in school, which instils in the children a sense of responsibility and commitment to helping others and our school community and build relationships with pupils of different ages across the school.
- Year 6 pupils have the opportunity to take on the role of a prefect and to apply for the roles of head girl/boy, deputy head girl/boy.

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

- The school SENCO has a monitoring cycle in place to evaluate the effectiveness of the provision made for children with special educational needs. This includes: termly pupil progress meetings, monitoring intervention programs, talking to pupils and parents, book scrutiny, monitoring teacher planning and evaluating provision maps and Individual Education Plans.
- The school keeps a register of children who require extra support in school whether this is for SEND, medical, learning, pastoral or any other need. The list is updated each term and the progress children are making is monitored using our school systems.
- Pupil progress meetings are held each term to evaluate the amount of progress each child has made, evaluate the impact of the provision and adjust this accordingly.
- Each child with an Education Health Care Plan (EHCP) has an annual review meeting. Parents and other professionals are given up to 6 weeks' notice of the meeting and asked to contribute to the meeting ideally in both written and verbal form.
- The child is also asked to contribute to the meeting and express his / her feelings of how they feel they are doing and what they hope for in the future. This can be done

verbally, in written format, through the use of IT or another format that the child is comfortable using.

- Following on from the meeting the parents and other professionals are provided with a summary of the meeting which outlines targets for the future, any actions to be taken as a result of the meeting and recommendations about any changes in the support going forwards.
- Children with identified special educational needs who do not have an Education Health and Care Plan (EHCP) will have an Individual Education Plan which summarises the child's areas of strength and also targets for development. It then outlines support / interventions in place for them to help achieve these targets. These profiles are written in conjunction with the class teacher, SENCO, Teaching Assistant (if appropriate) and parents. They are monitored regularly and evaluated and updated each term. Children and parents are actively invited to contribute to the development of these plans.
- The SENCO provides an annual SEND report to governors.

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?

- The School is able to access a number of specialist services through the National Health Service and Lancashire County Council, upon demand as required. For example – Speech and Language Therapists, Occupational Therapists and an Educational Psychologist.
- Early identification is vital and outside agencies can help identify specific needs and advise on the provision of intervention strategies.
- The school liaises with an extensive list of professionals, including Lancashire SEND Inclusion team, educational psychologists, speech and language therapists, occupational therapists, community paediatricians, CAMHS (Child and Adolescent Mental Health Service), The Children and Family Wellbeing Service, Pupil Attendance Support Team, the School Nursing team, early years' health visitors, local special schools and other local services to access support for children and our families.
- If it is felt that a specialist assessment is needed to identify specific areas for development, then the school can buy in the services of specialist teachers or other appropriate agencies. We have access to specialist teacher support as a bought in service either through Lancashire Inclusion Service or as an outreach service from local special schools who can provide assessment, guidance and advice with regards to specific children.
- We are also supported by Lancashire Educational Psychology SENDCo district meetings and the SEND case manager provided by Lancashire County Council.
- The SENDCo can offer pastoral support to children and families who may be experiencing parenting difficulties, on-going educational or social issues or temporarily experiencing family troubles, such as bereavement.
- Where any external agencies or specialist services are involved this is discussed and agreed with parents/carers, and the child where appropriate, and they are fully involved throughout the referral process.

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?

- We have an open-door policy and endeavour to establish and maintain effective channels of communication with all parents/carers.
- Parents, carers and pupils are involved in developing the special educational provision that is put in place to support individual children. Regular review meetings are held where parents, carers and pupils are actively invited to contribute their views on what is going well and what could be improved.
- Should a parent or carer have a concern about the SEN provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily then parents or carers should seek to discuss the problem further with the SENCO or Head teacher.
- Complaints about SEN provision should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.
- The school complaints policy is available on the school website <https://www.eldon-pri.lancs.sch.uk/policies/> and from the school office on request.
- The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services.

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

- Lancashire County Council's Local Offer can be accessed via the link below <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>
- The Lancashire Information, Advice and Support Service (IASS) provides support and advice around SEND for parents and carers. The service is free, impartial and confidential. The IASS also offer free sessions for parents and carers on a variety of school related subjects.
- More information about the IASS and other sources of support for parents and carers of children with SEND is available via the Lancashire SEND website here <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>
- The Lancashire Family Information Network Directory (FIND) provides a termly newsletter and a directory of local and national services including voluntary organisations and support groups. <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/>

- The school SENCO is able to signpost parents and carers to SEND support services.
- Parents/carers can contact the school SENCO via the school telephone or email to discuss this or can request to meet with them face to face.
- The school SENCO provides regular SEND updates, including signposting of support services families via Dojo or via the school newsletter.

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

Our Local Offer - <https://www.eldon-pri.lancs.sch.uk/send-special-educational-needs-and-disabilities/>

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