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Guidance notes for SEN Information Report

Version 1.1 January 2017

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.

Shakespeare Primary School



SEN Information Report

Date: September 2025

Name of the Special Educational Needs/Disabilities Coordinator:

Miss Michelle Dale

Contact details:

Shakespeare Primary School
Manor Road
Fleetwood
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The kinds of SEND we provided for.

Shakespeare is a two-form entry mainstream primary school with 418 pupils on roll approx.

The mission statement of our school affirms our commitment to valuing the individuality of all our children. We give all our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or social background and that pupils have a common curriculum experience.

Shakespeare School believes that every pupil has an entitlement to develop to their full potential. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

Shakespeare Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the Lancashire 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?

Children's needs are identified and tested by school in a variety of ways. We know if a child needs support when:

- concerns are raised by parents/ carers, teachers or the child
- limited progress is made in accordance with age related expectations
- there is a change in the child's behaviour or progress
- concerns are raised by external agencies e.g. the GP or school nurse
- information is provided from a previous school/ nursery setting

Children's progress is monitored in a number of ways at Shakespeare, teacher assessments are made on a termly basis and the results are placed onto the school's SONAR system used to track progress. Baseline testing is used to monitor progress in Class R, whilst in Year 1, the pupils are also tested on their phonic ability. Year 6 children complete their Standard Assessment Tests (SATs) in May. These incorporate English papers for reading comprehension, grammar, punctuation and spelling and Maths papers for arithmetic and reasoning (problem-solving.) Years 3, 4 and 5 complete Optional SAT tests in English and Maths involving similar papers to those used in Year 2 and Year 6. KS2 children complete NFER Maths and English tests each term.

Children from Year 2 upwards are tested at least annually using the Salford Reading test. Children who have a weakness in maths may be also tested using the Basic Number Screening Test. Results from other tests such as BPVS, WRAT 4 and the Boxall Profile are analysed to identify any particular weaknesses and to adapt teaching to enable the children to reach their potential.

Staff Roles and Responsibilities

All teachers are responsible and accountable for the progress and development of the pupils in their class, including those who access support from teaching assistants and/ or specialist staff.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) works alongside the Head teacher, Deputy Head teacher and the Governing Body to determine the strategic development of the SEND policy and provision in school. They also provide guidance to colleagues about issues regarding SEND. In addition to this they liaise with outside agencies regarding those children with special educational needs and disabilities.

The Family Support Manager and his assistant provide emotional support for all children and parents, including those who have special educational needs.

Additional support is offered to families in accessing the curriculum by working with outside agencies. If necessary an Early Help Assessment (previously known as a CAF) may be opened in order to access support from: Children and Family Wellbeing Service (CFW) and Children and Adolescent Mental Health Services (CAMHS/ Clinical Psychology). The school is able to contact Consultant Paediatricians/ Speech and Language Services directly without the need for an Early Help Assessment provided that there is parental consent.

If a parent/carer has a concern about the progress of their child, they should first make an appointment to see the class teacher. Where appropriate the concern will then be shared with the Special Educational Needs Co-ordinator (SENDCO). Further discussions may then take place so that all relevant parties can determine the best way forward for your child.

If a child has a concern about their learning/ well-being/ SEND they are encouraged to speak to their class teacher, SENDCO or the Family Support Manager or their assistant.

Additional support can be provided for those families whose children need assistance with their education. Please contact the SENDCO if this is required.

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 who are identified as having special educational needs complete interventions to support them with their individual targets through the use of an Individual Education Plan (IEP).

Those children with an Education and Health Care plan or have an Individual Education Plan (IEP) will be asked about their views of school as part of their annual review process. Children who are Looked After also share their views as part of their Personal Education Plans.

Feedback is given to all pupils either verbally in class or through the marking comments in their exercise books. Exit slips are used at the end of each topic to assess children's understanding.

All children from Year 3 upwards complete an annual questionnaire that asks about their views about all aspects of school life.

Children's views are gathered as part of the EHCP annual review process, as part of the Team Around the Family documentation or the Pupils Views section of the Personal Education Plan for Children who are Looked After.

Shakespeare also encourages all children to take an active role in strategic decision making through the School Council, Eco Council, Anti-Bullying Committee, Behaviour Champions, Reading Champions, Wellbeing Warriors and House Captains.

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?

Parent/ carers are usually invited to speak to the class teacher and/ or SENDCO if school feel that a child has a special educational need to discuss how the child is at home and share their views.

We involve and support parents/ carers in their child's learning both on a formal and informal basis.

The school has an open-door policy so that parents can discuss their child either face to face with a member of staff or by telephone. Parents/ carers can also get involved by attending:

- Open afternoons or sharing sessions
- Class events e.g. assemblies
- New Entrants meeting for new Reception children
- New parents' visits round school
- Meet the Teacher / Welcome to our classroom sessions
- Termly review/ target setting meetings
- Parent workshops
- Parents' evenings 2x a year
- Annual written report
- Telephone conversations

- Annual review meetings for those children with an EHC
- Parent/ Carers annual questionnaire
- Support from SENDCO

Additional appointments can be made with the class teacher or the SENDCO via the school office. Parents/ carers of children with Education and Health Care Plans/ Early Help Assessments. Children Looked After are encouraged to contribute their views, aspirations and how their child can be best supported. The children themselves with these are encouraged to contribute to their review meetings in an age-appropriate format.

Parents are informed of progress by attending Open Evenings, Individual Education Plan review meetings, through the child's annual review meeting or by contacting the class teacher/ SENDCO for an update.

Some children may have daily diary that is completed by the child and/ or the Teaching Assistant and then sent home to parents/ carers. Other children may be handed over at the start and end of the day by a teaching assistant.

Parents may choose to get involved through being a member of the governing body, elections are held whenever a vacancy for a Parent Governor position becomes available.

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

How will my child's needs be identified and the learning and development provision matched to their needs?

The amount of support and the type of support provided is dependent on the child's specific needs. The method of identification and allocating provision follows a *graduated approach*.

Quality First Teaching

A child's education will be planned for by their class teacher as part of quality first teaching. Teaching and learning will be differentiated according to the needs of the individual children. This may include the support of the class teacher or another adult.

Additional Needs

If a child's needs relate to a more specific area of learning then the child may be included in an intervention group. This may be run by the class teacher or by a teaching assistant. The interventions may run for different amounts of time as they are dependent on the needs of the pupils. The interventions are monitored regularly and are reviewed by the SENDCO to monitor their effectiveness and inform future planning. By regularly monitoring interventions, we aim to ensure all children make progress.

Higher Needs

If a pupil has higher level needs this may result in them being identified as requiring an Individual Education Plan which involves parents/ carers, the child and where relevant, other professionals. This process will identify targets for the child and how they are to be achieved.

Complex Needs

If a pupil's needs are more complex a formal assessment for an Educational, Health Care Plan (EHCP) may be undertaken.

Please be aware that a child may move between the levels of support, depending on their individual need.

In terms of the way in which the curriculum is matched to the child's needs, the following strategies may be used:

- Quality first teaching – this provides high quality education on a daily basis for all children which includes adapting and differentiating the curriculum where necessary.
- Specialist equipment being used where appropriate e.g. writing slopes, pencil grips, coloured overlays etc.
- Small group or 1:1 support – targeted interventions (e.g. following specialist advice from a specialist teacher)
- Access to a more personalised timetable or work station where necessary
- Adult support at playtimes/ lunchtimes.
- Use of sensory room / nurturing activities

How accessible is the school environment?

There have been many alterations since the school was built in 1934, including the construction of two wheelchair ramps, one to the main entrance, one to the infant area and the junior level is floor level with wheelchair accessible doors. There is one dedicated disabled parking space in the rear staff carpark. An induction loop is fitted to the main reception area. A portable induction loop is available for other areas of the school. There are two disabled toilets situated throughout the school. One of these has showering and changing facilities.

School information is available via monthly newsletters, termly curriculum updates and adhoc letters. These are published on the school's website. A Facebook site, emails and the school app are also regularly used to disseminate information. There is a noticeboard on the school railings to also share information. In the main reception there is a display of helpful information. Office staff are able to translate documents when requested or enlarge print. Assistance is provided to parents/ carers that have poor literacy skills.

Our school has furniture that is modern and of a suitable height to the age group of children being taught in that classroom. Aids to support children's learning such as finger grips/ writing slopes/ work stations are used where necessary. For those children who have a vision impairment, worksheets may be copied onto a specific colour of paper or texts enlarged to support them.

The school may liaise with a number of outside agencies including Visual Impairment and Hearing Impairment Services or Inclusion Teachers in order to provide specific strategies and/ or resources for the needs of children with SEND.

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?

Those children with special educational needs are allocated resources depending on the pupil's individual need. Some children will benefit from extra small group sessions, whilst other children who have more complex needs may benefit from some 1:1 sessions with either a teacher or a teaching assistant. Resources are bought using funds from the SEND budget.

The amount and type of support that a child with SEND receives depends on the child's own learning style and amount of need required. The decisions regarding additional resources are made by the SENDCO, head teacher and parents. Decision regarding allocating extra funding is dependent on the child making insufficient progress in their areas of needs.

Decisions regarding access arrangements for tests are made by the head/ SENDCO/ parents when necessary.

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

All children are regularly assessed in school and these results are used to inform the teachers' planning. Information about how a child is progressing is discussed with parents/ carers at Open Evenings. Those parents with children who have special educational needs and/ or disabilities are also encouraged to meet with the SENDCO at Parents' Evening. Parents/ carers also receive an annual written report. Some parents/carers may request a regular update on how their child is doing in school.

Each year group from Year 1 upwards holds a 'Meet The Teacher' at the start of each academic year to explain how learning is planned and how they can support their child at home.

Phonic sessions are provided for parents of Class R children as part of the induction process. Parents may contact their child's class teacher for further advice as to how the curriculum is taught in school.

Pupils know how they are doing by either verbal or written feedback.

If required a Home/School diary may be used to share information about the day.

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?

The SENDCO has achieved her National Award for SEN Co-ordination and attends training sessions in order to keep up to date with local and national updates in SEND.

Staff are encouraged to attend courses that help them acquire the skills needed to work with SEND pupils. Part of the SENDCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As part of staff development, training requirements in SEN will be assessed and identified.

Relevant support and teaching staff are kept regularly up to date with first aid training to ensure staff are familiar with what action to take in the event of an emergency.

In addition to this, EPIPEN and asthma training has been provided by the school nurses or other NHS professionals to ensure relevant staff are conversant with the appropriate action or procedures required for a child who has a medical condition.

Other staff SEND training has related to:

- Children's Mental Health
- Autism
- Asthma
- Speech and language resources for individual children
- Helping children deal with loss and death

Services accessed by the school include:

- Inclusion Teachers
- Educational psychologists
- Social services
- School Doctors (Consultant Paediatricians) / School Nurses/ Outreach Nurses
- Speech and Language therapists and assistants
- New Start Counsellors
- Children and Family Wellbeing Service
- Child Action North West – Counselling service
- **Den workers**
- Children and Adolescent Mental Health Services (CAMHS)/ Clinical Psychology
- **Physiotherapists**

For those children who have additional needs that have not yet been identified formally, the school will liaise with parents before referring the child to an appropriate agency.

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 that transitions can be difficult for a child with SEND; therefore we take steps to ensure that any transition is as smooth as possible.

Moving to Class R

Reception staff visit or call all of the relevant nursery schools to gain information on the new Reception intake and make home visits to meet parents on an informal basis. At the start of the autumn term, there are a number of transition visits that the new entrants make to Shakespeare.

When moving classes within school

Information will be passed on to the new teacher in advance. All children have a 'moving up' morning in the summer term so that they can meet their new teacher. The SENDCO meets with each year group's teaching assistants to share SEND information and to advise on suitable interventions to use with these children.

In Year 6

Each year pupils visit their forthcoming secondary school for 'Moving Up Day' and also secondary teachers and SENDCOs from the local schools visit the primary schools to help ease the transition from Year 6 to Year 7. SEND children receive additional visits where necessary.

If your child is moving to another school

The new SENDCO will be contacted to ensure that they know about any special arrangements or support that your child requires.

The SENDCO is responsible for sending SEND documentation to a child's new school. SEND pupils may receive additional support from teaching assistants/ nursery staff in order for them to participate in the new Reception classes afternoon sessions.

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

All children from Year 2 upwards are invited to participate in extra-curricular activities, leisure, cultural events and school visits. Clubs that have been offered include: **Computing, Arts and Crafts, Eco Explorers, Netball, Sign Language, Salsa, Film Club, Little Voices, Just Dance, Languages, History and Karaoke**. Some clubs are provided by outside agencies and so may only run for a few weeks. Furthermore, some clubs are by invitation only including choir and some of the sporting teams.

If a child has a significant learning/ physical difficulty an extra member of staff or a parent may be asked to accompany them on 1:1 basis to ensure that the child's needs are sufficiently met.

Parents/ carers of children with Special Educational needs are welcome to become involved in the planning for any activities/ trips to ensure that there is appropriate support for their child.

Some children may be passed over from a parent to a member of staff and vice versa at the start and/ or the end of the day. Other children may be supported by an adult at breaks and at lunchtimes.

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

Shakespeare Primary School has a nurturing ethos. The SENDCO has been trained by The Nurture Group Network and all staff have received attachment training. The school strives to develop and support the positive wellbeing of our pupils.

School provides counselling sessions from New Start, the Den and other agencies to support those children with complex needs or those who may have low self-esteem. These are organised by either the Family Support Manager or the SENDCO.

Those children who have a medical condition have an Individual Health Care plan (IHCP) created in liaison with parents/ carers. These are updated at least on an annual basis. Copies are kept by school, parents and by the school nurse. Forms 3 and 5 must be obtained, completed and given to the office staff in order for any medication to be administered. Any medication administered must be recorded using the school's procedures.

Where possible, children are encouraged to meet their personal needs independently. In some circumstances, support for intimate care may be required from teaching assistants, welfare staff or the SENDCO. Parents are invited to discuss their child's needs if intimate care support is required and an Intimate Care Plan is produced.

Children with special educational needs may be supported for their behavioural needs. Specialist teachers may be employed to advise staff to provide for the needs of these children.

The decision to exclude children for a fixed period is not one that the school takes lightly, but occasionally this may occur. If a child is at risk of being excluded permanently, support is provided from one of the local special schools who advise strategies to use with the child.

All alleged bullying incidents are investigated by the Family Support Manager, their assistant or by the head teacher. All alleged bullying incidents are kept in the school's records. The school participates in Anti-Bullying week each November.

As with all children, attendance is monitored by the Family Support Manager/ office staff and support is provided where necessary. It is envisaged that from September 2025, the school's minibus will transport children to and from school if this is a barrier to their learning.

All children are encouraged to play an active role in their school – there are opportunities for children to be members of the School Council or ECO team. Two children from Year 6 are part of the Anti-Bullying Committee. In the school there is a Head Boy/ Head Girl, Deputy Head Boy/ Deputy Head Girl and prefects. Each house team has 2 House Captains. Some Year 6 pupils are trained as play leaders for infant lunchtimes.

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

In evaluating the success of the provision made for children with special educational needs, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of individual success in meeting targets set on IEPs and EHCPs of SEND.
- Scores achieved on standardised tests.
- The work in pupils' books.
- Evidence generated from IEP review meetings with parents and pupils.
- Records kept by teachers/TAs/SENDCO.
- Progress shown on the school's assessment system - SONAR
- Information from external services.

Children can share their views about their learning as part of the Individual Education Plan review process.

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?

Parents/ carers may ask for support or school may suggest accessing aid from a variety of agencies depending on the needs of the family. Permission must be granted by parents before any access to outside agencies is arranged. An Early Help Assessment (previously known as a CAF) may be opened in order to access support from these other agencies including CAMHS/ Clinical Psychology and Children and Family Wellbeing services.

Parental permission is also sought before referring children to outside agencies including the school doctor, speech and language therapists and the play therapist.

Support from other agencies is accessed via the appropriate referral service through the SENDCO. Details for the school nurse team can be accessed either through the Family Support Manager, the SENDCO or the team in the school office.

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?

The staff at Shakespeare School value the help that parents can give and appreciate them sharing any problems a child may have had previously or during their time at the school. Should a parent have any concerns about the progress of their child they should first discuss them with the class teacher. If there continues to be a cause for concern then this should be brought to the attention of the SENDCO. The Family Support Manager and their assistant, the SENDCO, and class teachers will always discuss concerns that a parent may have.

Complaints about the special educational needs and disability provision made by the school should be discussed with the head teacher. In the unlikely event that the head teacher is unable to resolve a complaint, then the parent should write to the school's Chair of Governors, Mr C Hirst, C/O the school.

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

There are wall displays at the school office that contain details of support services including for those children who have special educational needs. The School's Local Offer also has a link to the Lancashire Local Offer where parents/ carers can also access support.

Parents/ carers can also contact the SENDCO for contact details of support services.

SENDIASS provides telephone, email, and face-to-face support on matters relating to SEND of children or young people. They can be contacted either by phone: 0300 123 6706 or through their website: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

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

Our Local Offer - <https://primarysite-prod-sorted.s3.amazonaws.com/shakespeare-primary-school-fleetwood/UploadedDocument/c712a878-a84e-4336-a327-bb90f6726d06/local-offer-sept-25.pdf>

Lancashire County Councils Local Offer - <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>