



SEND Information Report 2025-26

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Lord Street Primary School SEND Information Report 2025 - 2026

Welcome to Lord Street Primary School's Information Report.

With the passing of the Children's and Families Bill (2014), new legislation was introduced and through this the Government presented its aims, in order to provide better outcomes for children with additional needs and disabilities and to improve the experience of parent/carers when securing support of their children.

Within this document, Academies have a duty to publish information on their websites regarding the implementation of their policy for children with SEND.

Throughout this report, you will find information about the provision that we have on offer at Lord Street Primary to support our pupils with Special Educational Needs and Disabilities.

Context of School

Lord Street Primary is part of the Pennine Learning Trust, a young, vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018. As a trust, we determined to improve all the life chances of all young people within the local area. Innovation, Inclusion and inspiration are at the heart of Trust's ethos.

Lord Street is a co-educational 4-11 primary school located in the vibrant market town of Colne, set in a semi-rural location, at the base of Pendle Hill. We aim to place Lord Street at the heart of our local community so that our pupils are proud members and contributors within the local area.

The Local Authority Offer

As part of the legislation, Local Authorities are required to publish a Local Offer www.lancashire.gov.uk/SEND, which will show the special educational needs provision and support available to disabled children, young people and their families within their county and locally in the Borough of Pendle.

What kinds of Special Educational Needs might the children at Lord Street Primary School have?

Your child's Special educational needs and provision will fall under one or more of the four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

With Needs such as:

- Visual impairment
- Hearing Impairment
- SPLD
- Dyscalculia

- Dyslexia
- ASD
- Moderate learning difficulties
- General Learning Difficulties
- Auditory processing Disorder
- SCLN
- Social, Emotional and mental health
- Physical disability

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

How do we identify Special Educational Needs and Disability at Lord Street?

At Lord Street, pupils are identified as having Special Educational Needs and/or disabilities in a variety of ways, including the following: -

- Liaison with the previous setting
- Children performing below age related expectations
- Concerns raised by parents
- Concerns raised by students
- Concerns raised by staff
- Liaison with and feedback from external agencies
- Health diagnosis through a paediatrician

On application to Lord Street, parents are asked to share any learning and medical needs that their child may have. We believe early identification and intervention is necessary to ensure that your child makes good progress across the primary phase of education. We start to identify pupils with SEND before they start in Reception, through liaising with Nursery school SENCo's and parents. As a school, we will attend the Nursery annual review, to plan and support with transition from Nursery to Primary education. We feel it is important that the reception team meet the child in the primary setting and to work with them on several transition days prior to starting in the following September. For SEND students, there is no set number of transition sessions, as we want the student to feel confident and part of the school from their first visit, as it is a very nervous time for your child.

Before starting at Lord Street, we ask parents of the reception intake to join us for an open evening and to spend a morning with their child in their future classroom. During these sessions, we can discuss SEND needs with parents prior to them starting in September 2025.

If a student transfers in or out of our school mid-year, other than at the end of Year 6, we work with either the previous or receiving school to ensure that continuity occurs within SEND provision. Records are transferred between both schools and provision is implemented, allowing the student to settle within their new environment.

After the student has started in Reception, we use the following methods to identify whether a student has SEND or not:

- School staff use a range of sources to assess whether a child has a specific educational need
- On entry observations
- Teacher assessment
- Progress against the Early learning goals
- Progress against National Curriculum expectations
- Progress through core subjects, particularly English or Maths
- Collaboration with parents
- Foundation stage profile
- Formative and summative assessments

In most instances, it will be the class teacher who identifies an emerging learning need. When this is the case, the SENCo will discuss their observations and concerns with the parents/carers. Further assessments can be carried out in at Lord Street, to identify the specific challenges and next steps for the young person, whether that be communications needs, specific learning difficulties, speech and language support, physical, social, emotional or mental health needs. The SENCo will include the student, parents. Class teacher and the pupil to plan the next learning steps for the young person.

How will I raise concerns if I need to?

Parents/Carers can raise concerns regarding SEND via telephone, email or arrange a meeting with the SENCo

Named Person	Role
Miss M Iddon	SENCo

How will Lord Street support my child?

Person	Role
Class teacher	<p>They are responsible for; Adapting and refining the curriculum to respond to the strengths and needs of all pupils . Checking on the progress of the young person and identifying, planning and delivering any additional support.</p> <p>They contribute to the development of personalised learning plans to prioritise and focus on the next steps required for the young person to improve learning.</p>
SENCo	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating provision for young people with SEND, developing and implementing Lord Street's SEND policy. • Ensuring that Parents/carers are: <ul style="list-style-type: none"> - Involved in supporting their child's learning and assessment - Kept informed about the range and level of support being offered to their child - Include in reviewing how their child is doing - Consulted about planning successful transitions to a new year group or school - Liaising with a range of agencies outside of Lord Street who can offer advice and support to help children overcome their barriers to learning - Providing specialist advice and facilitating training to ensure that all staff are skilled and can confidently meet a range of needs
Head Teacher	<p>She is responsible for the day-to-day management of all aspects of the school, including the provision for young people made with SEND.</p>
SEND Governor	<p>They are responsible for supporting Lord Street to evaluate quality and impact of provision for young people with SEND across the school.</p>

How can I find out how well my child is doing?

We develop positive relationships with parents, allowing them to consult with class teachers, Family Support Manager or the SENCo via the telephone, email or through a meeting, regarding progress, pastoral and SEMH needs.

Parent's Evenings are held so that parents/carers can discuss their child's progress and share any comments/concerns that may have with their class teacher.

We believe that the child's education should be a partnership between Lord Street and parent/carers. It is important, to keep communication channels open, with regular discussion regarding SEND, through termly review meetings, which ensure that all the student's needs are being met.

When students have been placed on the Special Educational Needs and Disabilities register, a personalised learning plan will be written, with individualised targets that meet their specific needs. These are written and reviewed on a termly basis, following discussions with the student, parents/carers and class teacher. If the student is subject to an Early Help Assessment, reviews will take place every six weeks dependent on need and actions required, along with the parents and other professionals.

Parental views regarding SEND are collated via a questionnaire twice yearly, analysed by the SENCo, with further actions regarding practice, systems and communication being incorporated into the departmental action plan.

Throughout the year, parents are given opportunities to participate in their child's education, through supporting at home through sharing a book, supporting with homework and providing extra-curricular experiences.

How do we consult and involve pupils in their education?

- We consult the children via pupil voice regarding their Special Educational Needs and how Lord Street supports these. We use different data collecting methods, such as questionnaires, 1 to 1 sessions and group discussions to gather the required information. The data is collated, analysed and used to support the formulation of the SEND action plan. The pupils have an active role in making decisions regarding practice within school regarding Special Educational Needs.
- At Lord Street, we value and celebrate each student being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
- Pupils are invited to attend and contribute to their termly and annual reviews, allowing them to discuss what has gone well and areas which they feel could be improved, to allow them to be further included to the life of the school.
- We promote Pupil-centred meetings, which allow the young person to have a voice regarding the decisions that are being made about their individual needs and their futures.

How will the Curriculum and teaching methods be adapted to meet my child's needs?

As a School, we are committed to giving all young people every opportunity to achieve their very best. We do this by offering a wide, balanced curriculum that is differentiated by class teachers to support the specific needs of the children in their classes.

Work within the class is pitched at an appropriate level allowing pupil access to learning based on their individual needs. Typically, this could mean that during lessons, that 3 different levels of work could be set for a particular class. However, work could be differentiated to meet the individual needs of a particular student throughout a specific lesson. The benefit of this type of differentiation allows all children access to a lesson, whilst learning at their appropriate level.

Adaptations that we make for

- Adapting the curriculum to ensure all pupils are able to access it for example, setting, teaching style, utilising TAs (Teaching Assistant) within lesson, smaller group teaching and providing interventions which are personalised to the needs of the individual child
- Use of learning aides such as laptops, coloured overlays or paper, visual timetables, reading pens and microphones.
- Quality First teaching within the classroom for example think time, visual as well as verbal clues, prompts, sentence starters, reading instructions aloud, producing resources in braille and staff using BSL to sign for individual students.

- Changing facilities for pupils with disabilities

What do we do to assess and review students' progress towards outcomes?

Using the gradual response model, we discuss with our children via pupil voice their learning and interventions. This is collated via discussion, questionnaire, review sheet and participation in both termly and annual review meetings, along with parents and carers. The students have access to the SENCo to discuss aspects of their education that are worrying them and the opportunity to work in partnership with her to find a solution, which allows the child to take part in learning and achieve.

Parents/carers have access to provision map, which allows them to look at and review their child's individual education targets at home, allowing them to work together on aspects of these. Providing the opportunity to add feedback on progress towards these, then taking part in the termly review process.

Following the gradual response process of assess, plan, do and review, if pupils are not making progress, a cause for concern will be raised by the class teacher with the SENCo who then co-ordinates additional resources and supporting professionals as and when required. Additional SEND meetings will be arranged to share new information, progress and strategies with parents/carers and all professionals involved. This process may require a personalised learning plan to support the intervention and progress of the individual child. Additional adults are used flexibly to support groups or individual children to reach their individual learning goals and their full potential. Monitoring also takes place in order to ensure that the young person does not become too reliant on the support.

How are decisions made about the type of, and how much support will my child receive?

Lord Street has a budget for SEND which is calculated and allocated by Department for Education each financial year. This money is used to provide additional support or resources for those students with the greatest need. SEND has an action plan, outlining all area of need across the school, which then supports the formulation of the SEND Action plan. Additional provision will be made available if reviews and assessments identify that the young person is not making expected progress.

There is a variety of support available which may include: small group work, individual intervention programmes, specialist input from professionals, such as the educational psychologist or speech and language therapist, specialist software for laptops, iPad or other alternative recording devices.

Following discussion with yourself, as parents/carers, the SENCo and other key staff in our school, it is agreed that the school cannot meet your child's needs through the existing resources allocated to us, an application may be made to the local education authority for an Education, Health and Care plan (EHCP). Details of the application process can be located on the Local Offer website.

Types of SEND Funding	What is it?
AWPU – Age Weighted Pupil Unit	Age Weighted Pupil Funding (AWPU)- The majority of the funding distributed to the school is through AWPU funding. The level of funding is led by the number of full-time pupils on roll at the Academy on the January Census
SEN Support	Notional SEND Budget

Education Health and Care plans

Funding attached to banding for young person with an Education Health and Care plan

How will Lord Street help to support your child's learning?

As well as daily lessons within school, the teachers will send differentiated homework home. This is a great opportunity for parents to support their child's learning and to see the level of work they are accessing. If you do not understand aspects of their homework, please do not hesitate to contact the class teacher or SENCo.

Homework could be paper based, practical based or a specific intervention program, that can be accessed online at home.

If a child requires specialist equipment at home to support their learning, the SENCo can help parents make the appropriate contacts with the local authority. If outside agencies have been also involved, further suggestions and advice may be provided, with strategies to be at home.

What is our approach to teaching pupils with SEND?

Type of intervention	What is on offer?
Behavioural	<ul style="list-style-type: none"> • Anger Management • Starving the anger gremlin • Volcano in my tummy • Sensory room • Draw and talk • Trauma informed practice
One-to-one	<p>Student receives intensive tuition to close gaps</p> <p>English</p> <ul style="list-style-type: none"> • Toe by toe • Little Wondle • Rainbow writing • Better reading • Pathways to spelling • Grammar Hammer • No nonsense Spelling • Cracking comprehension • Nessy • Snip literacy • Fast forward grammar • Reciprocal reading <p>Maths</p> <ul style="list-style-type: none"> • Power of 2 • Perform with times tables • Precision teaching • Talking Maths • Numeracy passports • Can you convince me • Reasoning and application in Maths • Mad minutes • Concept cartoons <p>Fine and gross motor skills</p> <ul style="list-style-type: none"> • Handwriting • Gross motor skill development

	<ul style="list-style-type: none"> • Developmental dyspraxia • Occupational Therapy support • Fine motor skills development
Classroom-based	<ul style="list-style-type: none"> • TA supporting students to develop independence and resilience • Teach social skills • Develop understanding of rules
Social, emotional and wellbeing	<ul style="list-style-type: none"> • Lego therapy • Draw and talk • Starving the anxiety gremlin • Starving the stress gremlin • Starving the depression gremlin • Improving self-esteem • Fiddle toys • Mentoring (assertive) • Nurture • Daily check-in • SEAL • Social stories • Boxall Profile strategies • Circle time • Feelings and emotions • Teaching self-regulation • Sensory room
Metacognition and self-regulation	<p>Forethought and Planning Analysing the learning task Set goals towards completing the task</p> <p>Performance and monitoring Using strategies to make progress in the learning task Evaluate the effectiveness of the strategies Monitor motivation for completing the task</p> <p>Reflection on Performance Evaluate performance on the learning task Manage the emotional response to the learning process</p> <p>Other Strategies used KWL Charts Mnemonics Metacognitive talk Reciprocal teaching Reflective thinking Use methods that encourage active participation including use of problems, case studies, role play, props, story, visual or electronic aids to help</p>
Speech and Language support	<ul style="list-style-type: none"> • Individual SALT programmes • Socially speaking • Time to talk • WELLCOME • Weekly Support from external SALT

**How will Lord Streer support your child's overall well-being?
How do we improve emotional and social development including extra pastoral support arrangements for listening to the views of pupils and measures to prevent bullying**

The well-being of your child is central to the ethos of Lord Street, our open -door policy and proactive approach to dealing with any concerns or issues that your child is facing enables us to provide a happy, safe and caring environment.

We are an inclusive school; we welcome and celebrate diversity. All staff believe that pupils having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our pupils.

Lord Street has a policy regarding the administration and management of medicines on the school site. If your child has a medical need then please notify the office or the SENCo, as soon as the need is identified, In some cases, a health care plan may need to be prepared in the consultation with you and appropriate medical practitioners, to ensure that we can fully support your child. On a day-to-day basis the Staff generally oversee the administration of any medicines, as well as number of staff trained in first aid.

We recommend that all students with asthma have an Asthma plan in whilst at the school, to ensure that doctor's advice are followed – these are written by your child's GP or asthma clinic.

As a staff, we have regular training and updates on conditions and medication affecting individual children.

Every child's attendance and punctuality monitored closely so that we know of all students are accessing school and learning.

As a school, we view any form of bullying, as a very serious issue and we work closely with our pupils to prevent it from occurring. We will not allow it to become a barrier to learning or have serious consequences on a young person's mental health. Our philosophy is to effectively prevent it from occurring and to tackle it, to create a safe, disciplined environment where pupils can learn and reach their full potential.

We use the following prevention strategies:

- Discussing the issue, as part of the assembly programme, as well as part of broad and balanced curriculum
- Participating in National Projects, such as anti-bullying week
- Treating everyone with respect
- Involving parents, ensuring they are clear that bullying is not tolerated in the school and what procedures to follow if they believe their child is being bullied.
- Involve the pupils to regularly evaluate and update the academies approach to bullying
- Openly discuss differences between people that could motivate bullying
- Provide effective staff training
- Working with the wider community
- Strategies to allow students to report bullying easily
- The creation of an inclusive environment

Social skills and enhancing self-esteem	Small group support Mentoring Pastoral support Social skills group Social stories SEAL Circle time PSHCE lessons. Using the Sensory room
Mentoring activities	Mentoring programme Forest Schools
Reduce anxiety and promote well being	Visual timetable Transition support, visits and events Communicate with parents Personalised programmes

	Starving the anxiety gremlin Lego Therapy, 1:1 social groups co-operation games. Sensory room
Support and modify behaviour	School's rewards and sanctions as set out in the School's Behaviour policy Personalised behaviour plans Pastoral mentors ABC charts Intervention programmes – volcano in my tummy Starving the anger gremlin Lego Therapy, 1:1 social groups co-operation games Sensory circuits
Personal and Medical care	Care plans for children with individual medical needs Liaison with medical professionals: Asthma Nurse and Diabetes Nurse

Which Outside Agencies do we work with?

Lord Street works with a wide range of external agencies to seek advice and support from, to ensure that the needs of our students are fully understood and met. These include:

Access to Medical Intervention	<ul style="list-style-type: none"> • Use of individualised Care Plans • Referral to School Nurses • Referral to Children's Psychology Services ADHD • Referral to ASD Pathway • Referral to Health and Wellbeing Service • Referral to Paediatrician • Referral to Speech and Language Services • Referral to Occupational Therapy
Liaison/Communication with Professionals/Parents	<ul style="list-style-type: none"> • Attendance at meetings and preparation of reports • Regular meetings as required • SENCO available at parent's evenings • Sensory Support, Behaviour Consultants and other outreach support visit to support individual children as and when required
Speech and Language Service	Speech and Language Therapy work in partnership with individuals and their families and with other professions and agencies to reduce the impact of these often hidden and isolating difficulties on
Email: C&F.ReferralCentre@lscft.nhs.uk	

	<p>people's wellbeing and their ability to participate in daily life</p> <p>Children may be supported through a specific, evidence-based care pathway according to the outcome of the diagnostic assessment.</p> <p>Episodes of speech and language therapy intervention may include any of the following direct and/or indirect interventions:</p> <ul style="list-style-type: none"> • Advice (face to face, telephone or written) - both preventative or therapeutic • Direct intervention with the individual - either one to one or in a group • Training others to carry out interventions with the individuals • Training others to improve the communication or feeding environment • Referral on post discharge e.g. for long term support from the voluntary sector. • <p>The aims of advice or interventions will be to:</p> <ul style="list-style-type: none"> • Enable clients to achieve and maintain their communication potential (and eat and drink safely, where there is a need to do so) • Maximise the child's/young person's functional communication ability within their environment where further development or rehabilitation is not possible • Empower children/young people, parents and carers by enabling them to understand the communication or eating and swallowing difficulty and how they can manage this • Facilitate access to education, leisure and if appropriate, employment thus reducing social isolation
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	<ul style="list-style-type: none"> Promote wider awareness and understanding of communication, eating and swallowing difficulties and empowering others in how to prevent and/or support these. <p>There is open access to the service, anyone with the consent of the child's parent/carer can refer into the service.</p> <p>Other professionals may refer the child or young person to the service e.g. Health Visitors, Nursery Nurses, Schools, Learning Disability Nurses, Children's Services, Hospital Staff, Community Paediatricians, GP's.</p> <p>The child or young person should:</p> <ul style="list-style-type: none"> live in a relevant locality area be registered with a GP in the relevant locality area be age 0-18 years (up to 19 if in specialist education) have a speech and language difficulty that is affecting their functional life skills/access to their environment.
<p>School Nurse</p> <p>If you have a general query, you can contact us at:</p> <p>Telephone: 0300 247 0040 – Monday to Friday 9am to 5pm</p> <p>Email: VCL.019.SinglePointofAccess2@nhs.net</p>	<p>School nursing contributes to better outcomes for children and young people with special educational needs and disabilities and their families by:</p> <ul style="list-style-type: none"> Improving the emotional and psychological well-being of children, young people and families; Closing the gap in outcomes and reduce health inequalities for children, young people and families in vulnerable groups Improving the experience of children, young people and their families/carers using the services Contributing to the wider health & wellbeing outcomes <p>School nurses will undertake the following activities:</p> <ul style="list-style-type: none"> To lead on the co-ordination and delivery of the Healthy Child Programme 5-19 offer. To act as named school nurses for school and settings.

	<ul style="list-style-type: none"> • To support vulnerable families and those needing extra support. • To use specialist skills to protect children and young people. • Provide public health advice, health assessments, health screening, guidance and support to children and young people, involving their families, carers and educational staff as required. • Ensure children have a smooth transition into school throughout all transition phases • To work in partnership with local communities including schools to build community capacity. 3 • To have clear participation with children, young people and families at an individual and public level
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<p>East Lancashire Child and adolescent Mental Health Services (ELCAS)</p>	<p>ELCAS is a specialist mental health service for children and young people</p> <p>Referrals can be made by other people, these include:</p> <ul style="list-style-type: none"> • Your GP (family doctor) • Social Worker • Paediatrician (Specialist Children's Doctor) • School with a supporting Early help Assessment <p>Services provided Child Psychiatrists Clinical Psychiatrists Cognitive behaviour therapists Mental health support team</p>
<p>Community and neurodisability Paediatrician</p>	<p>Prior to making a referral, please read the referral acceptance criteria</p> <p>All referrals should be made using the referral form</p> <p>If you wish to discuss a child prior to making an ASD pathway referral, please</p>

	<p>contact the ELHT ASD pathway CYP team on 01282 804393.</p> <p>Email all referrals and supporting documents to: CNPrefferrals@elht.nhs.uk</p> <p>Referrals will be accepted for triage from GPs, Paediatricians, School Nurses, Health Visitors and Therapists (Speech and language, physiotherapy and occupational therapy), Psychologists and Psychiatrists, Children's Social Care (Social Workers, Education, Specialist teachers and SenCo's).</p> <p>Please note that in order to maximise effective use of the service, referrals are reviewed in advance of offering appointments and may be returned with information on a more appropriate service or redirected if not appropriate to the service/more information required.</p>
<p>Occupational Therapy</p>	<p>To make a referral to East Lancashire Hospitals NHS Trust's Children's Occupational Health service, you will likely need to contact the service directly or have your GP make the referral, as a GP referral is a common route for community-based services. You can also contact your GP for information on community occupational therapy services, which may include occupational therapy for children.</p> <p>How to Get a Referral</p> <p>Contact your GP:For most children's occupational therapy needs, the first step is to speak with your GP. They can provide advice and refer you to the appropriate service, whether it is the</p>

	<p>hospital-based team or a community-based service.</p> <p>School Nurse or Health Visitor:If your child attends school, a school nurse or health visitor can also help by making a referral to the East Lancashire Hospitals NHS Trust.</p> <p>Other Professionals:Other health professionals, including pediatricians, speech and language therapists, or learning disability nurses, can also make a referral.</p> <p>Contact Information</p> <p>For General Inquiries:You can contact the East Lancashire Hospitals NHS Trust Occupational Therapy Service directly at 01254 734119.</p> <p>Referral for Community Services:For community-based services, including occupational therapy in East Lancashire, you can use the provided email address for referrals to the Community Integrated Therapy Team.</p> <p>What to Expect</p> <p>Assessment:The East Lancashire Hospitals NHS Trust's children's occupational therapy service provides a holistic assessment of your child's needs.</p> <p>Referral to the Right Service:Referrals may be reviewed and directed to the most appropriate service, so it is possible they may redirect you if they are not the correct service for your child's needs.</p>
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Other support Services	
<p>Educational Psychologist</p> <p>As a school we use Dr Ian Corban of Corban Psychology</p>	<p>Providing Educational Psychology services to schools and academies</p> <p>Supporting schools in identifying pupils with SEND and mapping provision at a whole school level</p>

	<p>Providing Educational Psychology consultation regarding individual pupils whom school are finding challenging to meet their needs.</p> <p>Writing Educational Psychology Reports for Pupils Assessed</p> <p>Supporting schools to develop personalised programmes and interventions for pupils</p>
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How will Lord Street help my child move to new groups?

We arrange for your child to attend 1 taster morning, which allows them to get to know new teacher, for the next academic year. If your child has a SEND, they will be apprehensive as they transfer from class to class and we can arrange for extra transitions sessions, where they can get to know staff within their new class,

For some students, it may be necessary to transfer from Lord Street to a specialist setting or an alternative provision, either on permanent or a preventive placement, we will ensure that prior to the pupil starting they will have numerous visits, to ensure that they are being placed in the correct setting and staff have prior knowledge about them before starting. We also like the receiving school, to visit them at Lord Street, so they get to meet the new staff in a familiar setting, in which they feel safe.

It is important to liaise with all schools that are receiving or transferring pupils, ensuring that all SEND paperwork is passed on and discussed with the next setting prior to their transition taking place. We also ensure that all documentation is signed for by the receiving school and that a copy remains on file, in the archive until the student's 25th Birthday has occurred.

All SEND students have reviews in the Autumn Term of Year 6 to discuss their needs and transfer process to Secondary provision, looking at suitability and accessibility for the child. If a Secondary School, has been identified then the Senco from that school will be invited to attend this review meeting.

The SENCo works closely with the learning support departments within Secondary to ensure a smooth transition from Primary to Secondary education. Both settings will facilitate a number of transition visits, which allow the young person to become familiar with the Secondary setting. The number of visits is dependent on the individual needs of the student. During a handover meeting, both settings SENCo's meet to ensure that all information is transferred from one establishment to another, this includes SEND files, details regarding provision required..

What Extra-Curricular Activities are available for my child?

All children are included in all parts of the school's curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to

take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

All students have access to extra-curricular activities and they are differentiated to meet the individual needs of the student.

Extra-curricular activities offered at Lord Street

- Arts and craft
- Choir
- cooking
- Dance
- Drama
- Debating
- Football
- Multi-sports
- Music
- Netball
- Reading
- Running
- Athletics
- Coding
- Science
- Scouts – Squirrels, Beavers and Cubs

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

Staff Qualifications

The SENCo is a qualified teacher, who has experience of working in primary and alternative provision. She holds the National Award for SENCo's and has a master's degree in SEND, with a focus on Social, Emotional and Mental health difficulties. She has worked as a SENCo for the last 12 years and participates in mentoring new SENCo's in their roles. Her CPD portfolio includes courses on CBT, Child psychology, counselling, anxiety management, Speech and Language, mental health and Emotional intelligence, these have been completed at range of levels from level 2 to 7. Our Senco is also a member of the British Psychology Society, allowing her to carry cognitive testing and write reports based on her findings. During the Summer 2024, she became a Drawing and talking practitioner.

Once her maternity leave is concluded, Mrs M Kirkbright-Gore, will be starting her NPQ SEND and training to be a SENCo under the guidance of Miss Iddon, Mrs Kirkbright-Gore is very passionate about working with SEND pupils and will be an asset to the SEND team.

Staff Training

- The school provides training and support to enable all staff to improve the teaching and learning of our students including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes.
- TA's receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

How do staff evaluate the effectiveness of the provision of pupils?

Through a reflective ethos, we continuously ensure the provision has a positive impact on the outcomes for all of our pupils. The progress of students with SEND is monitored by both the class teacher and the SENCO using both summative assessments and the day-to-day informal assessments that are made during lessons. This information regarding progress is then used to evaluate the effectiveness of the support that is given. We will also gather information from the student, parents, carers as well as professionals from other agencies.

It is of the utmost importance to us that the provisions we provide are effective and therefore we regularly review their impact. Review meetings are held with the SENDCo and class teacher every term, in addition to regular informal discussions with all staff.

We evaluate the effectiveness of provision for pupils with SEND by:

1. Reviewing pupils' individual progress towards their goals each term
2. Reviewing the impact of interventions each half term
3. Using pupil questionnaires
4. Monitoring by the SENCO/SLT/Governors
5. Using provision maps to measure progress
6. Holding annual reviews for pupils with an EHC plans
7. Performance management targets
8. Book Scrutiny and learning walks

With the permission of parents, we may seek additional advice from outside specialists. This extra advice may come from health professionals, specialist teachers or educational psychologists.

They would:

- Carry out further activities to show what the student finds easy and what they may need specific help with
- Provide advice to schools on how to best support the student
- Suggest resources (things) that would help the student make progress

What do I do if I wish to make a complaint?

Pupils, staff and parents are expected to listen carefully and respectfully to each other.

Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher or the SENCo to seek to resolve any concerns.

If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation.

Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the Schools Complaints Procedure is available on request from the office or on the school's website.

How do we support pupils who are looked after by the LEA?

- We promote a culture which considers the views of the young person
- Provide a PEP (Personal Education Plan) which is reviewed termly with carers, LEA and other key agencies
- Provides Pupil Premium Plus, which is individually tailored to the needs and strength of each student
- Relationship built with appropriate adults and peers
- Use an emotionally intelligent approach
- Build the young person's self-esteem
- Relate to the student's interests
- Joined up team approach
- Child-centred approach

How accessible is our school?

The building is on two levels with access via the front door and other entrances around the school. We have disabled toilet provision and we provide specialist equipment as required on an individual basis to allow access the curriculum. Our accessibility plan identifies areas of the school, that require reasonable adjustment to allow access to all students with additional needs.

What do we do to admit a student with a disability?

All admissions to Lord Street are co-ordinated by Lancashire County Council. This is the case for both in-county and out-of-county applications and also for In-Year Admissions and standard Nursery to Primary admissions.

Lancashire County Council has a web portal specifically for school applications and this can be found by clicking the link below:

<http://www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place.aspx>

- We offer an informal tour/visit around the school for the child and their parents
- For the child with complex and specialist needs, we offer a transition meeting between the child, their parents and the SENCO, which includes the SENCO/ from the child's previous setting
- We ensure you have any SEND paperwork for the child from any previous setting

What steps do we take to make sure that disabled students are not treated less favourably than other students?

We are an inclusive school, who makes reasonable adjustments to ensure that all students can participate in their education and enjoy all the facilities that Lord Street provides. It is our duty to make reasonable adjustments to avoid putting disabled students at a substantial disadvantage compared to their non-disabled peers. This applies to all our provision, criteria, practices and every aspect of the school's daily operation.

What facilities are there at Lord Street to help disabled students to all areas of the school?

We have the following facilities to allow students to access all areas of the school

- Access ramps
- Smooth surfaces
- Disabled access toilets
- Large print and braille worksheets
- Appropriate lighting
- Information in audio format
- Visual presentations
- Changing places
- Assistive technology
- Changes to teaching and learning arrangements
- Text-to-speech software
- Interactive whiteboards

What is the plan prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for increasing the extent to which disabled pupils can participate in the school's Curriculum?

For further details about the Academies' Accessibility Plan:

<https://www.lordstreetprimary.com/attachments/download.asp?file=44&type=pdf>