

Special Educational Needs and Disabilities Information Report



“Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding.” Robert John Meehan

Last Updated: April 2026

1 The Local Offer

The Local Offer can be found at: <http://www.lancashire.gov.uk/send>

Further information: The Parent Partnership coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attend meetings with you. They may also be able to put you in touch with other organisations or parent support groups. A Parent Partnership Co-ordinator can be contacted through LCC on 0300 123 6706

Should you require any extra information then please do not hesitate to come and see us in school.

Point of contact

The school SENDCO (Special Educational Needs and Disability Co-ordinator) is Miss Holloway.

Telephone: 01253 825225

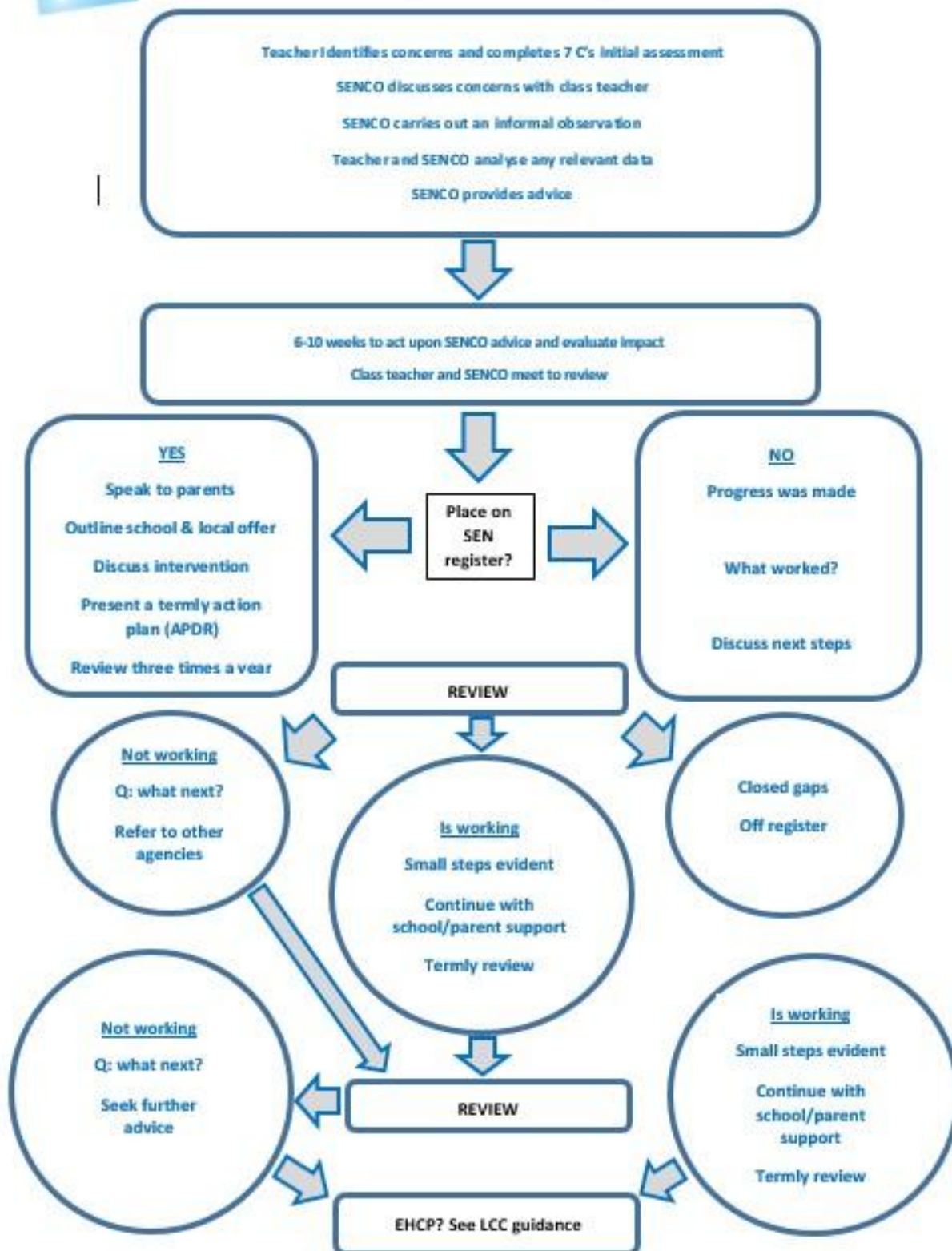
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School address: Stanah Primary School, Lambs Road, Thornton Cleveleys, Lancashire, FY5 5JR



Stanah Primary School

SEN Action Flow Chart



At Stanah Primary School, we follow The Graduated Approach, as outlined in the SEND Code of Practice (2015). The diagram below shows the process undertaken when identifying special educational needs and provision.

2.1: Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

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

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 communicating. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination; which can impact on how they relate to others.

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), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), 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, substance misuse, eating disorders or physical symptom that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

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 impairments (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI must have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(Definitions taken from SEND Code of Practice, 2014).

2.2: Other Considerations:

- Receiving ongoing support from external agencies, therapeutic services or advisory services.
For example, a pupil may receive continuing support from professionals such as:
Speech and Language Therapists
Occupational Therapist
Children and Adolescent Mental Health Service
Paediatrician
- Has a diagnosis/diagnoses that could impact on a pupil's ability to access the curriculum These could include, but are not limited to, the following: Autistic Spectrum Disorder
Attention Deficit Hyperactivity Disorder
Dyslexia/Dyscalculia
Developmental Co-ordination Disorder (Dyspraxia)
Sensory Processing Disorder
- Has a disability:

A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a child's ability to do normal daily activities.

3 How do we keep parents/ carers informed?

At Stanah, we are a child and family centred school, so you will be involved in all decision making about your child's support.

- When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- Parents are invited to a meeting held approximately once a term. In the meeting parents/ child's views will be used to support the class teacher in writing and reviewing targets for your child. The SENDCO and class teachers will then write them onto Individual Education Plans.
- Your child will also have a personal Assess, Plan, Do, Review document, which will be reviewed three times a year, with the SENDCO, Class Teachers and parents. Each child has a One Page Profile, which details important information and is formed alongside the child. This is used by school and professionals to share information about your child's specific needs.
- We also use homework to repeat and practise activities that are new and present an achievable challenge for the individual pupil.

3.1 How do we involve children/ young person?

We endeavour to include and seek the views of the children in all aspects of their learning and decision making. This will be in an appropriate way for the age and specific needs of your child. Their voice will also be captured in their Support Plan, Provision Map and One Page Profile. Provision maps for the academic year 2022-2023 are currently in creation.

3.2: How do we support learning and well-being?

- First and foremost, we believe that the biggest impact on teaching and learning of all pupils is High Quality teaching in the classroom (Quality First Teaching). Therefore, all teachers are expected to plan appropriately differentiated lessons so that all children can access the curriculum. Examples of differentiation methods include: a differentiated learning objective; use of different resources; planned adult support; extra time to complete a task. Some children may need specific resources to support their learning. These can include a laptop to type rather than hand-writing pieces of work; a talking tin microphone to record ideas and then write as pupils play it back to themselves or now and next boards to communicate what task should be completed first before moving on.

- Those children working well-below the year group expectations often need a separate programme of study, particularly for English and Maths. Teachers are expected to provide planning for the teaching assistants in delivering such a programme, and to be part of the delivery and assessment on a regular basis.
- We also offer children additional interventions in school that focus on the specific needs of the child. Children are identified for interventions through discussions between the Head teacher, SENDCo and class teachers alongside school tracking systems. These interventions will complement quality first teaching.
- We have a Family Support Worker in school who is able to support children with specific social, emotional and personal difficulties and liaises with home and school staff to ensure continuity of approaches and provision.
- The school Governors also have a role in ensuring your child is supported where necessary. The Head teacher and SENDCO report back to the Governing body regularly in addition to the SENDCO meeting with the SEN Governor.

3.3: How do we assess pupil progress towards learning targets and outcomes?

How do we review this progress so children stay on track to make at least good progress?

- All children are assessed using the EYFS and National Curriculum statements depending on their age. PIVATs are used for children in Year 1 to 6 who are not accessing the National Curriculum, progressing in smaller steps and at a slower pace.
- We check how well a child understands and makes progress in each lesson through formative and summative assessments and evaluations. Staff work closely with colleagues and other schools to moderate their judgements.
- Our Senior Leadership Team monitor the progress of all children every term at Pupil Progress Meetings and reviews. We discuss what we are doing to make sure the children make good progress including those with SEND. Alongside these meetings, senior Leaders report back to Governors on the attainment and progress of all children in school.
- For children with SEND, teachers discuss progress with parents at agreed times during the school term. SEN review meetings take place each term to update Individual Education Plans (IEP). Children with an Education, Health and Care Plan (EHCP) will have on-going review meetings as well an Annual Review, which is reported to the Local Authority.

3.4: What extra support we bring in to help us meet SEN? Specialist services, external expertise and how we work together collaboratively:

- We can access support from specialist teachers to enable children to access the curriculum and meet specific needs (speech, language and communication, hearing impairment, visual impairment, behaviour related needs and severe learning difficulties, autism)
- We get support from other Local Authority services, SEN Specialists, Educational Psychologists, Speech Therapy, School Nursing Team and CAMHS as needed.
- We get support from occupational therapists and physiotherapists for children with specific physical needs.
- We review all provision with the child, parent and any other services involved. We will agree the role and responsibility of each stakeholder to support the development of the child, setting targets that will make a difference which will be reviewed half termly with parents. This information is recorded to ensure accountability.

3.5: What equipment/ resources do we use to provide extra support?

- We use visual timetables and cues; various ICT Programs and practical learning resources, alongside a range of other equipment on a day to day basis, for children who need additional support. These are used within daily quality first teaching.
- We deliver speech & language programmes provided by the Speech and Language Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed over a given period of time.
- We use ICT equipment, Apps and programs to support specific needs as appropriate.
- We use a range of resources and other activities for children who have physical or sensory needs.
- Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services.

3.6: Extra-Curricular Activities available for children with SEN

- We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.
- We have regular educational visits as well as people coming into school to support different topic areas. We usually have one residential trip each year for Year 6 children. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible to all.

3.7: How do we support children in their transition into our school and when they leave us?

- Reception aged children entering the Foundation Stage Unit will have a setting visit in the summer term prior to starting in the September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to school and meetings with staff are encouraged for those children who may find the transition difficult between home and school.
- Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place.
- When children leave Stanah to go to High School, transition meetings are arranged between schools that include both staff and children. SENDCo's from each school will discuss those children with SEND and records are shared. Additional visits to high school are arranged for vulnerable children supported by Stanah staff. Parents can be invited to be part of this process.
- Transition between year groups in school is supported with extra visits to the new class. For children with SEND, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face. Staff meet to discuss individual needs and strategies for SEND children and records are shared including the Child's support plan or EHCP. Parents can be invited to be part of this process.

3.8: How does additional funding work?

- Schools receive funding for all children, including those with Special Educational Needs and Disabilities, in order to meet their needs and achieve the best possible outcomes.
- The school will make a request for an assessment for an Education Health Care Plan if they are unable to meet the specific needs of a child. The school will allocate how any allocated additional funding is spent in consultation with parents in order to secure the best possible outcomes.

3.9: Where children and parents can get extra support.

Parent's views are important to us and we value your role in supporting your child. We recognise collaboration between home and school is the best way to help children progress.

- In the first instance parents should speak to the class teacher, who will then recommend a meeting if appropriate with the SENDCo.
- The Lancashire Local Offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives parents more choice and therefore more control over what support is right for their child. Find out more at <http://www.lancashire.gov.uk/send>

- There are a number of parent support groups and networks related to specific SEND needs, please come into school to find out more or visit the contact page in the Inclusion tab of the school website.
- The LCC Parent Partnership Service provide independent, individual information and advice for parents of children with special educational needs.

Visit <https://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities/getting-help/information-advice-and-support/>

3.10: What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact is always the class teacher and/ or the SENDCo. If you are not satisfied that your concern has been addressed, speak to the Head teacher.
- If you do not feel the issues have been resolved, then please follow the whole school complaints procedure on the website.

4 Review

Our Local Offer will be reviewed in April 2026.