



Ightenhill Primary School

SEND Information Report - September 2025

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The kinds of SEND we provide for

At Ightenhill Primary School we provide for the 4 broad areas of SEND identified in the 2014 Code of Practice:

- **Communication and Interaction** (this includes children on the autistic spectrum and those with Speech and Language difficulties).
- **Cognition and Learning** (this includes children with dyslexia, dyspraxia, dyscalculia and moderate learning difficulties).
- **Social, Emotional and Mental Health** (this includes children with ADHD, Attachment Disorders, Emotional difficulties).
- **Physical and Sensory** (this includes children with Hearing Impairments, Visual Impairments, Cerebral Palsy – mobility difficulties)

We aim to raise the aspirations and expectations of all pupils with SEND in all aspects of school life. All members of the school aim to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

"All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education".

SEND Code of Practice 2-14 5.1

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?

"Every teacher is a teacher of every young person, including those with SEND." SEND Code of Practice 2014. Provision for children with special educational needs is the responsibility of the whole school.

All teachers at Ightenhill Primary School are responsible for identifying pupils with SEND; and in collaboration with the SENDCo, will ensure that those pupils requiring additional support are identified at an early stage. Class teachers are continually monitoring and observing the pupils that they teach. If they observe that a child, as recommended in the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause and to discuss their concerns with the SENDCo.

The SENDCo observes the child in the classroom and discusses strategies with the class teacher. With parental consent, advice may also be sought from outside agencies. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

Parents sometimes raise concerns and ask the school to look more closely at their child's learning. We value parental involvement and these requests are always given careful consideration. Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnosis. Parents are advised to contact their GP if they are concerned that their child might have ASD, ADHD or another additional need. If a parent has concerns, they should speak to the class teacher who will inform the SENDCo through the school's usual referral procedure.

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?

At Ightenhill Primary School, pupils participate as fully as possible in decisions about their SEND provision. We aim to provide pupils with the information and support necessary to enable their informed participation in those decisions.

Pupil's views of their progress are gathered and recorded regularly.

Children with an EHC plan have annual statutory reviews. The children are invited to give their views and attend the meeting if they choose to do so. There are child friendly recording sheets for this purpose.

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?

At Ightenhill Primary School, we aim to have a positive and informative relationship with all of our parents. If school has identified a pupil as needing extra support, parents are informed at the earliest opportunity to alert them to concerns and to enlist their support and participation.

Once a child has been identified as having SEND, the SENDCo will invite parents to a meeting to:

- formally let them know the child is being placed on the SEND register
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This meeting will form part of the graduated approach cycle. Depending on the child's age and their needs, the child may be invited to attend all or part of the meeting. If a child has needs which require specialist teacher or therapist input, this will be considered at the meeting. Appropriate referral or request forms will be completed by the SENDCo with relevant evidence / reports written. Records of the meeting will be kept as part of the child's SEND record.

Parents will be invited to regular meetings/parent consultations to review progress. Children with EHC plans will also have annual review meetings and transition meetings in Year 6.

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

The first step in responding to children who may have SEND is high quality teaching and differentiating work for individual children. This may be followed by targeted intervention. The intervention may be in class or in sessions with small groups of children. Specific targets will be set to enable the children to make progress both in the group work and class work.

Interventions are monitored and assessed to inform future actions. Children may receive specific individual support, especially if they have an EHCP, or receive specialist advice e.g Occupational therapy. This support may be delivered by a teaching assistant or a specialist teacher.

Some children have a Learning Support Plan. These plans give details of both the child's needs and "How best to support me (strategies and resources)" – this is a list of useful strategies that help individual children to learn. These plans will also contain any advice or strategies given by outside agencies. Some Learning Support Plans also have specific targets, usually for pupils who receive targeted intervention or specific individual support.

How accessible is the school environment?

To ensure access for pupils, parents and visitors with disabilities, the main entrance doorway is wide enough to accommodate a wheelchair if necessary. Sloped paths with supporting rails are in place at the Key Stage 1 entrance and a small ramp allows access to the KS1 building through the EYFS entrance. The main entrance can provide access to the Key Stage 2 part of the building.

A disabled staff toilet has been purpose built and can be utilised by wheelchair users. A small toilet with a rail has been fixed in the Key stage 1 area to accommodate pupils who have difficulties accessing the height of a standard child's toilet – in our opinion, this is approximately the height suitable for a nursery child.

The school is on a split-level with sloping corridors - a lift enables access between areas Key Stage 1 and 2. If the wheelchair user is a visitor to school, we would meet them in a suitable area to avoid navigating the sloping corridors wherever possible.

Evac chairs are situated in the Key Stage 1 hall and on the lower Key Stage 2 corridor, for use in an emergency. Key staff are trained in their use and complete regular refresher training.

Information is available on the school website and a community noticeboard in addition to regular newsletters.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. The school liaises regularly with the occupational therapist to ensure that the equipment required and used with our pupils is fit for purpose. The school has a range of ICT programmes for pupils with SEND in addition to computers and interactive whiteboards installed in every classroom.

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?

The class teacher and the SENDCo assess and monitor the children's progress and needs in line with existing school practices and discuss the type and quantity of support or resources that will best meet the child's needs.

The SENDCo also works with parents, the children and any outside agencies to plan an appropriate programme of intervention and support and to determine any additional resources that might be required.

The assessment of children's needs reflects, as far as possible, their participation in the whole curriculum of the school. When identifying the needs, the whole child is considered not just the SEN identified in the Broad Categories of Need. Other areas considered include the health and welfare of the child.

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

As part of the review process for children with SEND, progress and attainment will be assessed through observations, work scrutiny, assessed work, pupil progress meetings, PIVATs, standardised assessments and reports from specialists. Learning Support Plans are reviewed termly and progress noted. Progress will be considered in terms of the child's individual ability and needs.

Parents receive a copy of the Learning Support Plans and are invited to comment on progress.

At the termly consultation meetings between staff and parents, progress will be discussed and necessary changes to support provision and targets will be considered. Pupil's views will also be part of the reviewing process.

Children with an EHC plan will have their plan reviewed annually. Parents contribute to and attend Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to contribute to the review and are invited to attend the meeting if appropriate.

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 school has regular access to specialist services. These include Speech Therapy, Occupational Therapy, the specialist teacher for hearing impaired children and the specialist teacher for visually impaired children.

In the case of children with HI, VI or medical needs, specialist support, equipment and training is provided by the School Nurse, Specialist Teacher and other specialist medical personnel. Staff attend regular asthma and Epi-pen training. Regular training in the form of updates to existing knowledge about SEND form part of the ongoing INSET programme in school. New staff receive information via the induction procedure.

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?

The Inclusion Manager, SENDCo or class teacher will visit nursery placements to discuss the needs of pupils entering the reception class at the start of the new academic year. All relevant staff are made aware of any additional needs that are discussed during these visits.

Each year the Year 6 pupils visit their high school placement for taster sessions, and staff from the local high schools visit school to help to ease the transition between placements.

The Year 6 teachers and SENDCo liaise closely with the high school staff to ensure that individual pupil's needs are met. High school staff may also attend relevant annual or transition reviews to discuss the needs of pupils with the SENDCo and families of the children involved.

Some pupils with SEN needs are supported further with 1-1 or small group sessions to support their transition to high school.

Visual record books or social stories can be prepared to prepare for changes in routines. This is also completed for some children transferring between Key Stages or in some cases between classes.

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

There are opportunities for pupils to take part in a range of extra-curricular activities over the course of the year. Pupils can take part in sports and activities clubs. Where clubs are provided by school, they are usually free of charge. The clubs are available to all the pupils in the designated age range for the activity. Information of clubs for each half term is set out via Class Dojo.

The clubs and any school trips are usually available to all the pupils in the designated age range for the activity. Arrangements are made to cater for the child's physical and medical needs in relation to transport, access to medication and support provided during trips if necessary.

The role of Pupil Parliament Representative and other positions of responsibility are available to all the pupils in the designated age range.

Our commitment to work with the Burnley Schools Sports Partnership offers children with SEND access to specially designed and targeted competitions.

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

When children enter Igthenhill Primary School, details of any medical needs are requested and recorded. The relevant staff are made aware of these needs. Medicines can be administered following the school's procedure. All medicines are kept in the school office in a locked cabinet.

Care plans are written with parents, medical specialists and key staff; they are given to any relevant staff who are working with the child. These are reviewed regularly. Risk assessments are carried out before all school trips and specific medical needs noted.

Medical record booklets are stored safely for afterschool club and at medical stations. Staff access medical files using the internal secure ICT facilities. All individual information regarding children is kept confidential. Lunchtime staff are made aware of children's medical needs.

All 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, asthma EpiPen and diabetes training has been provided by the school nurse or other NHS professional.

The procedure in a case of emergency where an ambulance / paramedic assistance is needed is recorded on posters by all outside phone lines in school. This gives step-by-step instructions. Staff are regularly trained and refreshers completed of these procedures.

Our school has a dedicated team of pastoral staff who are led by an Inclusion Manager, who works with related agencies. In class, support is provided by learning mentors as necessary and a Family Engagement Manager works with parents to support the children's learning.

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

The effectiveness of the provision made for children with special educational needs is evaluated in a variety of ways.

Learning Support Plans are reviewed regularly and progress towards targets is noted. Provision is then adapted as necessary. Formal assessments, such as PIVATS or Boxall Profile may also be used to assess children's progress. Verbal feedback from the teacher, parent and pupil is also valued when evaluating the effectiveness of provision.

Children with additional needs are included in the school's general assessment procedures and their progress is tracked against national expectations. These discussions take place in termly Pupil Progress Meetings.

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?

At Ightenhill Primary School, we involve a number of specialist services appropriate to the children's needs. These may include Speech and Language Therapists, Occupational Therapists and the Educational Psychologist.

These services become involved, after discussion with parents, on a needs basis.

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 school works, wherever possible, in partnership with parents to ensure a collaborative approach in meeting the child's needs.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and class teacher will meet with the parents to discuss and try and resolve the concern.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher who will follow the guidelines of the school's complaints procedure.

The Chair of Governors will be involved after other steps to resolve the situation have been taken. All complaints are taken seriously and are heard through the school's Complaints Policy.

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

These websites provide useful information for parents:

Lancashire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/about-the-send-local-offer/>

Information about these services can be found on the local offer.

Family Information Network Directory (FIND) produces a quarterly newsletter free of charge to keep families informed about services and support which may be relevant to them.

The Information, Advice and Support (IAS) Team.

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

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