----------SEND INFORMATION REPORT 2026 ----------

MEDLAR-WITH-WESHAM C OF E PRIMARY SCHOOL

What kinds of special educational needs do we provide for?

School can provide for all areas of SEN. The main school building is all on one level and is accessible to wheelchair users and people with mobility issues as there is a ramp and a push-button entry at the front of school to the reception area. The entrances to the Ocean Room and the Shark and Turtle classrooms and the entrance to EYFS are also accessible. However, there is no disabled toilet in the main building at present. The pavilion building is also accessible as it is all on one level. This building has a disabled toilet.

Although it does not form part of the school and people park there at their own risk, disabled parking is available on the community centre car park which is located at the top of Church Road.

All policies are available (https://www.weshamcofe.lancs.sch.uk/).

Resources in the classroom are labelled and are accessible to the children. Children are encouraged to be as independent as possible within their classroom and school as a whole.

Use of IT to support writing has been found to benefit some children. These children can use this technology, but they are also encouraged to write whenever possible.

How do we identify a child with SEND and how do we assess their needs?

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. (Code of Practice, 2014). To do this, we liaise closely with early years settings, parents and other professionals where applicable before a child starts school, as they may have identified a child with SEND. During our meet the teacher sessions and induction days for EYFS, parents can discuss any concerns that they have regarding the development of their child with key staff. Parents of a child who comes to our school further into their academic journey, can speak to staff about their child's individual needs before the child starts to attend. School will also contact the child's previous setting to establish whether the child has any identified special educational needs and if so, what provision had been put in place for them. This would be a starting point for our own assessment of need.

Tracking is used to ensure children will achieve their predicted age-related expectations. We believe in high-quality first-class teaching and differentiation to meet needs in the first instance.

We use different assessments depending on the difficulty within school and develop interventions to support a pupil's individual needs.

Interventions are carried out in small groups and on a one-to-one basis if required. Children are assessed and grouped according to their ability in phonics. We implement Read Write Inc. to provide a systematic and consistent approach to the teaching of phonics, reading and writing. We use the Red Rose Maths programme for individual year groups which encourages independent learning, reasoning and working at greater depth.

Staff are encouraged to ask for training on any aspect of SEND that they feel will enhance their work within the classroom.

Staff working with children with specific needs are encouraged to attend training which will enhance their understanding of individual children.

SATs- we follow the national guidelines for applying for extra time and using readers in tests.

We are able to access support from the Speech and Language Therapy team and specialist teachers for the deaf and the visually impaired and for children who need inclusion and emotional and behavioural support. Support from the occupational therapy and physiotherapy can be accessed via the school nursing team (Virgincare) should this be necessary. School will only access the above support when parental consent has been gained. If parents/carers feel that they need support or advice from the school nursing team, the SENDCo can contact the school nurse assigned to our school on the parents'/carers' behalf.

Who is the SENDCO and how can we contact them?

Mrs Rachel Marsh SENDCO

Availability: Monday, Wednesday and Friday between 8.30AM and 3.30PM.

School number: 01772 682836

Email: r.marsh@weshamcofe.lancs.sch.uk

How do we involve parents and consult with them about their child's education and how do we consult the children about their education?

Section 19 of the Children and Families Act 2014 states that: 'Local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.'

Communication with staff and our open-door policy is explained at EYFS induction. For children who join school at a later date, this information is given both in the prospectus and on a visit. There is a notice board in the entrance porch giving photographs, names and designation of staff.

Parents and Carers are able to make an appointment to visit the school at a time that is mutually agreeable at any point during the school year. There are two parents'/carers' evening each year (the SENDCo holds a drop-in session during these events). A report will be produced before each parents'/carers' evening which can be shared during that meeting. An end of year written report is produced in the summer term. There is a feedback form for parents/carers on the end of year written report, and parents/ carers are welcome to speak to the teacher about their child's report if they wish to do so.

Parents/ carers are encouraged to talk with staff at any time should they wish to discuss their child's support in school or if have any worries or concerns.

We have a School Council and a School Worship Group.

On a day-by-day basis, children are talked through their targets so that they know what they are aiming for in their work, the children's views during this discussion are valued. When the work is reviewed by the class teacher, next steps to success are given. These are then discussed with the child. In doing this, the children know exactly what they have achieved and what they need to do next to continue to make progress feel part of the whole process.

How do we support our pupils with SEND as they move on to high school or move to another school?

We have close links with Carr Hill High School in Kirkham and St. George's School in Blackpool. However, any school to which a Year 6 child was transferring to, would be contacted and information and visits would be arranged.

Both the SENDCo and the Y6 teacher have close contact with each other and the child's chosen school around transition.

Children attend the day with their peers.

For children with SEND, extra visits can be arranged on request and are supported by school with the consent of parents.

What is our approach to teaching children with SEND?

At Medlar-with-Wesham CE Primary School, and in line with the Code of Practice 2014, we believe that all children have a right to high quality teaching that is differentiated and personalised which will meet the individual needs of the majority of children and that all children are included in every aspect of school life. However, some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Therefore, we believe that all children have a right to high-quality, first-class teaching and this is our aim. Within this, they will have work differentiated to their needs and should be able to achieve even if, at times, they feel challenged.

If a child is not making progress, then we would look at a second level of intervention, where we would put in small group (or 1:1 support if required) work and tasks. At this stage, an Individual Pupil Plan (IPP) would be discussed with parents/ carers (and the child if appropriate), developed and implemented.

Where a child was still not making progress after these interventions had been instigated and a second cycle of assess-plan-do-review had taken place, we would then consider accessing the services of an educational psychologist or a specialist teacher for advice and strategies.

How do we adapt the curriculum and the learning environment for children with SEND?

This depends very much on what the area of need is. High-quality, first-class teaching means that the curriculum is differentiated to meet the needs of all children. With the new Code of Practice, all teachers are now teachers of all children including those with SEND.

Some children may need to sit in a particular place, need a table to themselves or have an additional workstation out of the classroom for some of their learning. Some may need to have a radio mike or require special writing implements or magnifiers or different seating to aid concentration.

We aim to ensure that children have what they need to make progress and we will take advice from health professionals on this when needed.

How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

Staff are trained in line with their requests for updating on subject knowledge and also on the needs of the school.

CPD is important within school for all staff and twilight sessions and INSET have been used to give CPD.

The SENDCo has completed Acute Childhood Experiences (ACEs) training, Prevent training, and St John Ambulance training. The SENDCo is also a deputy designated safeguard lead (DSL).

If school needs more help and advice to support a child, after discussing concerns with parents/ carers, the SENDCo will contact any agencies school feel could support them. This could be Speech and Language, Occupational Therapy, the Community Paediatrician, the school nurse, Child and Adolescent Mental Health Services (CAMHS), Counselling Services, the outreach team at Stepping Stones Short Stay School, the Inclusion and Engagement Support Team or any other services that could help support the child in school.

How do we know if what we provide for the children is effective?

Tracking looks at the academic attainment of our children. However, we do also realise that some children will not be at the same level as their peers on entry. With this in mind, we also look at the results in light of the progress that they have made at each step on their journey through school. We also aim to ensure our children are happy in our school environment and make social and emotional progress as well as academic progress. We track children's emotional well-being to ensure that this is not a barrier to learning and achievement. If we feel that a child is experiencing difficulties in this area, we will, having discussed the concerns with the child's parents/ carers, endeavour to support them with interventions facilitated by school staff in the first instance.

How are children with SEND enabled to take part in all the activities available at school?

After school sport and social activities are open to all children as are evening and weekend events and residential trips.

How do we support children with emotional and behavioural difficulties?

We involve parents/carers as soon as possible to create a whole picture of the child. We may ask parents/carers to involve their GP, who may go on to refer the child to a paediatrician.

We access support from the outreach team at Stepping Stones Short Stay School, the Inclusion, Engagement Support Team, CAMHS and the school nurse for children with social, emotional, mental health and behavioural difficulties. The SENDCo may also discuss the opening of an Early Help Assessment at this stage to access support from other external services if other early interventions have been accessed. Parents will also be informed about parenting courses, services signposted by the Primary Mental Health team and sessions facilitated by the Children and Family Well-Being Service by the SENDCo.

How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Members of staff supervise a class during each break (there may be more than one member of staff as some children require additional supervision during unstructured times). Children are encouraged to talk to staff and report any incidences of behaviour which makes them feel uncomfortable or what they think might be bullying.

Parents may also report concerns about bullying to school. We have an Anti-Bullying and Behaviour Policy. This is available to view on the school's website and is available on paper on request.

At Medlar-with-Wesham CE School, we aim to follow OFSTED criteria which is that:

'Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.'

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

We contact other services on a need-by-need basis for individual children.

The SENDCo liaises with outside agencies and ensures parents are aware and have given consent. Visits to school are put on the calendar which is available to all staff and the child's class teacher is informed on the week ahead document. Space is made available for these professionals to work in if it is needed. Observation visits are also a part of the assessment process and school follows the instructions given by the outside agency so they can complete these assessments.

What arrangements do we make for supporting children who have SEND and are in the care of the local authority?

These children are subject to Personal Education Plans and also PEPS funding. In school, we complete the Child Looked After (CLA) Provision plan in discussion with parents and the child and then also complete the PEPS funding form for additional funding if this was needed.

We work closely with Children's Social Care (CSC) and any other agencies involved to ensure the best possible outcomes for any looked after child.

We hold meetings in school that were requested by either the carers or CSC. We ensure that the voice of the child is heard before any meeting so that their needs and wishes can be put forward.

In some cases, the child will be asked to attend the meeting, and this will be facilitated by school.

What should I do if I have a concern or complaint about the provision for my child?

If you have any concerns about the provision made for you child, you should contact the child's teacher in the first instance. If they cannot resolve the issue, then a discussion with the SENDCo should be requested. If this also fails to resolve the issue, the complaint will be forwarded to the Headteacher. If no resolution has been met, then parents/carers should put their complaint in writing

to the Chair of Governors and the correct procedures will take place in accordance with the school complaints procedure. If parents are still not satisfied, then they can request support from the Lancashire Parent Partnership for confidential advice and support. They can be contacted on: 0845 6014284.

Where can I find information about the authority's Local Offer?

The local authority's local offer can be found at: www.lancashire.gov.uk/SEND