



**Hesketh-with-Beaconsall All Saints  
CE Primary School  
SEND Information Report**

November 2024



# Hesketh-with Becconsall All Saints Church of England Primary School



Proud to be part of the Learning Together Trust family of schools

## SEND Information Report November 2024

**Name of the Special Educational Needs/Disabilities Coordinator:** Mr. Philip Wright

**Contact details:**

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### 1. The kinds of SEND we provided for.

Hesketh-with-Becconsall All Saints Church of England Primary School is a mainstream primary school catering for children from 3 - 11 (N - Y6).

Currently we meet the needs of children with the following needs:

- Attention deficit hyperactivity disorder
- Autistic spectrum disorder
- Speech, language & communication
- Dyslexia
- Social, Emotional & Mental Health
- Dyscalculia
- Dyspraxia

**Admissions:**

The governing body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. By law, no infant class may contain more than thirty children. The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a Statement of Educational Need or Health and Care Plan naming the school, the governing body will allocate places using the criteria below, which are listed in order of priority.

1. (a) Children in public care and previously looked after children.  
(b) Children with special medical or social circumstances affecting the child where these needs can only be met at this school.
2. Children who have a sibling attending the school on the date of application and on the date of admission.
3. Children who attend Little Saints Nursery who are eligible for the early years pupil premium, the pupil premium or the service premium.
4. Children whose parents live within the ecclesiastical parish of All Saints, Hesketh with Becconsall.
5. Children whose parents live outside the ecclesiastical parish of All Saints, Hesketh with Becconsall.

- a. Children with a parent/guardian worshipping in a church in full membership of Churches Together in England or Evangelical Alliance.
- b. Other children.

## **2. How does Hesketh-with-Becconsall All Saints CE Primary School know if my child needs extra help and what should I do if I think my child/young person has special educational needs?**

At Hesketh-with-Becconsall All Saints CE Primary School, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress and pupil progress meetings are held termly with senior management for all pupils. As part of this process class teachers are supported to identify children who:

- change in the child's behaviour which is raised by parents, carers, teachers or the child.
- Show low attainment and limited progress being made despite minimal adjustments.
- Have communication and/or interaction difficulties and continue to make small steps or no progress despite the provision of adapted support.
- Present persistent social, emotional or mental health concerns.
- Have sensory or physical needs that require support that is additional to or different from their peers.
- Show Parents share any other concerns that they may have with their child with the class teacher or SENDCo.

Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs (SEN). If a teacher has concerns regarding a child's progress they should employ 'High Quality First Teaching' strategies and record the impact of strategies. Where progress over time continues to be less than expected, the class teacher, working with the SENDCo should gather further information in respect of identifying the student's special educational needs through ongoing assessment and liaison with the child and their parents.

The class teacher is the first point of contact for parents who have concerns about any aspect of their child's progress. By contacting the teacher as soon as possible, it will allow for early intervention, which can make a big difference. The class teacher will be able to advise you on the most appropriate course of action. If you need further support you should make an appointment to see the SENDCo, Mr. Wright, who is responsible for co-ordinating the support for children with special educational needs throughout the school. Pupil progress meetings are a key opportunity for discussing any additional needs or concerns. The class teacher will liaise with the SENDCo who may set up a meeting with yourself and other professionals to discuss any issues and strategies that may be put in place to support your child. If your child hasn't yet started at Hesketh-with-Becconsall All Saints CE Primary School, or you are unable to contact your child's class teacher, please speak to the SENDCo or Head teacher using the contact details above.

## **3. 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?**

When children are identified with additional needs, they are asked to contribute to a My Learning Profile which identifies their strengths and needs, this is a part of their Targeted Learning Plan (TLP). The children complete their Learning Profile with the class teacher or a Teaching Assistant where they include information relating to how staff can help them. The views of the child and parents are included in the TLP and their opinions are taken into account when setting new short term targets. Parents receive a paper copy of each new and reviewed TLP.

Children with an Educational Health Care Plan (EHCP) complete paperwork for annual reviews either with a TA or the class teacher. In this paperwork they comment on what they see as their strengths and needs and their aspirations. Children are invited to attend their reviews. Their views are shared with the meeting and if they do attend everyone present comments on their progress over the year in a positive manner.

#### **4. 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?**

If your child is identified as not making progress, the school will set up a meeting to discuss initial concerns and to listen to any concerns you may have. This identification of provision is identified on the school's graduated response and during this process parents and carers are involved, a decision can be made to move forward or to step back on the graduated response flow chart (See SEND Policy) at any point dependent on the impact of adaptations.

Parents are encouraged to contribute their views with regards to their children through parents meetings. The SENDCo is available should any parents wish to discuss their child's needs and aspirations. We listen carefully to parents being aware that they know their child best and are in an excellent position to offer guidance on their child's needs and how best to support their child.

Parents receive a termly TLP which is reviewed after discussions with both parents and children. Parent's views with regards to the progress their child is making are included on TLPs and they are able to contribute towards new targets should they feel these are appropriate. Parent's views are also gathered at parent's evenings.

For children with an EHCP, parents are asked to complete advice prior to the annual review and this is then discussed at the review.

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

Hesketh-with-Becconsall All Saints CE Primary School will achieve this through the implementation of quality first teaching. We have a committed approach to adapting all lessons to meet the needs of different pupils. When a pupil has been identified with Special Educational Needs their work will be adapted by the class teacher and where appropriate they will be identified in the weekly planning for the class to ensure all staff working with the child can help them to access the curriculum more easily. Teaching Assistants may be allocated to work with a child in a small group or 1-1 to support specific needs and scaffolding is used to support children that need additional support to achieve success.

After following the school's graduated approach, if a child has been identified as having a special need, a TLP (Targeted Learning Plan) will be written by the class teacher and shared with parents/carers and the child. Targets will be set according to need. TLPs will be reviewed termly and the child's progress will be monitored by the class teacher and SENDCo. If necessary, specialist equipment may be given to the child e.g. writing slopes, special scissors or pencil grips. We will always consider the advice from specialist external agencies (such as Speech and Language Therapy, Educational Psychology, Specialist Teacher) when planning the curriculum.

## 6. How accessible is the school environment?

- Access around the school can be restrictive however we will endeavour to make adaptations where possible and work with both the parents and child/children.
- There is a disabled toilet in the school building.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- Provision is accessible for the needs of our current pupils and resources have been purchased/adapted for their specific needs.
- Some computer programs are used to support access to the curriculum for children with SEN as well as computers and interactive whiteboards installed in every classroom.

## 7. 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.

To support your child's learning needs in meeting the curriculum, class teachers plan adapted lessons according to the specific needs of all groups of children in their class and will work towards ensuring that your child's needs are met. Planning and teaching will be adapted daily to meet the needs of the children. All staff will follow the graduated approach in providing support for your child.

- We will assess your child against age-related expectations and track their progress along their learning journey. For some children, who are working below National Curriculum expectations, we will use a small steps tracker to track their attainment, progress and achievement.
- We will inform you of any concerns we may have regarding your child's attainment, progress and achievement.
- It may be appropriate that a referral to an external agency is completed to seek specialist advice and recommendations on how best to support your child's needs. We will ensure that recommendations are shared amongst staff and are followed. Recommendations will form part of your child's targeted learning plan (TLP) which will be discussed and feedback shared with parents through reviews at parent's evenings and TLP meetings.
- When sitting examinations children with SEN can be supported 1 to 1 (EHC), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration (as appropriate for the needs of the child).
- The School Tracking System also tracks progress and provides data, monitoring pupils who are receiving the Pupil Premium as well as pupils with SEN.
- Every child with identified SEND needs has their own targeted learning plan (TLP) with targets to enable them to make progress in key areas, for some children this will be learning focused while for others it may be behaviour based to support them in making progress socially and with behaviour, or pastoral if their needs are emotional or anxiety based. These targets will be written with the input of the parent(s) and child where appropriate.
- The governing board will receive information about the provision that children are receiving across school and the impact this is having in terms of the progress that children are making.
- School will monitor the progress of all children who are receiving additional support in order to review the support the child is receiving.

Your child's progress will be continually monitored by their class teacher and will be reviewed formally by the Headteacher every term through pupil progress meetings. Targets are set at the start of the year and

monitoring is towards these targets. If your child is in KS1 or KS2, and not working at the level of the National Curriculum, small step targets are set to show their progress. Progress against these targets will be reviewed regularly, evidence assessed, and a future plan made by the class teacher. Children are asked to share their views on their progress in a way that is appropriate to the communication abilities of the child: pupil interviews or questionnaires.

Teaching Assistants are employed by the school to give in class support to all children including the children identified with SEN. Support staff will implement programmes specified in each child's SEN support plan. They will also make contributions to the SEN review meetings and liaise with parents.

The SENDCo or Senior Leadership Team will also check that your child is making good progress within 1:1 work and in any group intervention they are part of. Book scrutiny and learning walks will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible. Discussion of the needs and progress of individuals on the SEND register is discussed between the Headteacher and SENDCo.

We may ask for support from outside agencies including specialist teachers or health care professionals who visit school and advise staff on how to adapt the curriculum to meet specific needs.

### **How is the decision made about the type and quantity of support my child/young person receives?**

The school budget includes money for supporting children with SEND. The level of provision required is informed by ongoing monitoring and assessment of children's progress.

- The Headteacher and SENDCo liaise with the Learning Together Trust (LTT) to decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
  - The children getting extra support already,
  - The children needing extra support,
  - The children who have been identified as not making as much progress as would be expected.

From this information, a decision will be made about what resources/training and support is needed. Through consultation with parents, teaching and support staff, and relevant external agencies, the level of support will be constantly reviewed in order to identify when and where additional support may be needed.

If your child has an Education Health and Care Plan the level of support will have been decided by the local authority.

Appropriate arrangements and adjustments are made for children sitting Statutory Assessment Tests (SATs) at the end of Key Stage 2 who have an identified need. These can include the following:

- Someone to read the paper to the child.
- Someone to write down their answers.
- Extra time to complete the papers.
- Exemption from participation.

Parents are informed of the support their child is given and their views are taken into account.



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

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- Progress will be reviewed formally, through Pupil Progress Reviews, with the Headteacher and every term in reading, writing and numeracy.
- We hold two parents' evenings per year and every class teacher will write a report near the end of the school year about your child's attainment, progress and achievement. For children with SEN, extra time may be allocated during the meeting or the meeting may be held on another night to allow enough time to discuss SEN related issues.
- At the end of each key stage (i.e. at the end of year 2 and year 6), the children will be formally assessed using Standard Assessment Tests (SATs).
- If your child has a TLP you will be invited to attend a review meeting each term. At that meeting the progress of your child will be discussed and a plan to support your child will be drawn up. Your contributions to this process are invaluable. Your child's class teacher will give you strategies and resources to help you support your child at home.
- Class teachers and, if appropriate professionals from external agencies, will advise parents on how best to support their child's learning and development at home.
- Children with an Educational Health Care Plan (EHCP) will have an additional annual review of their needs. Children who are under five and on an EHCP will have reviews of their EHCP every six months.

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo (Mr. Wright), Headteacher (Mrs. Ainsworth) or Governor (Mrs. Fairbrother).

## **9. 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?**

- Staff are consulted about their professional development needs and training is provided as appropriate.
- All staff are trained on Safeguarding/Child Protection – (Safeguarding Policy is available on the school's website).
- Relevant Staff undertake external courses provided by The Learning Together Trust.
- Key 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.
- Specific training is accessed as appropriate e.g. speech and language, Red Rose Letters and Sounds and Spelling.
- The SENDCo (Mr. Wright) has achieved the National SENDCo Award qualification.
- The SENDCo regularly attends cluster meetings with other SENDCos from the TaRDIS Cluster.

Our school is in the Local Authority (LA) of Lancashire. Every LA has a local offer to their residents for SEND. You can view Lancashire's LAs local offer at:

[www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx](http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx)

Your child's class teacher is a trained professional who will be very knowledgeable about your child's strengths and areas for development. If it is considered appropriate, school may refer your child for an assessment from a specialist external agency. We will always seek your permission before doing so.

There are a wide range of specialist external agencies including:

- Specialist Support Teachers.
- Educational Psychology.
- Speech and Language Therapy.
- Behaviour Support.
- Child and Adolescent Mental Health.
- Counselling.
- Outreach support from specialist teachers.
- Support for children with a hearing impairment.
- Children and Family Wellbeing Service.

#### **10. 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?**

When joining the school:

- Our school welcomes prospective parents and their children to meet staff and have a look around school on an informal basis by appointment.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- A transition photo book will be provided, if necessary, to enable the pupil to familiarise themselves with the key members of staff and surroundings prior to entering the school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. TLP's and transition notes will be shared with the new teacher.

In Year 6:

- A number of transition activities take place in the run up to pupils leaving at the end of year six. For example, attending open days and learning days, primary and secondary school staff meeting to discuss individual children's strengths and areas for development.
- Our Year 6 teacher, along with the SENCO where necessary, meets with the High School regarding individual children's needs.
- Extra transition days may be arranged with High School for any children that may benefit from this.

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

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



advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

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 that will cover the same curriculum areas will be provided within the school environment, wherever possible.

All pupils with SEND will have the opportunity to join extra – curricular clubs and groups which are open to their year group. There is a range of after school activities available for children to take part in throughout the year and are available for children of different ages, ensuring there is something for everyone, including children with SEND.

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

At Hesketh-with-Beaconsall All Saints CE Primary School, we have a strong Christian ethos, and the school community upholds the Christian values which all children and adults are encouraged to apply to their relationships with others. Our Christian values are Love, Responsibility, Determination, Honesty, Loyalty, Respect and Friendship.

We work closely with professionals such as Educational Psychologists, CAMHS and we can offer pastoral support within school from Mrs. Odgers. Where we identify an issue with behaviour or attendance, the school is proactive in seeking advice and support from the Local Authority and the appropriate outside agencies as well as members of staff from our Learning Together Trust. All members of staff, volunteers and governors attend safeguarding training. As part of the curriculum, children also receive age-appropriate guidance on keeping safe, including E-Safety.

An Early Help can be set up to jointly share targets that families and school wish to work on and to help engage outside agencies without the need for repetition of essential and background information.

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

All progress, assessments and teaching strategies must be carefully monitored and reviewed to evaluate the quality of the provision we offer to our pupils. This process will be ongoing and will be important in informing the 'graduated' approach to supporting each child.

Pupils and parents will be involved in reviewing our provision through their inputs, both written and oral, during review meetings. The effectiveness of the SEND will be monitored regularly by or through:

- The monitoring of standardised test results.
- Progress against individual targets.
- Pupils work / interview / tracking.
- Classroom observation and/or review of planning documents.
- Senior Leadership Team meetings.
- Professional dialogue with colleagues and parents.
- Local Governing Board (LGB) involvement.

**14. 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?**

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs. Agency involvement includes:

- Educational Psychologist (EP).
- EP Cluster.
- TaRDis SENDCO Cluster.
- Occupational Therapist.
- Speech and Language Therapist (SALT).
- Physiotherapist.
- CAMHS.
- Attendance Champion.
- Counselling services.

Services are accessed dependent on the needs of our children at any one time in the school.

**15. 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 complaint procedure for special educational needs mirrors the school's other complaints procedures. 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 matter is not resolved satisfactorily parents can take the following steps:

- Discuss the problem with the SENDCo.
- Discuss the problem with the Headteacher.
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors.

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

There are several services which offer support to families of children with SEND. These include :

The Lancashire Family Information Service (FIS) which aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice is available via their helpline on:

0800 195 0137 or by email: [LancsFIS@lancashire.gov.uk](mailto:LancsFIS@lancashire.gov.uk)

The SEND Information Advice and Support Service also provides help and guidance for families.

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

Our Local Offer - The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEND.

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