



SEN Information Report

The following document is the SEN Information Report for Lancaster Christ Church C of E Primary School. It sets out the information about the implementation of the governing body's policy with regards to special educational needs and disabilities. It has been written in accordance with section 6.79 of the SEN Code of Practice. It should be read alongside the SEND Policy.

The information report also includes:

- the arrangements for the admission of disabled persons as pupils at the school
- the steps taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities provided to assist access to the school by disabled pupils
- reference to the accessibility plan prepared by the governing body under paragraph 3 of Schedule 10 to the Equality Act 2010.

What kinds of special educational needs do we provide for?

At Lancaster Christ Church CE Primary School we provide for children a full range of special educational needs. These include needs regarding:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs
- Independence and Self Help

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

- Some children enter school already with identified needs (e.g. Speech and language therapy / Education Health Care Plan (EHCP)/ Physiotherapy needs). These would be passed on from a medical practitioner or an Early Years setting. The needs of these children are considered as part of their transition into school and appropriate support is put in place. Ongoing assessment from within school and outside professionals is used to continually monitor the needs and provision for these children. Other children may be identified during their time in school as having additional needs.



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

- Early identification of SEN is essential. Intervention is initially provided through a whole school approach to assessment and evaluation of progress which informs termly provision mapping for each class and detailed provision mapping for individual children as required. Provision mapping provides a clear individual, class and whole school overview of support and resourcing.
- For each child who we identify as having additional needs, we will write a One Page Profile. This outlines their relevant history, their needs and difficulties and how best to support them as well as what people like and admire about the child and what is important to them.
- If we feel that we need to make further assessments of a child's level of need then we have a number of assessments which we may use in school, or we may contact an outside agency to perform assessments for us.

What are our admission arrangements for children with SEN or disability?

- Children with SEN or disability are prioritised in the school's admission policy at criteria 1.
- We welcome parents and children to view the school prior to making an application. This may include an audit by the Local Authority for a child with a disability to assess the suitability of the setting with respect to the child's needs.
- Once a child has been offered a place, meetings with parents and the child's current setting take place to ensure the school is fully informed about the child's needs. This enables the school to make appropriate provision.
- If the child is joining the Reception class, additional induction sessions are offered so that the child is enabled to be as confident as possible about their transition.

Who is the SENCO and how can we contact them?

- Miss Emma Simpson
head@christchurch-lancaster.lancs.sch.uk
Telephone: 01524 60955

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



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

- The school is proactive in seeking the views of parents at the earliest opportunity to discuss concerns and enlist their active help and participation in working together to meet their child's needs.
- Parents and carers are welcome into school. Parents are able to have direct daily contact with staff at the beginning and end of each day and can request meetings at any point.
- Appointments are made for specific meetings; however, if a parent arrives unannounced we do our best to accommodate them. Staff are always proactive and will seek meetings with parents if there are specific concerns at any given time or if they have noticed any changes in a child's work or behaviour.
- There are parents' evenings in the autumn and spring terms to discuss children's progress with the class teacher. Appointments are also offered following receipt of end of year reports. Individual provision maps and One Page Profiles are shared with parents at these meetings and parents are invited to respond in writing to the SENCO with any comments they have. See also the section on teaching and learning above.
- School seeks parents' views and feedback anecdotally, through annual questionnaires, annual review parental advices, and signpost to the OFSTED parent view website.
- The school holds an open day for prospective parents in the autumn term as well as events relating to secondary school choices, curriculum information evenings and opportunities for parents to share class work in progress.
- In September all parents of children new to Reception are offered the chance for a home visit by Reception staff. This is an opportunity to meet each other and discuss your child, starting school, ask questions or raise any concerns you might have.
- All parents in Reception are invited to attend half termly 'Stay and Play' sessions, where they get to work with their child in class, find out about how they are taught in school and how they can support them at home.
- The home to school diary is also used as a method of communication regarding learning.
- A response form sent out with end of year reports offers parents the opportunity to feedback on their child's progress over the school year as well as a response form twice annually given out with the individual provision maps and one page profiles.



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

- Annual reviews, for those children who have an Education Health and Care Plan, invite full parental involvement and comment regarding their child's education.
- Home School Agreements support SEN children and their families in fundamental points.

How do we involve and consult the children about their education?

- Children are all made aware of their own personal targets and their progress towards these.
- Children with an Education Health and Care Plan attend and contribute to their own annual review meetings.
- 'Voice of the Child' is used to capture specific information regarding children's lives both in and outside of school.
- Children's views are sought on a range of aspects of school life e.g. curriculum discussions and worship.

How do we assess and review the progress that children make and how do we involve them and their parents?

- Parents and all professionals involved with meeting the needs of a child with an Education, Health and Care plan contribute to Annual Reviews and receive copies of all reports and paperwork. The child is invited to join the meeting and actively share their views.
- Outcomes of intervention are evaluated and reviewed termly. Evaluated provision maps and next steps are shared with the SENCO and Headteacher.
- The effectiveness of provision is evaluated through measuring the impact of intervention on pupil progress. Class tracking is submitted termly to the headteacher. Children with SEN and Disability are highlighted on class tracking information.
- Additional meetings may be held with parents and external agencies through the year as required.
- Help with completing forms and paperwork is available from the Headteacher, SENCO or class teacher. This is offered as appropriate; sometimes it happens at parent's request.
- The school is proactive in signposting parents to other agencies who can offer support e.g. The Children and Family Wellbeing Service, the local Children's Centre or Local Authority



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

services such as SENDIASS. Referrals have been made by the school for young carers and their families to receive support from Barnados and for SEN children to participate in summer holiday activities. This signposting and referrals are usually made by the Headteacher, SENCO or Children and Families Worker.

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

Children transfer to a number of local secondary schools. The following provision is for all children:

- A structured programme of transition provided by the year six teacher and teaching assistants during the summer term.
- Visits by the children to their receiving school.
- Visits to year six by secondary school staff for various curriculum activities through the year, as applicable as well as specific transition meetings.
- All children respond to a questionnaire about transition. From this, a group of up to ten children who may be more vulnerable at the point of transition take part in after school sessions. Past pupils now at secondary schools visit and share their experiences. Joint activities have taken place with three other local primary schools that provide similar groups.

In addition, for SEN children:

- Opportunities to meet with receiving SENCO and support staff who will be working with them at their secondary school.
- An enhanced transition process, planned by both schools together, which includes additional visits to secondary school.
- Christ Church has agreed, when appropriate, for a child's current teaching assistant to spend time with them at their new school to handover and offer additional security.
- Opportunities to explore their questions and concerns.
- The school SENCO and Year 6 teacher will meet with the SENCO and/or head of year of the receiving school to share all relevant information about the child.
- All relevant SEN documentation is transferred to the SENCO in the new school.



What is our approach to teaching children with SEND?

- To facilitate access to the curriculum, each class has at least one allocated teaching assistant who supports learning within the class throughout the week. This enables consistent intervention for individuals and small groups of children.
- Additional teaching assistant support is deployed according to children's needs, for example, where one to one support may be required for a child with a physical disability or where there are a number of children requiring specific interventions.

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

- Equipment, including specialist equipment for children with physical disabilities is provided either through the school's resources or, when high cost, through the Local Authority e.g. specialist seating, wheelchairs, stands etc.
- Reasonable adjustments are made for children during tests and SATs. Extra time is provided as per the regulations as well as applications made for special consideration as appropriate. SEN children may take the tests in a quiet room away from the classroom to aid concentration and where rest breaks can be given. Readers and scribes are provided for dyslexic children in line with classroom practice.

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

- Teaching assistants have developed a range of specialisms through professional development, these include supporting children with specific learning difficulties, autism, attention deficit hyperactivity disorder (ADHD), Down's syndrome, Cerebral Palsy. Training is provided as required for individual teaching assistants as well as all teachers and teaching assistants. There is a team approach to SEN where staff are mutually supportive.
- First aid training is provided as well as training for specific medical needs as required e.g. Epipen, manual handling.
- The SENCO attends regular termly meetings with the link Educational Psychologist (EP) to discuss the needs of specific children (with parental agreement). The EP will then offer advice and may arrange to visit school to assess the child further and produce a written report. Additional EP support is bought in by the school when required.



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

- External support for children and staff is sought from specialist teachers from a number of different services and agencies as required and to address a range of needs including speech and language, physical disability, hearing impairment, autistic spectrum condition, emotional, social and behavioural needs. This enables the school to be as inclusive as possible and use appropriate strategies informed by specialist input and assessment to accurately meet the needs of children and ensure they develop as independent learners. Specialist teachers play a key part in the evaluation of strategies and next steps when appropriate.
- In addition to support from the school nurse, the school has convened meetings with medical professionals and parents e.g. clinical psychologists, hospital doctors, school doctor in order to plan to best meet the needs of children with complex medical conditions.
- Referrals for further assessment can be made by school to relevant pathways including for Autism, ADHD and paediatricians.

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

- Class teachers assess and monitor children's progress with the SENCO and enlist the help of outside agencies as required. Children's interventions are detailed on provision mapping which is evaluated at least termly. Small steps of progress are detailed using PIVATS (where appropriate).
- Class tracking documents for reading, writing and maths identify children with SEN
- Feedback from children and parents/carers.

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

- All children are enabled to take part in all activities whatever their SEND.
- Where appropriate, additional adult support or aids are provided.
- The school is fully accessible by a series of ramps and a lift which enables children with a physical disability to access all teaching areas.

How do we support children with emotional and behavioural difficulties?

- The school is proactive in identifying and supporting emotional and behavioural difficulties and works hard to ensure that effective communication with parents and carers benefits the child.



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

- Support staff facilitate 1:1 and small group support and intervention as appropriate. For some children, this includes being part of a nurture group with the aim of developing confidence and strategies to support classroom learning and interaction.
- Teaching assistants are deployed according to need and support children with emotional and behavioural difficulties to ensure they engage positively with learning and make progress.
- The school has a structured approach to behaviour management which is clearly understood by children and adults.
- Advice is sought from outside agencies when required.
- When necessary, the school will engage the support of the Inclusion Support Team and/or Stepping Stones Short Stay School in Lancaster to provide support which aims to enable inclusion for children who are at risk of exclusion.
- The school employs a dedicated Children and Families Worker who works closely with the SENCO and DSLs in order to provide targeted Pastoral Support and Intervention for children with a range of additional needs. This includes children with SEND. This support may be long term or short term, depending on the nature of each individual child's need.

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

- We are an inclusive setting and aim to provide a safe and secure environment.
- All children are asked to make sure they have a named adult in school who they would talk to if they were having difficulties.
- The PSHE curriculum provides weekly sessions in which pupils and teachers have a safe place to explore issues and concerns. It encourages effective communication and improves self-esteem.
- Group agreements are created by each class and discussed together at the start of the year giving children clear rules and boundaries for discussions.
- Children learn about bullying through the PSHE curriculum annually and are given clear advice on what to do if they witness or are a victim of bullying.
- Co-operative group work takes place regularly in all classes. Pupils work together on shared tasks, co-operation and accountability, trust building. Pupils learn to work



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

together, to manage conflict within a group and share common goals. This sometimes takes place within smaller social skills or nurture groups as appropriate.

- Circle of friends builds relationships around a vulnerable pupil. This takes place with the consent of both parent and child and at Christ Church is led by experienced teaching assistants according to need. Pupils are helped to make friends; this improves inclusion and acceptance in a group.

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?

The school works with the following agencies to provide support and advice for school and families according to children's needs:

- SEND Traded Services (Specialist Teachers for VI, HI and ASC pupils)
- Reachout ASC
- Helen Nelson, Dyslexia Specialist Teacher
- Speech and Language service
- School medical service (School nurse is now accessed through Virgin Care - 0300 247 0040)
- OT service based at Longlands CDC
- Physio team based at Longlands CDC
- Educational Psychology service (Lancashire)
- Real Lives Possible Worlds Ltd (Educational Psychology)
- Inclusion Hub
- Stepping Stones School Outreach Service
- Morecambe Road School Outreach Service
- Children's Social Care
- Children and Adolescent Mental Health Service (CAMHS)
- Child Action North West
- Children and Families Wellbeing Service
- Barnados
- Ethnic Minority Achievement Service to support children with English as an additional language
- Lune Park Family Hub



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

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

- Engagement with the Virtual School.
- Communicate effectively with carers as well as Children's Social Care to understand the child's needs and ensure transitions and provision in school are as effective as possible in continuing to meet the child's SEN.
- Draw on the strategies described above to contribute to effective provision.

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

- Contact the school's SENCo & Headteacher, Miss Emma Simpson.

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

On the Local Authority website: [Special educational needs and disabilities - local offer - Lancashire County Council](#)

Reviewed: November 2025