



Guidance notes for SEND Information Report

Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEND Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEND Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEND Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.

Guidance for Completion

This guidance reflects the statutory guidance from the DfE in the CoP, and pulls on good practice from the national Association of Special Educational Needs (NASEN). The statutory requirements are detailed in the CoP 6.79 – 6.83. Lancashire County Council would encourage all educational providers to use the following template to produce their SEND Information Report.

INGOL COMMUNITY PRIMARY SCHOOL

Dream, Inspire, Achieve

SEND Information Report

Date 02/09/2025

Name of the Special Educational Needs/Disabilities Coordinator:
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Mr J Moss

Contact details:

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The kinds of SEND we provided for.

Ingol Community is a mainstream primary school that makes provision for children with a Special Educational Need and/or Disability (SEND) within each of the four categories identified in the 2014 code of practice.

The SEND Code of Practice describes the four broad categories of need:

1. Communication and Interaction

Some pupils experience difficulties when communicating and interacting with others. This can take several forms, for example, difficulties in sound production; limited use and understanding of words and phrases and/or underdeveloped skills in communicating with others.

2. Cognition and Learning

Some pupils face difficulties when learning. There are a number of reasons why some children find aspects of learning more challenging ranging from specific issues e.g. dyslexia or dyscalculia to wide ranging difficulties that can affect all areas of development e.g. poor memory skills or processing difficulties. Each child is treated as an individual and needs are met accordingly.

3. Social, Emotional and Mental Health difficulties

Some pupils require additional support with their personal development to overcome various Social, Emotional, and Mental Health barriers to their learning. We value a nurturing philosophy at Ingol Community Primary School which underpins the way we understand and support each pupil.

4. Sensory and/or Physical Needs

Some pupils have physical and/or sensory needs which require the curriculum and environment to be adapted in order that they can fully access learning opportunities.

These four broad areas give an overview of the range of needs that can be planned for.

Ingol's Aims for provision and inclusion:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum and the Early Years Foundation Stage (EYFS) in line with the Special Educational Needs Code of Practice
- Ensure all aspects of school life are accessible for every child, through academic, social and practical experiences
- Promote high aspirations and expectations for all pupils with SEND
- Promote independence, equality and consideration for others
- Ensure that we celebrate the wide range of pupils' achievement and that all children experience success regardless of SEND

- Create an environment in which individuals are valued, have respect for one another and grow in self-esteem
- Create a welcoming atmosphere for parents and provide advice, support and guidance

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?

At Ingol Community Primary School, the attainment and progress of all children is carefully tracked and monitored. This process is overseen by the Head Teacher and the SLT who hold termly progress meetings with the class teachers to discuss each child's progress. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.

At Ingol we continue to develop a graduated approach to identify children who require additional support with their learning. The following pyramid explains our thinking:



At the base of the pyramid sits **quality first whole class teaching and learning** (including specific support and interventions for groups of children to address gaps in learning.) Only children who have an Individual Action Plan (IAP) or an EHCP (Education, Health, Care Plan) will be recorded on the Special Educational Needs register (SEND register.)

When concerns arise

If a parent has a concern about the progress of attainment of a child, this should initially be discussed with the class teacher. If the class teacher has a concern about a child, this should be discussed with the Special Educational Needs and Disabilities Co-ordinator (SENDCO.) A graduated approach to overcoming difficulties is put into action. Children's needs are assessed by class teachers, the school SENDCO and by other professionals from outside of school with parent permission.

Pupils are placed on the SEND support register when it is agreed that they need support/intervention that is in addition to or different from the rest of the class. Regular dialogue between all staff involved and parents ensures the needs of the pupil are reviewed and progress is accelerated where possible.

Intervention

Intervention needs to be understood as two different terms: 'catch up intervention' and 'structured intervention.'

Catch up intervention could be explained as an opportunity for children who are slightly behind their peers to receive small group or 1:1 tuition with either the class teacher or teaching assistant. This intervention will be based on decisions teachers make on a daily basis. Children who are receiving a 'catch up intervention' will not necessarily be placed on the school's SEND register and will not need an IAP.

Structured intervention could be explained as an opportunity for children who have been identified as needing an IAP to receive additional support to 'close the gap' through longer term intervention. Children who are receiving structured intervention will usually be placed on our SEND register.



Individual Action Plan (IAP)

IAPs will be written for children who are identified as needing support additional to or different from the rest of the class. This is called School Support. IAPs will be reviewed and updated on a termly basis, with evaluations taking place in the second half of every term.

Reviewing in the second half of the term enables time to assess the impact of intervention and also to aid transition from term to term and year group

to year group. New targets are then set and discussed with parents.

The format of IAPs is based on the '**Assess, Plan, Do, Review**' model. If a child is not making significant progress within the school's tracking system, the class teacher will assess the child using PIVATS 5 and this information will be used to create a specific and targeted IAP.

Assessments identify gaps in learning and areas of difficulty, with structured intervention planned to support children to successfully close these gaps. Careful tracking will identify children's small steps of progress and this progress will be celebrated. At the end of each academic year, transition meetings between teachers are held. These meetings allow teachers to pass on important information that supports our children with SEND and allows the next teacher to plan intervention and support from the start of the new academic year. This is key to a successful transition. IAPs are a working document with targets carefully matched to the needs and next steps of the individual child.

Education, Health Care Plans (EHCP)

Educational Health Care Plans are a legal document and are created for children who need more support than is available through SEND support. Children with an EHCP will have specific plans written for them by the local authority, informed by their individual needs and the advice of parents and professionals working with the child. EHCPs identify educational, health and social needs and set out the additional support to meet those needs. A request for statutory assessment can be made by parents, school or other professionals and involves gathering all of the information about the needs of the child. The local authority will then decide whether to undertake a statutory assessment that will lead to the production of an Education, Health, Care Plan. This is usually a 20-week process.

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?

Pupil voice is of great importance and children are involved in every step of their learning. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small.

We encourage children with SEND to participate in their learning by:

- Asking the child if they would like to attend annual review meetings where they can discuss their learning
- Asking the child to verbalise their feelings relating to their own strengths, what they are proud of and what they would like support with to improve

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?

Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parents' evenings, which take place twice a year. Teachers are available to discuss a child's progress with parents at additional times, when appropriate.

We use Class Dojo as a tool for day-to day communication between home and school and this proves very effective.

Induction for EYFS parents takes place in the Summer Term. Parents have a chance to meet their child's class teacher and share any information that they wish. Each year group also holds a 'welcome to the new year group' parent/carer meeting in the Autumn, where information about the year ahead is shared. Newsletters, class overviews, Class Dojo, the school Facebook page and the school website provide a range of information for parents.

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to concerns brought forward for discussion. The class teacher will explain to the parents/carers what additional support is being provided with regards to adaptations to learning and interventions to support their child.

Parents/carers of children with EHCPs contribute and take part in their child's Annual Reviews, completing a written report for the review; they also receive copies of all relevant paperwork concerning their child.

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

Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEND.

Our broad and balanced curriculum has been designed to be exciting, appropriate and accessible for all learners.

The class teacher, supported by the SENDCO, considers how the approaches to planning and teaching can be adapted to ensure that individual pupils' needs are met. The approaches may include:

- Differentiated teaching and support-including personal timetables, use of brain breaks/sensory breaks
- Providing additional resources or adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, personal visual timetables, now and next boards, pencil grips
- Providing ICT resources such as IDL, use of a laptop for recording written work, speech to text software
- Ensuring that the environment is suited to the child's needs
- Providing a range of ways to record learning
- Differentiating our teaching eg. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving small step instructions, using visual prompts to emphasise verbal instructions

How accessible is the school environment?

Ingol Community is a one tiered building and has ramp entrances at the main entrance. There are disabled toilet facilities available within the school building.

The Governors and staff at Ingol are committed to inclusion and to the adaptations necessary to ensure that parents, pupils, staff and other visitors to school have as little difficulty as possible in accessing the building.

The school seeks advice from professionals such as physiotherapists and occupational therapists to support children to be able to access the building and grounds and to be fully involved with school life as and when appropriate.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

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

Ingol Community Primary is devoted to providing resources required for children with SEND and ensure that recommendations from specialists are in place wherever possible. This may be advice received from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist, Community Paediatrician, Counsellor, Visual/Hearing Impairment Specialist or other professional.

Over a number of years, the school has acquired a wide range of resources to aid children in their learning, the development of their fine and gross motor skills, plus opportunities to develop social interaction. Children's needs are assessed as individuals and teachers and support staff are guided by professional's recommendations.

Pupils with EHCPs have provision listed clearly in their plan which is met by internal and external sources. EHCPs are reviewed annually, including the level of support required and its impact. All relevant parties are involved in the review process.

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

We strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parents' evenings, open evenings and annual reports. We encourage parents to be part of the progress their child makes and advise them where necessary of how to support this at home. We have an 'open door policy' and class teachers and the SENDCO are always happy to meet with parents at a mutually convenient time.

IAPs will be shared with parents three times a year and additional appointments can be made during the school year should they be required.

Parents of children with EHCPs will also have annual reviews where annual targets will be reviewed with the class teacher, SENDCO, Local Authority Case Manager and any other professionals involved in their child's care. In these meetings we discuss the child's progress against their targets and decisions about future provision is jointly agreed.

**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?**

Ingol is dedicated to continually developing our staff's knowledge and understanding in order to better support the children they are directly working with.

The SENDCO attends regular network meetings through the local authority to ensure school remains up to date and aware of developments in SEND, training and services available and best practice.

Prior to a new pupil with SEND starting school, we endeavour to find out as much information from their parents/carers and previous school/nursery as we can, in order to have provision in place.

School has regular and strong contact with the local education authority. This enables us to seek expert advice and access support such as specialist teachers and educational psychologists.

Staff receive SEND updates throughout the year and training is always available should it be requested or should a need be identified.

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?

Our new Reception intake are invited into school for taster days during which time parents get to meet the class teacher and be given key information. For children with SEND, we liaise with the nursery setting and parents before agreeing a transition plan to ensure a smooth start to life at Ingol. In some cases, we will request additional support from the Early Years Specialist Teaching Service to aid transition.

When children transition from year group to the next, detailed records of support and intervention are passed to the next class teacher. A discussion is also held between teachers to formulate a new IAP ready to use in the September.

When a child transitions to secondary school, the SENDCO and class teacher will meet with a representative of the school to share Individual Action Plans and discuss strategies that work well with the child. If the child has an EHCP, communication with the local authority around the most suitable secondary school and an updated EHCP will be used to support transition.

If a child with SEND joins us during the course of a school year, we contact the previous school to discuss a child's needs and exchange relevant paperwork. We then invite the parents into school to meet the SENDCO and the class teacher before discussing their child's needs.

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

Throughout the year we run various clubs after school for children. All our after school clubs are accessible for children with SEND.

If a child requires extra support when out on a school trip, an individual risk assessment will be carried out and shared with staff, parents and carers.

During playtimes, we ensure the adult:child ratio is sufficient enough to facilitate play and involve children with SEND in order to develop social skills and friendships.

All children with physical disabilities or other disabilities which may affect how safely they can evacuate the building in case of emergency have their own Personal Emergency Evacuation Plan (PEEP).

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

Ingol Community Primary School has a nurturing ethos. The whole school has been trained on ACE's and attachment. The school strives to develop and support the positive wellbeing of all our pupils.

The school employs a full-time Learning Mentor who supports families and children going through difficult times by liaising with outside agencies, providing a listening ear, ensuring barriers to learning for our children are minimised through sensitive and effective intervention and accessing support where necessary.

When we feel external support is needed, we buy in support from Reach Education who will analyse a child's needs and create an in-depth action plan for staff and parents to follow. Additionally, we have links with Golden Hill and will utilise their expertise in supporting challenging behaviour which often arises through an undiagnosed need.

For children who take regular medication, we have a medical needs policy which highlights how this is done in our setting. This can be found on our website. If the medical need requires training, e.g. diabetes, staff are fully trained before administering any medication.

The school has a School Council, with children elected by their peers from all classes who are there to listen to the needs of the children and present these to the Senior Leadership Team, the teachers and support staff.

Within school, all staff are safeguarding trained. We use a system called CPOMS to record any concerns about a child which gives us a comprehensive record of incidents which can then be used when accessing external support.

At Ingol cases of bullying are rare due to the pride we encourage our children to take in supporting one another. We find the inclusive values we present result in children being tolerant and respectful of each other, including those with special educational needs. However, when an allegation of bullying is made it is taken seriously and investigated in accordance with our policy.

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

Ingol Community Primary School regularly and carefully monitors and evaluates the quality of provision we offer all pupils. The SLT meet weekly and SEND provision is a standing item.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice between the SENDCO, class teacher and Head Teacher. The SENDCO discusses interventions with the relevant class teachers and teaching assistants to identify the effectiveness of the interventions and to decide if further support or referrals to outside agencies are needed. This promotes an active process of continual review and improvement of provision for all pupils. SEND provision and interventions are recorded within each class teacher's termly pupil progress meeting.

Parents are kept informed, as previously mentioned, throughout the year.

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?

As a school we have strong links with a range of education, health and social care professionals who can support the process of assessment, target setting and ensuring the needs of children with SEND are appropriately met.

We work on a regular basis with the following:

- Specialist Teacher
- Educational Psychologist
- Speech Therapists
- Visual Impairment/ Hearing Impairment team
- Physiotherapists
- Occupational Therapists
- Ophthalmologists
- Social Workers
- School Nurse
- Inclusion team officers
- Lancashire Inclusion Services
- CAHMS
- Local Authority Case Workers
- Children and Families Wellbeing Services
- Child Action North West
- SENDCo's from local Nurseries and High Schools
- Information, Advice and support <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

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?

At Ingol we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If parents have questions or concerns about the provision for a child with SEND, in the first instance we would encourage them to contact the child's class teacher. Should they then wish to discuss the concerns further, they should contact the SENDCO followed by the Head Teacher.

In the unlikely event that a concern is not resolved, then please contact our Chair of Governors in line with our Complaints Policy.

Ingol offers an 'open door' policy with all staff available to talk to parents at a mutually convenient time.

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

Our website has a number of links which will take parents and carers to the appropriate support services.

Parents and carers are also encouraged to contact the SENDCO and ask for advice and support.

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

Our Local Offer is published on our School Website.

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