

# SEN Information Report



Lune Valley Federation of  
Leck St Peter's and Hornby St Margaret's  
Church of England Primary Schools



## 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 SEN 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 SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN 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 SEN Information Report.

# **The Lune Valley Federation of Leck St Peter's and Hornby St Margaret's Church of England Primary Schools**

## **SEN Information Report December 2025**

### **Name of the Special Educational Needs/Disabilities Coordinator:**

**Mr Ben Maunder**

### **Contact details:**

[bmaunder@leck-st-peters.lancs.sch.uk](mailto:bmaunder@leck-st-peters.lancs.sch.uk)

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

The Lune Valley Federation schools are mainstream settings where we provide for children with a full range of special educational needs. These include needs regarding:

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

At both schools, we are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes.

Our Vision is BELONGING, BELIEVING, SUCCEEDING TOGETHER.

'I have come that you may have life, and have it to the full.' (John 10:10)

In line with our vision, all children are supported within the distinctively Christian ethos of the school. Every teacher is a teacher of every child, including those with SEND.

### **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?**

- Early identification of SEND is essential. A class teacher or parent may identify that a child is having difficulties accessing learning because they do not appear to be making progress inline with their peers or appear to have a specific difficulty or learning need. Identification may take place through general observations of the child at home or in school or through specific assessments and progress monitoring.
- We place high value on open and constructive relationships between school and home and believe that the best outcomes for children occur when school and parents work

closely together. Therefore, we would always keep parents informed of any concerns we may have regarding a child's needs and would encourage them to do the same. We would look to discuss next steps together as soon as practicable and to maintain communication as we work together to address these concerns.

- Both schools have a whole school approach to assessment and evaluation of progress which informs termly cohort provision mapping for children who may need additional support within each class and detailed individual provision mapping for those with more significant needs.
- Provision maps are reviewed termly to ensure that children are making progress towards their targets and appropriate provision remains in place. 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.
- Provision maps and one-page profiles are written by class teachers, in consultation with the school SENDCO.
- 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.
- Parents can always contact either the class teacher or school SENDCO to discuss any concerns regarding special educational needs.
- Further support for parents and carers is available through the SENDIAS – The Special Educational Needs and Disabilities Information and Advice Service.

**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?**

- If we think that a child has a special educational need, this will be talked about with them in an age and needs appropriate way and could be part of general day to day discussions about how best to help them in school.
- Children contribute to the writing and annual reviewing of their own one-page profiles by sharing their views on their relevant history, what people like about them and what they like about themselves, what is important to them, what they feel are their needs and difficulties, how best to support them and what they would like to do in the future.
- Children are all made aware of their own personal targets and their progress towards these, in an age-appropriate way. As they get older, children may contribute to the evaluation of their individual provision maps.

- Children with an Education Health and Care Plan attend and contribute to their own annual review meetings.
- Children contribute their own views on the running of their school and are involved in the planning of events through the School Council and Worship Team. Children's views are sought on a range of aspects of school life e.g. curriculum discussions and worship.
- In seeking children's views, appropriate support tailored to needs and ability is given to children in order to ensure that their voice is heard. This includes through the support of appropriate and well-known adults including parents and teaching assistants.

**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?**

- Both schools are 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 with staff including the class teacher, SENDCO or Headteacher 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 SENDCO with any comments they have.
- If the school thinks that a child may have an additional need, this may be brought up at a planned parents' evening or parents may otherwise be contacted to arrange a specific time to discuss the need that has arisen.
- Any decisions taken regarding seeking additional support for pupils in school from outside agencies are made together with parents.
- School seeks parents' views and feedback anecdotally, through annual questionnaires, annual review parental advices, and signpost to the OFSTED parent view website.
- Both schools hold 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.

- 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.
- Annual reviews, for those children who have an Education Health and Care Plan, invite full parental involvement and comment regarding their child's education.
- Parents are fully involved when any outside agencies are employed to provide additional support for young people and are invited to speak or meet face-to-face with outside professionals or provided their views through questionnaires or other written responses.
- Home School Agreements support SEND children and their families in fundamental points.
- Parents and carers of children and young people are made aware of SENDIAS (The SEND Information and Advice Service) which can provide support to parents and help them to ensure that their voice is heard.

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

- Once a special educational need has been identified, class teachers will draw up a provision map which details the support the child requires to begin to address that need in school. They may do this in consultation with the school's SENDCO in order to ensure that provision matches the identified need. School may seek further advice from outside agencies in order to ensure that provision is put in place which matches the level of need. School staff including the SENDCO will draw upon learning from regular training opportunities and personal experience of a full range of SEND when matching provision to needs.
- Class teachers will cater for individual learning needs in their day-to-day teaching through carefully individualised learning experiences which draw upon quality first teaching strategies in order to support all learners within the class.
- School staff receive regular training in a range of SEND and support strategies to ensure they are skilled to meet the range of needs within the school.
- Individual provision maps impact the learning journey for each child by helping to address gaps in learning and accelerate progress to ensure that children begin to catch up with age-related expectations. Provision maps also ensure that children's learning experiences are tailored to their needs, including through the support resources provided and the way in which information and tasks may be presented to a child.
- Class teachers are responsible for the provision of adapted
- 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. SEND 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.

- 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 accessible is the school environment?**

- Hornby St Margaret's School was built in 1962 and is fully wheelchair accessible. Leck St Peter's school was built in the 1800's and is wheelchair accessible and on a single level.
- To ensure all access for pupils and parents with disabilities both schools have ensured that some doorways and entrances are on a single level and wide enough to accommodate a wheelchair if necessary.
- There are accessible parking spaces available for the public and disabled persons at both schools. Information is available on the school websites 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.
- Clearly labelled sign and bell on front doors for assistance for disability.
- Clear signage and lighting inside and outside schools including braille.
- Colour of floor coverings contrast with walls.
- An accessible toilet is available in both schools.
- 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.

### **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?**

- Through discussions with parents, teachers, teaching assistants and children, the SENDCO, alongside the Head Teacher, makes decisions regarding the most effective allocation of resources. This includes human and physical resources.
- Pupils with EHC plans have provision listed clearly in their plan which is met by internal and external sources. EHC plans 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?**

- If a child is on the school's SEND register, they will have an individual provision map and one-page profile. These will be shared with parents at the time they are written and parents' and child's views will be included. Provision Maps are evaluated and shared termly with parents so that parents can see how their child is doing and the impact of any adaptations, interventions or additional provision they are receiving. One-page profiles are updated and shared annually.
- Outcomes of intervention are evaluated and reviewed termly by the class teacher. Evaluated provision maps and next steps are shared with the SENDCO, Headteacher and parents.
- 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.
- Parents' evenings take place twice per year, in the Autumn and Spring terms. 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, SENDCO or class teacher. This is offered as appropriate; sometimes it happens at parent's request.
- 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.
- 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 services such as SENDIASS. Referrals can be made by the school for young carers and their families to receive support from Barnardo's and for SEND children to participate in summer holiday activities. This signposting and referrals are usually made by the Headteacher or SENDCO.

### **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?**

- Mr Maunder is the school SENDCO and has achieved the National Award for Special Educational Needs Coordination.
- Teachers and 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) and Down's syndrome.
- Training is provided as required for individual teaching assistants as well as all teachers and teaching assistants. There is a team approach to SEND where staff are mutually supportive.
- First aid training is provided as well as training for specific medical needs as required e.g. EpiPen, Asthma, manual handling.
- The SENDCO attends regular half-termly cluster meetings with the Educational Psychologist (EP) team to discuss specific needs and to receive training which can be used to support children in school.
- EPs can be engaged to offer advice and may arrange to visit school to assess the child further and produce a written report. Additional EP support may be bought in by the school when required.
- 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.
- When required, the school is able to request support from the Children and Adolescent Mental Health Service (CAMHS). This provides support for identified children and their families.
- In addition to support from the school nurse, both schools can convene meetings with medical professionals and parents e.g. clinical psychologists, occupational therapists and hospital doctors, 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.
- Both schools will seek to ensure that appropriate training is provided for staff if a child should enrol at school with needs that the school has previously not had to support.

- The school works with the following agencies to provide support and advice for school and families according to children's needs:
  - Educational Psychology
  - Reachout ASC
  - Speech and Language service
  - Dyslexia Support Lancashire
  - Occupational therapy
  - Physiotherapy
  - Children and Adolescent Mental Health Service (CAMHS)
  - Child Action North West
  - Ethnic Minority Achievement Service to support children with English as an additional language
  - Local Children's Centre

### **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?**

- In the summer term, children are invited to attend transition sessions. There is also a meeting in the summer term for parents to come and meet the staff and ask any questions they may have about their child starting school.
- All parents in Reception are invited to attend half termly 'Showcase mornings', 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.
- 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.
- In addition, for SEND children:
  - Opportunities to meet with receiving SENDCO 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.
  - School can agree, 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 SENDCO and Year 6 teacher will meet with the SENDCO and/or head of year of the receiving school to share all relevant information about the child.
- All relevant SEND documentation is transferred to the SENDCO in the new school.

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

- At both schools we provide an inclusive learning environment where all children including children with SEND are treated equally and have access to the full range of opportunities that we provide.
- We run a number of after school clubs and activities and try to ensure that all children who want to participate are able to. Some children will need additional support with particular skills so they are supported by adults or their peers. The clubs are self-funded by school so it is not always possible to fund 1:1 support in the clubs, but we endeavour to accommodate all where possible.
- All children are included in class trips. Children are considered individually regarding the support they need e.g. 1:1 adult, walking frame etc. Access arrangements are included in the risk assessments and the parent and pupil are included in these discussions so that they feel secure.
- During break and lunch times, children with SEN are able to play outside with their peers. There are areas outside for those who prefer to sit and play with friends or alone, rather than run around. In more challenging situations, we have adults supervising certain pupils during these times. All staff, including welfare, are briefed on individual needs.

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

- Both our schools have a nurturing ethos and we strive to develop and support the positive well-being of all our pupils.
- All staff have had training in restorative conversation so that they are able to communicate with pupils in a way which promotes positive well-being.
- Some children who have specific personal, social and/or emotional difficulties may require additional pastoral support. This may include support for children, and families, on issues such as managing emotions, dealing with separation or maintaining

friendships. We can also access Stepping Stones Early Intervention for support with behaviour if required.

- For children with medical needs, we work alongside parents, paediatricians, school nurses and specialists to ensure correct care is in place. We have health care plans which are regularly reviewed (see Medical Policy for information on administering medication).
- We are proud of our inclusive federation of schools where all children accept and support each other. We encourage and expect empathy and understanding from pupils and staff at all times. However, we are aware that children with special needs are vulnerable and therefore we observe their well-being closely. We take any reports of bullying seriously and it would be dealt with as set out in the Anti-Bullying Policy.
- All children are entitled to participate in all areas of school life regardless of ability or needs. We believe experiences such as being part of the student council enriches their overall education

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

We have a robust system of self-evaluation in which we evaluate:

- Effectiveness of leadership and management
  - Quality of education
  - Personal development,
  - Behaviour and Attitudes
- As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs and Disabilities.
  - The SENDCO and SEN governor meet to discuss the provision for children with SEND. The governors also receive regular reports.
  - Each term the performance of all children, including those with SEND is analysed by the Head teacher and SENDCO and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.
  - 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?**

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 that the needs of children with SEND are appropriately met. This includes working with:

- Local Authority SEND Caseworkers
- Educational Psychologists
- Speech and Language Therapists
- Occupational therapists
- Advisory teachers.
- Specialist teachers, including from Reachout ASC,
- Physiotherapists
- Medical practitioners including school nurses, paediatricians and the Child and Adolescent Mental Health Service (CAMHS) team.
- Social Workers from Lancashire County Council and other agencies.
- Professionals from local Children's centres.
- Counsellors from New Start and other agencies

**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?**

- We are committed to working in partnership with parents and carers in order to meet the needs of the children in our schools.
- Your child's class teacher should be the first point of contact if you wish to discuss something about their special educational needs. Following this, if you have further concerns, then you should contact the school's SENDCO or Headteacher.
- We will aim to work with you in order to resolve your concerns.
- Our formal complaints policy can be found on our school website.

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

- Lancashire SEND Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential,

impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND

- The service is available for parents to access additional information, support and advice. For further information, follow this link: [SENDIAS Home - Lancashire SEND IAS](#) or visit [www.lancssendias.org.uk](http://www.lancssendias.org.uk)

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

Our Local Offer, Hornby St Margaret's: [Hornby St. Margaret's C of E Primary School » Special Needs Local Offer](#)

Our Local Offer, Leck St Peter's: [Leck St Peters C of E Primary School » Special Needs Local Offer](#)

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