



Guidance notes for SEN 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 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.

SCHOOL NAME: St George's CE Primary, Chorley

SEN Information Report

Date: September 2025

Name of the Special Educational Needs/Disabilities Coordinator:
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Nicola Gregson and Emma Smith

Contact details:

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The kinds of SEND we provided for.

<p>St George's Primary School in Chorley is a mainstream, primary setting. We rely on outside agency support in order to best cater for children with SEND. We have no specific specialism and respond to individual needs, seeking specialist teacher advice where necessary.</p>
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<p>If a mainstream setting then your statement of inclusion or relevant sections of your admissions policy can be added here.</p>
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<p>Admission arrangements 2022:</p>

<p>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.</p>

<p>1. (a) Children in public care and previously looked after children. This includes any "looked after child", "previously looked after children" and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. . 'Looked after' means that the child was (a) in the care of a local authority, or (b) being provided with</p>
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accommodation by a local authority in the exercise of their social services functions.

(b) Children with special medical or social circumstances affecting the child where these needs can only be met at this school. Professional supporting evidence from a professional, e.g. a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school is question is the most suitable school and the difficulties which would be caused if the child had to attend another school.

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?

How do you identify children/young people with special educational needs and disabilities (SEND)?

We ensure we have good transition procedures in place with local nurseries so that children with SEND are identified before they begin their journey with us. This allows communication with parents and relevant external agencies to begin before the child's journey has begun with us. It also enable us to put adequate provision in place before the child starts with us. Children and young people who have already started with us may be identified as having SEND if they do not make adequate progress through all areas of the curriculum including social and emotional areas through quality first teaching. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all children. Through pupil progress meetings and meetings with the SENDCO, children are highlighted who are not making the required progress. This can also be discussed with parents, SENDCO and class teacher. The next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This will be SMART target driven and reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support they would then move to SEND support. At this stage specialist teachers may be invited to provide school with further support and guidance. This would feed into a child's individual education plan (IEP).

Most children receiving SEND Support will respond well to this support and make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHCP).

These areas may be taken into account as impacting on progress and attainment but do not alone constitute SEND:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of Serviceman/woman
- Behaviour

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 developing our Individual Education Plan (IEP)s children are at the heart of the process. Our IEP's always begin with a One Page Profile (OPP) which is a celebration of what the child can do and their achievements so far. This document allows us to work with the children to look at the support they access in class as well as what they can do to ensure they are ready to learn. The child is given the opportunity to talk about their strengths and then the support that they would like to meet their future goals. They will then work with the teacher to form some targets and strategies. Once their IEP is complete children take ownership of this process by signing their name on the document. The IEP is also signed by class teacher, headteacher, SENDCO and parents so that the child feels fully valued and supported.

Pupils with an EHCP take part in the above IEP procedure and are also invited to discuss their views with the SENCO before and during the annual review process. The children are always invited to attend part of the meeting.

SENCOs also carry out pupil attitude discussion with children with SEN.

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?

Initial concerns are discussed with parents through prearranged meetings, phone calls, drop ins or parents evenings. Whenever any additional support (outside of regular group intervention) is put in place for a child parents are always informed and their views taken on board. We work hard to build positive, working relationships with parents so they feel valued and see school as approachable and supportive. If a child has an IEP, parents are sent these on a termly basis and encouraged to discuss any comments, changes, or feedback with the SENDCO or class teacher. Parents are always invited to annual review meetings and provided with a parent view questionnaire prior to the meeting. We have an open door policy and parents are welcomed and encouraged to meet or call class teachers and SENDCOs. Where a specialist teacher or Educational Psychologist is working with a child, parents are given the opportunity to meet with them to discuss the child's needs.

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

How does the school approach the identification of need and the matching of those needs to appropriate provision?

When a need is identified by the class teacher through ongoing assessment, this is discussed with the SENCO. The SENCO and class teacher then discuss and decide on the next step whether it be further assessment, specialist teacher support, intervention or a combination of these strategies. This will also be discussed with the parents.

What is your approach to differentiation and what are the skills that school staff have to support this specifically around special educational needs?

Learning is scaffolded in a number of ways including by outcome, task, support or scaffolding. Learning should be appropriately challenging for children based on their ongoing assessment. Scaffolding and intervention are discussed in regular pupil progress meetings with SLT.

How does this help the child/young person with special educational needs to make progress? For example, how does an individual education plan, pupil passport/profile, a learning and observation journal impact the learning?

Learning is tailored to meet the targets set out by teachers and SENDCOs in the IEP. Children are aware of their IEP targets and they are regularly referred to. This helps children work on their individual targets and make progress that is appropriate for them. Designated time and adult support is given to addressing these targets and measuring progress. Some children have a One Page Profile which provides details of how best to support that child in their learning within the classroom.

Explain the different roles that your staff have in supporting children/young people with special educational needs.

Class teachers are responsible for planning and assessing learning for children with special educational needs in their class. They also write and evaluate IEPs in consultation with the SENDCOs and arrange time for children to work on these targets.

Teaching assistants may provide support, intervention and differentiation for children with SEN as directed by the class teacher and SENDCO.

The SENDCO oversee the writing and evaluation of the IEPs and track the progress of children with SEN. The class teacher speaks to the SENDCO if they have a concern about a child's academic progress or personal, social and emotional well-being. The SENDCO organises specialist teacher support, mental health and wellbeing support and any other outside agencies that may support children with SEN. The SENDCO organises annual reviews for children with EHCPs.

The SENDCOs regularly meet with the Headteacher to discuss the needs, progress and outcomes of children with SEND.

How accessible is the school environment?

Due to the age and location of the building, the school is built on two levels. Not all areas of the school are currently wheelchair accessible. The top floor of the building can be accessed externally using a wheelchair. There are no internal wheelchair friendly routes to the top floor. There is one room mid way up the stairs that is completely inaccessible to wheelchair users. There is one disabled toilet (adult) and two disabled parking spaces.

Where appropriate, relevant actions are taken to ensure children full access to learning. Currently, some staff use Makaton to support children's learning – it is not, however, a specialism of the school.

Parents and families with additional needs are supported via phone calls and meetings in school to ensure they can access and interact with all the relevant information needed.

Visual timetables are used to support children and classrooms are designed in a way to support independence – all areas of the curriculum are accessible to children and adaptations are made where necessary.

Specialist equipment is reviewed in line with provision for the needs of the pupils at any given time.

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?

How are resources needed for children/young people with special educational needs allocated?

Resources are allocated depending on the needs of the child. Regular assessments are carried out and resources are allocated following discussion with the class teacher, SENDCO and headteacher

How are decisions made about additional resources made?

Following the plan, do review process, if progress is not seen then the SENDCO and SLT would consider where additional resources are needed.

Who is involved and their role in the decision-making process?

Headteacher, SENCO, Class Teacher, parents,

How is support for children/young people with special educational needs allocated?

Support is allocated based on the needs outline in EHCPs and IEPs. Needs are regularly discussed by the SENCO, class teacher, SLT, parents and child.

How are decisions made about additional support made?

Following the plan, do review process, if progress is not seen then the SENDCO and SLT would consider where additional support staff are needed. Additional support is also determined by the needs outlines in the EHCP.

How are decisions, resources and support on access arrangements made available for public examinations?

Access Arrangements

- The KS2 tests are intended to assess pupils' abilities in a fair and comparable way, with as many pupils as possible able to access them.
- They are designed so that most pupils with special educational needs and/or disabilities (SEND) can participate using the standard versions.
- However, a small number of pupils may need additional arrangements so they can take part – these are called access arrangements.

What are access arrangements?

- Access arrangements are adjustments that schools can make to support specific pupils during the tests, and must be based on normal classroom practice.
- The support given must never advantage or disadvantage individual pupils

Who are access arrangements suitable for?

Access arrangements may be appropriate for pupils:

- with a statement of special educational needs (SEND) or an Education, Health and Care Plan (EHCP)
- for whom provision is being made in school using the SEND Support system or whose learning difficulty and/or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties
- with English as an additional language (EAL) and who have limited fluency in English

Schools have a duty to report access arrangements to the STA

The following access arrangements do not require an application but schools must not STA of their use

- Administering a test at an alternative location. - Use of scribe - Use of a transcript
- Use of a word processor or other technical or electronic aid. At the end of a test, the test administrator should make a note of which pupils used a scribe, transcript or word processor and give the information to the head teacher so they can make the notifications for each pupil.

Additional time

• This is a set amount of extra time, which is given to a pupil in addition to the length of the test. Pupils automatically qualify for additional time if they:

• have a statement of special educational needs (SEN) or an Education, Health and Care Plan (EHCP)

• use the modified large print (MLP) or braille versions of the tests Pupils with a statement of SEN or an EHCP are automatically allowed up to 25% additional time, except for the spelling paper which is not strictly timed. For the above schools do not need to complete an application for additional time for these pupils.

Applications do need to be made for pupils who are:

• waiting for a statement of SEN or an EHCP to be confirmed.

• require additional time under test conditions to properly demonstrate their knowledge and understanding

• use the standard or enlarged print versions of the tests

How are parents involved in this process?

Parents are involved in decision making through the IEP and Annual Review process and through parents' evenings. They are also encouraged to contact the class teacher or SENCO if they have any questions, comments or concerns. The sencos or assessment lead will discuss access arrangement with parents.

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

How do you know how well children/young people with special educational needs are doing?

Class teachers and SENDCOs review the IEP targets on a termly basis. The class teacher assesses progress after each lesson and carries out summative assessments each term. SENDCO's also regularly observe children with SEND in their classrooms and talk to the children about their targets/how they feel their needs are supported. This is then discussed with class teachers and TA's to ensure our children's voices are heard.

How do you communicate this to the child/young person and their parents/carers?

Regular reviews of IEPs are shared with parents. Assessments are carried out on a termly basis and shared with parents. Parents are invited to attend two parents evenings a year and will be sent two reports a year. Children with Education and Health Care Plans will also have yearly annual reviews attended by parents.

How does the child/young person and their parents/carers know how much progress that their child/young person should be making?

Information sent home in reports and discussion during meetings highlights the progress and attainment appropriate for each child.

What opportunities are there for regular contact with parents/carers about things that have happened at your organisation, such as a home-school book?

The school operates an open door policy and staff speak to parents on a regular basis. Teachers and SENDCOs will ring to discuss any changes in a timely manner. Parents also have access to email addresses for all staff if they prefer this method of communication.

How do you explain how learning is planned and delivered and how parents/carers help to support this at home?

Long Term Plans for each class are published on the website for parents to see what their child will learn across the year. Teachers also send home half termly curricular letters detailing what the children will be learning and how parents can support them. Half termly homework menus are also sent to parents suggesting a range of activities that they can work on at home. Where children are accessing a different curriculum to their peers, individually differentiated homework menus and curricular letters are sent home.

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?

Outline your approach to the training and development of staff to enable them to support children/young people with special educational needs.

The SENDCOs lead regular staff meetings to share updates and ideas and get feedback from class teachers. They also arrange for outside agencies to deliver training for staff. Specialist Teachers and Educational Psychologists are regularly used to support the teachers in tailoring learning for children with SEND.

Explain how you would prepare for a child/young person coming who had needs that they have not previously supported.

A range of sources are used to find the specific needs of the whole child including observation in and out of the classroom, looking at independent work produced, end of term summative assessments and discussion with the class teacher, child and parents. These sources are then used to plan provision and monitor the progress of the child. Specialist teacher or Educational Psychologist support may be implemented if appropriate.

Say whether you have specialist staff working and what their qualifications are.

As a school, we buy into specialist support from Bridge Speech Therapists and Strive SEND Specialists. These companies have specialist teachers with a range of qualifications so that we can access the most appropriate support for each child. We also have a trained Emotional Literacy Support Assistant (ELSA) in school who receives regular training to support children's emotional needs.

Explain what other services the school accesses, including health, therapy and social care services. Include any specialist organisations that provide support, such as those related to mental health. This should also include recent and future planned training and disability awareness relating to education and the well-being of the child or young person.

The school accesses support from Lancashire including speech and language therapy, physiotherapy and occupational therapy. We also refer some families to the Family Wellbeing service. We have close links with the Family Hub and signpost parent's to services that they provide.

Identify particular strengths in relation to your inclusion and overall statements.

The school prides itself in ensuring inclusion for all children. Adaptations are made to the curriculum and environment where necessary in order that children can access learning appropriate for their ability. Children and staff are accepting, supportive and inclusive. We seek support from outside agencies when needed in order to ensure children with SEND are provided with appropriate provision for all areas of their learning and well-being.

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?

What are your arrangements for transition for children/young people with special educational needs and how do you work with other education settings to transfer information?

The SENDCO shares assessments, IEPs and specialist teacher/ Educational Psychologist reports with the school the child will be attending. They also arrange a meeting/ phone call with the receiving SENCO to discuss the needs of the child. The year 6 class teacher also holds hand-over meetings with the high school.

Who is responsible for providing support through this?

SENCO/Class Teacher

What are the timescales involved?

Meetings with high schools are held in the summer term. Children with an EHCP will have an annual review meeting in the autumn term. A further review will be held later in the year and the high school is invited.

What support do you have for any tasters, transition days, work experience or out-of-school activities?

Where appropriate a member of school staff may attend transition visits with a child with SEND. Additional transition days may be arranged with the high school if this would support the needs of the child.

How are the Preparing for Adulthood Outcomes and Aspirations discussed and captured? This is a statutory duty from Year 9 onwards, but recognised good practice for all ages.

The one page profile and pupil voice forms take into account the child's aspirations. These can be nurtured by the school through extra-curricular clubs. Parents are also consulted on their goals for their child's future through the annual review process.

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

What extracurricular activities does the school run?

School offer a wide range of extracurricular activities including sports, music, Spanish, art clubs, year 6 booster classes, educational day trips and residential.

How are these made available for children and young people with special educational needs? Make clear how you assist the children/young people to do so.

Staff visit the trip venues to see what support children will need to access the activity. They also discuss the child's needs with the organisation running the trip and plan the activities accordingly. Additional staff may attend the trip where necessary. Children with SEND are always given the opportunity to access all extracurricular activities and they are tailored where necessary.

How are children/young people and their parents/carers involved in planning for any activities or trips, and about the support that is provided?

A pre-trip meeting is held for all parents prior to residential trips. Where additional support is required for a child, the trip leader arranges a meeting with the parents of the child/children with SEND in order to plan provision.

For all trips and extra-curricular activities, parents are asked to complete medical forms.

A pre-trip meeting is held with all staff attending the trip in order that they have knowledge of all additional needs and can support the children accordingly.

What support and arrangements do you have in place during lunchtimes and breaks and at the beginning and end of the school day.

Our welfare staff at lunchtimes are also teaching assistants at the school. This means that they know the children and their needs and can support them in a similar way that they are supported in class. Welfare staff are made aware of special educational needs and how to support the children at lunch and break times. Additional staff may work on a 1:1 or small group basis if this is required in order to meet a child's needs.

Class Teachers and SLT manage transition times including the beginning and end of the day.

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

What is your pastoral, medical and social support available for children with special educational needs and disabilities?

Donna Woods one of our Teaching Assistants is ELSA and lego-therapy trained. Social support is tailored to the needs of the children and may include group intervention programmes or 1:1 support. We also use outside agencies to provide social and emotional support (Children and Families Wellbeing Service). The school relies on outside agencies to provide medical support including OT and physiotherapy.

How do you manage the administration of medicines and provision of personal care?

A number of staff have regular first aid training and administer medication in line with school policy and following direction from the parents and health care professionals.

How do you support behaviour, avoiding exclusions and increasing attendance?

Behaviour plans are put in place where needed and in line with the school's behaviour policy. The school works closely with the parents in order to provide necessary support for a child's behaviour. Outside agencies may also be used including the Chorley Inclusion Support Service, Golden Hill and Inclusion Solutions.

How do you ensure the safety of the children/young people with special educational needs? Do you specifically report on issues of bullying specifically against children/young people with special educational needs? How do you prevent bullying of children/young people with special educational needs?

The school has a culture of acceptance and this is regularly taught and discussed through our Christian Values. Children are taught to be respectful of difference and talk to a trusted adult if they experience bullying. Bullying is discussed with parents, children and governors. Steps are taken to resolve incidents following the bullying and behaviour policies. All incidents are recorded on CPOMS

How do children/young people with special educational needs contribute to all parts of your organisations life, including school councils, Class Reps, or roles of responsibility?

Children with SEND are given opportunity to contribute to all aspects of school life including school council and ethos group. Where required additional support through staff or peers is implemented to ensure inclusion.

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

What reports on the outcomes of children/young people with special educational needs do you create?

SEND pupil tracker document completed by the SENDCOs. SENDCOs attend pupil progress meetings in order to provide advice where needed and discuss any children that may require SEND support. The LSIP and Arbour also provide details of progress and attainment of children with SEND at the end of each key stage. Termly SEND information is provided to governors.

Are the view of children/young people with special educational needs sought?

Pupil attitude questionnaires are carried out. Children with SEND also have the opportunity to discuss their views when writing/evaluating their IEPs with the class teacher. The SENDCO discusses pupil views during the annual review process. Children also share their views to feed into One Page Profiles.

Are the view of parent/cares of children/young people with special educational needs sought?

Parent views are sought through parents evenings, regular discussion with the class teacher and SENDCOs and annual review meetings. Parents receive new and evaluated IEPs every term. They are encouraged to discuss their views on the IEPs with the SENDCO or class teacher.

Who are these various reports presented to? How is this information scrutinised? How are improvements identified and actioned?

The SENCOS and SLT scrutinise this information and address it through actions on the school improvement plan. Reports are also discussed with governors. Data from the SEND tracker is used by the SENDCO and class teacher to inform IEP targets. The SENDCOs work with the school advisor to carry out SEND audits.

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?

What other professionals and organisations provide support to children/young people with special educational needs at your organisation?

Speech and language therapists, occupational therapist, SENDO, school nurse, family well-being service, Family Hub, special teachers, educational psychologist, Emotional Literacy Support Assistant.

How is this accessed? How often?

Referral forms, phone call discussion, in person meetings, annual reviews as and when appropriate.

What services do you access around health, therapy and social core services?

Speech and language therapists, occupational therapist, SENDO, school nurse, family well-being service, specialist teachers, educational psychologist, Emotional Literacy Support Assistant.

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?

Outline who should be the first point of contact if a child/young person wishes to discuss something about their special educational need, and your general approach to resolving concerns. Explain how you communicate with children/young people and the measures employed to ensure that concerns are addressed.

Children are encouraged to speak to the class teacher or SENDCO about any concerns. The IEP writing process is a good opportunity to discuss any concerns. Children are treated with respect and their concerns are listened to and steps are taken to support them appropriately. Children may also discuss concerns with the headteacher.

Outline who should be the first point of contact if a parent/carer wishes to discuss something about their child/young person, and your general approach to resolving concerns. Explain how you communicate with parents/carers and the measures employed to ensure that concerns are addressed.

Parents are encouraged to speak to the SENDCO about any concerns. We aim to involve parents in the support their child receives through the IEP process. Concerns are also discussed with the headteacher and governors where appropriate. Steps are taken to resolve the issues in line with policies.

Outline your formal complaints policy and where information about this can be found.

Full details of our complaints procedures can be found on the website <https://www.st-georges.lancs.sch.uk/page/?title=School+Policies&pid=40>

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

Outline how you seek to signpost children/young people and their parents/carers with special education needs to organisations and services that can provide additional support.

Parents are encouraged to discuss their needs with the SENDCO in order to advise them on the most appropriate support and where to find it.

Contact Emma Smith or Nicola Cook. 01257 262323 senco@st-georges.lancs.sch.uk

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

Our Local Offer - <https://www.st-georges.lancs.sch.uk/page/?title=SEND+information&pid=46>

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