Pool House Community Primary School

SEN Information Report

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Name of the Special Educational Needs/Disabilities Coordinator:
Danielle Ellison
Contact details:
Pool House Community Primary School, Kidsgrove, Ingol, Preston PR2 7BX 01772 732628 senco@poolhouse.lancs.sch.uk

What kinds of special educational needs does the school provide for?

Pool House Community Primary School is a maintained primary school.
At Pool House Community Primary School, our inclusive approach ensures we provide for a range of children's needs from all background and abilities. The approach taken to cater to these children's needs depends upon each individual need. As a school, we strive to create an inclusive culture and celebrate all members of the community.

A child is classed as having a special educational need if he or she has learning difficulties that require special educational provision to be made. These needs can be met either through classroom teaching, small group/1:1 support, interventions and outside agency involvement. We monitor the progress of all our learners and adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

A child has learning difficulties if he or she: a) Has a significantly greater difficulty in learning than the majority of children of the same age. b) Has a disability, which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA. c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Pool House Community Primary School also caters for children with a range of physical and medical disabilities. According to the SEND Code of Practice (2015), a disability is defined as '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The relevant plans are put in place to support any children who have a disability within school.

We strive to be a fully inclusive school and understand that any SEND issues need to be taken into account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy.

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?

Teaching staff identify children who may require additional support, providing early intervention if required. They can be identified through information on the pupil tracker, classroom observations, assessments in class and specific assessments by other members of staff/specialist teachers.

Whilst not all areas of special educational needs fit into a 'category', we recognise that many needs fall into the following four areas:

• Communication and interaction (speech and language difficulties or autistic spectrum disorders)

• Cognition and Learning (general or specific).

• Social, Emotional, Mental Health

• Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties, sensory over stimulation).

Baseline information, EYFS information, SATs, PIVATS, standardised scores and specialist teacher screenings and assessments are all used to identify areas where children may require additional support. If required early interventions will be put in place. This can be in the classroom or children may be supported through intervention. This work can be done by TA's, specialist teachers and teaching staff, in co-operation with the SENCO. The progress can be tracked through Targeted Learning Plans (TLPs), TA's keeping working records of how children are achieving toward target, TLPs monitoring and Wave 2 intervention recording. TLPs targets are reviewed by staff at least termly, monitored by the SENCO and shared with parents. The children are aware of their targets. Teaching staff will also discuss issues with the parents as concerns are raised.

The class teacher is responsible for the day-to-day management of SEND in their class. They will write regular TLPs and this may be in consultation with the SENCO. They work with the TA's who support the children and they regularly discuss outcomes and next steps for the child.

The SENCO is responsible for referring children to specialist teachers and outside agencies relating to SEND. She liaises with the parents and outside agencies and keep the parents updated. She provides support to the teaching staff if there are any problems or concerns about a child and offer recommendations and next steps. The SENCO will use the SENDO for support and attendance at meetings etc. when required.

If a parent thinks that their child has a special educational need in relation to any of the 'special educational needs areas' as identified above, they can discuss it with the class teacher, head teacher or SENCO by coming in at any time to make an appointment. An action plan will then be put into place to monitor such concerns and support in arrangement for further assessment if required.

Pupils will only be placed on the SEND register is their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school.

At Pool House Community Primary School we follow the graduated approach cycle of:

Assess – Plan – Do- Review

Following this approach, we identify wave interventions as follows:

Wave 1 interventions, for children who we have identified require support, are delivered through high quality teaching which is differentiated for individual children.

Wave 2 intervention which are targeted interventions which can be run in the classroom or in sessions outside of whole class learning, where children are given specific targets to help them make accelerated progress.

Wave 3 interventions, when the above have not met the child's needs, include 1:1 support, involvement from outside agencies for higher level of needs and identifying whether an EHC Plan would be required.

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?

Children are supported in the best way suitable to support their needs. The child may have input when deciding their targets for an TLPs, have their voice taken into account during TAF/EHCP annual reviews and be given the opportunity to share their opinions in a Pupil Profile. There are also times when pupils are invited to attend meetings to share their voice with the relevant adults. This allows children with SEND to express their views. One Page Profiles are created an updated as per requirements of Lancashire's SEND process.

During specific targeted work children are kept up to date of their achievements and targets. Staff work closely with the children and give opportunities to discuss their progress.

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?

Parents are informed at parent's evenings and at any point during the year when school have concerns, information to share or at arranged meetings. The SENCO will liaise with parents and outside agencies. Parents are listened to carefully and their knowledge and information about their child taken into account. Parents can contact school formally and informally to discuss their child. This can be done by making an appointment with designated members of staff or talking to the class teacher before or after school. If additional support/assessment is required, the school will consider requesting a Statutory

Assessment by applying for an EHC Plan. Parents will be fully consulted at each stage in the process.

Many children who have SEN support are also supported through a CAF and therefore the TAF (Team Around the Family) process. They are given the opportunity to give their opinion before and during meetings, including completing relevant paperwork where their voice and opinions can be heard and considered before a TAF/annual review meeting.

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

Differentiation is planned by all staff in their lessons and monitored by School Leaders and teaching assistants are experienced in working with a wide range of abilities and needs. The class teacher will plan for a child′s needs and this can be implemented through a variety of ways in order to work on TLP target work.

- Specific 1:1 support which can be delivered by a teaching assistant or a volunteer- withdrawn from class
- In class support on a 1:1 basis
- In class support in a group
- Specific groups withdrawn from class to work with TA
- Support from specialist teacher- 1:1, group work

Staff receive relevant training and additional support can be brought into school if further training is required. Teaching staff laisse with outside agencies including Speech and Language, Specialist teachers, Occupational Therapists and Educational Psychologists, implementing strategies to support pupils within their lessons and outside of the classroom.

Children′s progress is monitored and reviewed termly at progress meetings and where a concern is raised, an action plan can be put into place. This may involve further internal assessments, work with a mentor, specific assessments by an external agency, enhanced quality first teaching or a referral to counselling/educational psychologist. Where progress towards targets is slow and not shown through assessment of the curriculum, the use of PIVATs may be required.

How accessible is the school environment?

Our school is fully accessible by wheelchair. There are no steps into the school, a dropped kerb by the front door where disabled can park, a disabled bell at the main entrance of school and the whole ground floor is accessible to all. There is a disabled toilet situated on the ground floor. The only stairs within school are for areas of the school where children do not need to access.

School will obtain equipment as required to meet specific children's needs. If further advice is required, the SENCO will contact relevant agencies in acquiring additional support/equipment to best support pupils.

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?

School Leaders will make decisions about allocating resources to a child that requires them. They will do this through:

- EP assessments and reports
- Assessments and reports from outside agencies e.g OT, Speech and Language, SEND traded team
- Assessments carried out by staff in school.

Where a child has an EHCP, the provision is discussed at an annual review.

Regular meetings with the SEND governor enables allocation of provision to be discussed.

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

Advice and support can be given at parent's evenings and at any time during the year as staff see the need and parents request a meeting. School operates an open door policy and parents can talk to staff regularly. Staff will update parents on a regular basis if that is what is required, may use a home / school diary or it may be done through more formal meetings. If a parent or class teacher has any concerns regarding a child, they can seek advice and support from the school SENCO. The SENCO, alongside the class teacher, will evaluate and review any approached adopted and make amendments to these if needed. Children will be invited to share in the review of TLPs, TAF meetings and EHC Plan annual reviews to ensure that pupil voice is taken into account. Parents will be invited to attend all relevant meetings.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Staff at Pool House Community Primary School are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

School will also access:

- Speech and Language
- School nurse
- Paediatrician
- Children's Social care
- C+F Wellbeing service
- Children and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Education Psychology
- Child Action North West (CANW)
- Specialist Teachers
- Inclusion Service

The school SENCO will attend numerous training sessions within Lancashire regarding special educational needs and further her knowledge and understanding of current procedures for children with SEN. The school SENCO will then be able to feedback and provide staff training to relevant staff members. CPD and training is encouraged and is seen as an ongoing process.

The majority of school staff are first aid trained.

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?

If we are informed that a child is to attend Pool House Community Primary School and they have SEND needs, we will arrange to be involved as early as possible for information from the previous setting to be shared. We will attend any meetings to discuss the child if this is appropriate.

If a child is transferring to another school we will pass on relevant information. If a child is moving to High school we will discuss with the new staff the needs of the child and strategies we have used that support the child. The SENCO from the receiving school will be invited to attend a review or transition meeting prior to the child starting their new school. The SENCO and EYFS staff will support Nursery children's transition into school. There will be visits by the EYFS manager or SENCO to nursery, home visits by the class teacher and attendance at any TAF's. Communication will also be sought between school and the family support worker.

If required, we will agree a personal transition plan for a child with support including extra visits to the new school, opportunities to attend the school to meet staff, attend lessons, become familiar with the school building and know and meet staff which they can go to if they feel they require to talk to someone or needs some quiet time. Staff in school will support children through this process and will transport them to the High school remain at the high school during visits.

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

At Pool House Community Primary School, we adopt a fully inclusive ethos and strive to ensure that all children are able to access all areas of the curriculum, inside and outside of the classroom.

Extra-curricular activities including dance club, art club, games club and tai kwon do are open to all children if it is being offered to their class. If support is required an extra member of staff will attend. Breakfast club is offered to all children before school and is supervised by school staff.

Activities and trips- A risk assessment will be completed and controls put in place. This may be done in consultation with a parent if necessary and they can support their child on the activity/ trip.

Staff will support children during lunchtimes and breaks to suit the needs of the child e.g. 1:1 support, separate arrangements/places for the child to be or have access to.

Care plans are put in place to support children with medical needs.

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

Class teachers will provide time to support a child – this maybe through pre-agreed times of the day or as required. The school learning mentor has a timetable of support for children requiring 1:1 opportunities to talk etc. He is also available at any time if a child requires his support.

The head teacher also makes herself available to support children as needed.

If children are on prescribed medication parents will complete and sign a form. This may be kept in the office or in a fridge if required. We have designated staff who are responsible for managing medicines. Children requiring personal care will have a health care plan which will be completed in consultation with the parent and any other health care professionals.

Class teachers follow the school behaviour policy and strategies are amended where appropriate for children with behavioural needs. The Senior Leadership Team have overall responsibility for overseeing the management of behaviour in school.

Children with special educational needs are invited to contribute to the wider community and can run for the position of head boy/girl and deputy head. They are encouraged to contribute to class discussions/ whole school discussions and put themselves forward for

the role of school council leader for their class. If further support is needed for them to complete these roles, the adequate support is put in place.

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?

The school SENCO/ head teacher will seek the involvement of outside agencies when required. They will be invited into school or supported appropriately in order to build a good working relationship between the school and the agency. Parents are involved throughout the whole process and once a referral has been sent, updates are given regarding appointments or assessments. Regular meetings are encouraged to discuss progress and next steps. All agencies involved in a child's education are invited to attend review meetings.

School with access when needed the following services:

- Speech and Language
- School nurse
- Paediatrician
- Children's Social care
- C+F Wellbeing service
- Children and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Education Psychology
- Child Action North West (CANW)
- Specialist Teachers
- Inclusion Service

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

The SEN section on the school website contains some information that will be relevant. Parents are encouraged to seek support and advice from staff within school including the head teacher and SENCO. A meeting can be arranged or they can be contacted via the school phone number or email, both of which are available on the school website.

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

The link to Lancashire's Local Offer is on our school website.

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