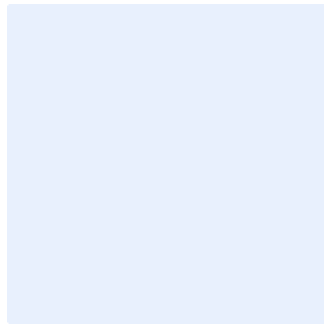




# Pendle Education Trust



## Policy / Procedure / Guideline Review

<b>Policy/Procedure/Guideline:</b>	Special Educational Needs and Disability (SEND) Information Report
<b>Senior Manager Responsible:</b>	Clare Swain
<b>Approval:</b>	Julia Pilkinton
<b>Review Date:</b>	November 2025

### Pendle Education Trust

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Company Registration Number: 08263591

Place of Registration: England and Wales



Dear Parents and Carers,

The aim of this information report is to explain how we implement our Special Educational Needs and Disability (SEND) policy and show you how this support works in our school.

If you want to know more about our arrangements for SEND, please read our SEN. You can find it on our **website** [Colne Primet Academy - Home](#) or you can contact the school office to ask them to send you a copy of the policy.

If there are any terms, we have used in this information report that you are unsure of, you can look them up in the glossary at the end of the report.

### **What types of special educational needs does the school provide for?**

At Colne Primet Academy believe it is essential to provide a well-balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with special needs and disabilities, receive their right to a high quality, accessible and balanced curriculum. Within our mainstream setting, we aim to reduce barriers to progress by making reasonable adjustments to the curriculum, the environment and to resources so that all children can learn alongside each other.

We can make provision for children with a wide range of Special Educational Needs and Disabilities (SEND). These generally fall into four main areas:

- **Communication and Interaction Needs:** This includes children who may struggle with speaking, understanding, or interacting with others. Examples include Speech, Language, and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).
- **Cognition and Learning Needs:** This covers children who learn at a slower pace than their peers, or who have specific difficulties with certain areas of learning. Examples include Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
- **Social, Emotional, and Mental Health Needs (SEMH):** This refers to children who may find it hard to manage their emotions, build relationships, or behave in school. Examples include Attention Deficit Hyperactivity Disorder (ADHD), anxiety, and attachment difficulties.
- **Sensory and/or Physical Needs:** This includes children with visual impairments, hearing impairments, multi-sensory impairments, and physical disabilities that may require extra support or equipment.

Our **admissions policy** reflects our commitment to inclusion, ensuring that children with SEND are considered fairly and are provided with the necessary support to access our curriculum and school environment.

### **Which staff will support my child and what training have they had?**

Inclusion at our school is the role of everyone. Your child will be supported by many adults, however, below is a list of people with specific responsibilities for special educational needs:



### **Deputy Principle**

Our schools lead of SEND is **Claire Swain**

Claire is the schools Deputy Principle and a member of the senior leadership team.

### **Special Educational Needs and Disabilities Coordinator (SENDCo)**

Our school SENDCo/ Director of SEND is **Fiona Murgatroyd**

Fiona is the Schools Director of SEND Lead and a member of the Senior Leadership Team. She is a qualified teacher with the NASENCO award and has PGCert SpLD (Dyslexia) with AMBDA/ATS.

### **Specialist Teacher**

Our school Specialist Teacher is **Catherine Whittaker**.

She is a qualified teacher and has PGCert SpLD (Dyslexia) with AMBDA/ATS.

### **Assistant SENCO**

Our school has two assistant SENCOs **Laura Baker and Elinor Whitlock**

Our school's Assistant SENCOs are both qualified teachers who have an English specialism. They are undertaking the NPQSEN award.

### **Lead of Inclusion**

Our school's Lead of Inclusion is **Vicky Kyreacou**

She manages our Inspire provision, manages the TA team and delivers interventions for students with SEND. She is ELSA Trained.

### **Higher Level Teaching Assistant**

Our school's HLTA is **Helen Smith**.

She supports the Bridge class and has a Head of Year responsibility for Year 9.

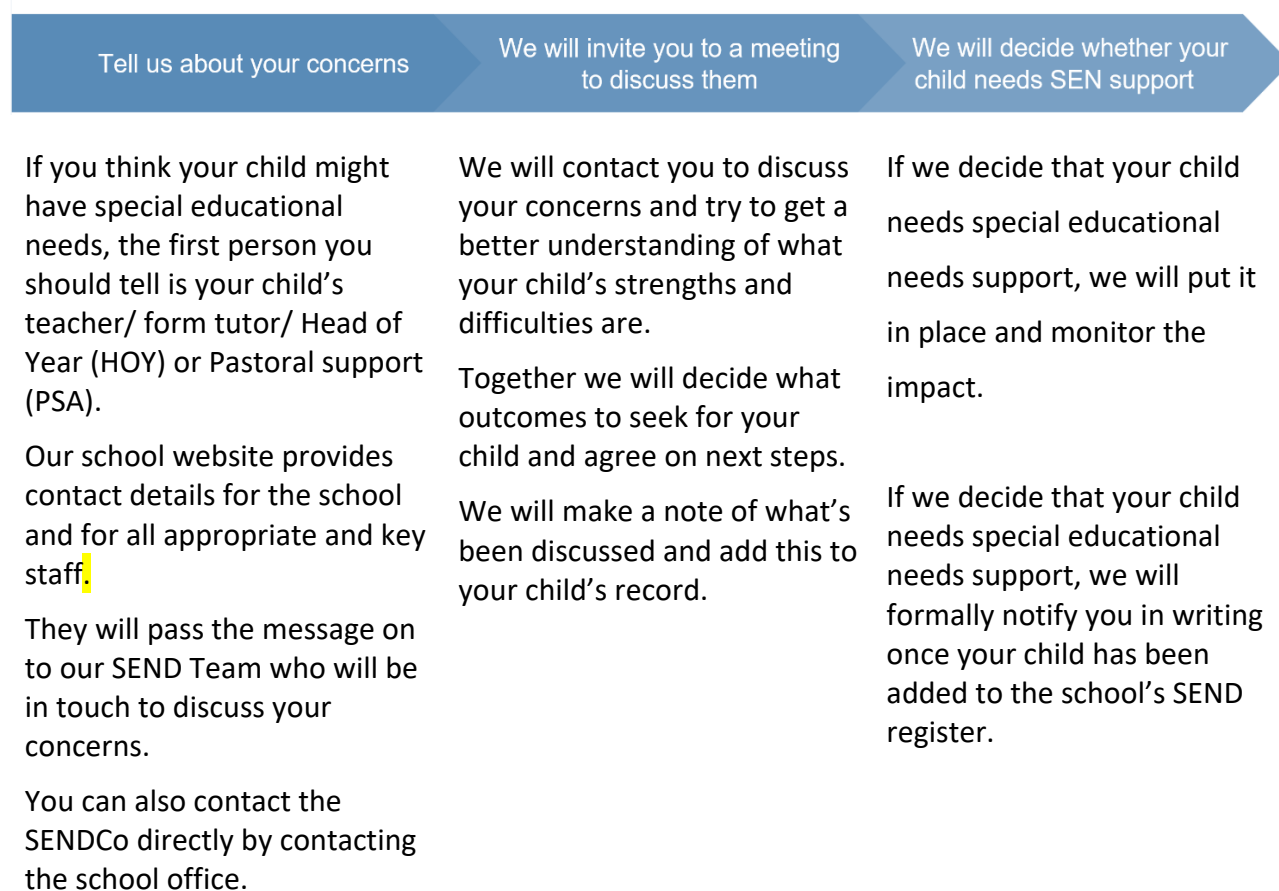
The Send Team also includes Teaching assistants.

Our TA3's support our Inspire/turnaround provision and deliver interventions.  
Our TA2 provide in class support for students who have EHCPs and additional needs.



## What should I do if I think my children has special educational needs?

If you think your child has special educational needs, please don't hesitate to speak with us:



## How does the school identify Special Educational Needs?

We believe that early identification of special educational needs and working closely with parents/ carers is crucial to the wellbeing of all children. The earlier we act and adapt our provision; the sooner we can resolve concerns and help children towards success.

We identify children who might need extra help through regularly assessing the progress of all children through informal observations and formal assessments. These help us understand *what* a child is finding challenging and *why*. We regularly track each child's progress against their expected learning goals. If a child is consistently struggling to meet these, or if their difficulties are significantly different from their peers, it flags a potential need for extra support.

The first response would be high quality teaching targeted at their areas of needs and difficulties from the class teacher.



Where progress continues to be less than expected the teacher will work with the SENDCo and Specialist teacher to provide appropriate adaptations and/or interventions. We work very closely with the people who already know them including parents/carers, previous settings and specialist staff and use the information available to identify the possible barriers to learning and implement strategies.

### **How will I be involved in decisions made about my child's education and how will their voice be heard too?**

We are a child and family centred school and believe that children and parents/carers should be at the heart of all decision making about the child. When we assess special educational needs, we discuss with parents/carers if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress. Where appropriate, in line with our graduated response, we will write and review targets with your child and parents/carers, a copy will always be available to all.

We will provide reports on your child's progress through either parents' evenings or reports home. During these times, we will discuss the support we will put in place to help your child make that progress and review this. We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's form tutor/HOY or PSA by contacting the school office to arrange a discussion.

We always look for opportunities to include your child's voice too. How we do this will be different for each child depending on their age and needs.

### **How will the school adapt its teaching for my child?**

Our values lie at the heart of our curriculum intent. We strive to ensure that the curriculum creates:



Students who make continuous **progress**, recognising the interim steps towards their goals, and who are **motivated** to achieve their potential. They have a love of a learning and “can do” attitude, take pride in their work and enjoy taking up opportunities for learning beyond their lessons.



Students who are **respectful** to everyone in their community and wider world, building their cultural capital and providing them with insight and experiences beyond our locality; developing students who are tolerant of others, creating a truly **inclusive** and safe community both in school and society.



Students who are secure in the knowledge they have acquired to be able to confidently **express** themselves in a range of situations. Developing their self-belief, individually and collectively, and an ethos where students understand the value of working **together** to achieve and celebrate their successes.



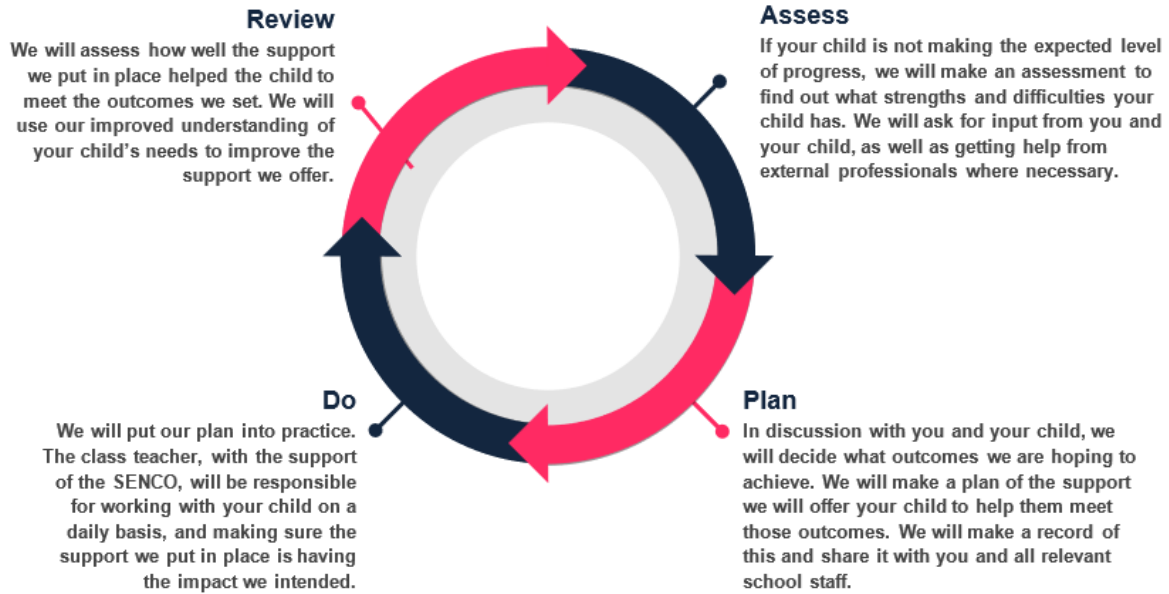
High quality teaching is crucial to the progress of pupils with SEND. Teachers should deliver the graduated response process detailed within the SEND Code of Practice which also aligns with our Primet Pedagogy. This is the first step in identifying barriers and developing strategies to support all pupils, including those with SEND. Adaptive teaching strategies sit firmly at the heart of this: adapting planning prior to the lesson and adjusting practice during the lesson.

When appropriate, staff are deployed to support students in class or small interventions. Teachers assess children’s progress and middle leaders of curriculum areas discuss this at termly meetings with the Senior Leadership Team. This helps to formulate the next steps to support a child’s progress.

### **How will the school assess and review my child’s progress to evaluate the effectiveness of the provision?**

We follow the graduated approach to identifying, meeting and assessing your child’s needs. The graduated approach is a 4-part cycle of assess, plan, do, review.





As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a child has made progress, they may no longer need the additional provision. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

**What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

**Between years, or at any point of set changes**

To facilitate smooth transitions between teaching groups, teachers facilitate the handover exercise books and assessment folders, in addition to any specific information which needs providing for individuals, including students with SEND.

**Between schools**



When your child moves to a new school, we collaborate with parents/carers and the new SENDCO at the school to share information and ensure a smooth transition.

For the transition from primary to secondary school, our SENDCo meets with the receiving secondary school's SENDCo to discuss the needs of all students on the SEND register. Additionally, we look to arrange additional transition sessions with the secondary school, if required.

### **Moving to adulthood (for secondary schools)**

We provide all our students with appropriate advice on paths into work or further education.

We work with your child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. As a school we provide careers advice to support students making the transition to KS5. Vulnerable pupils receive one-to-one advice and guidance as required by statute from an impartial Careers Officer this is overseen by a member of the senior leadership team. All SEND students have support for the transition at KS5 – by developing an action plan early in Year 11, alongside the SENDCO, to make sure progress and college choices align.

### **How will the school resources be secured for my child?**

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support staff hours
- Further training for our staff
- External specialist expertise

If this is the case, we will consult with our specialist teacher and/or external agencies to get recommendations on what will best help your child access their learning.

### **How will the school make sure my child is included in activities alongside pupils who don't have special educational needs?**

Our children with SEND are given the same opportunities as their peers, with adaptations made where required. We strive to ensure that all our trips and extra curriculum activities are fully inclusive and work with parents/carers and external professionals to do this where needed. Risk assessments will be carried out when necessary and shared with you.

### **How does the school support children with disabilities?**

To ensure all children, including those with disabilities, are treated equitably, our school is committed to taking proactive steps to prevent less favourable treatment. We provide various facilities to help disabled children to access our school, including the provision of auxiliary aids and services to support their learning and participation. Our school's accessibility plan is available on our website and outlines how we will increase the extent to which disabled children can participate in the curriculum, improve the physical environment to enable them



to better take advantage of our education, benefits, and facilities, and enhance the availability of accessible information. We believe that by creating an inclusive and supportive environment, we empower every child to reach their full potential.

### **How will the school support my child's mental health, and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships

During Personal Development (PD) sessions, external visitors are invited in to present sessions on health and well-being issues. Students are given information about safe behaviours in relation to:

- ✓ The Internet/Social Media
- ✓ Drugs and other abusable substances
- ✓ Personal safety in relationships
- ✓ Child protection issues

Students have access to the full time BFC Mentor who works full time in school and a school counsellor who works 3 day

As a school we have achieved the UNICEF UK Rights Respecting Schools Bronze Award: Rights Committed and, as a school, we are now working towards the Silver Award. A UNICEF UK Rights Respecting School models rights and respect in all its relationships, whether between adults and students, between students or between adults.

### **What support is in place for looked-after and previously looked-after children with special educational needs?**

#### **Designated Teacher for looked-after children and previously looked-after children**

Our Designated Teacher is Carl Thomas

His is a Qualified Teacher and Safeguarding Lead.

Our designated teacher will work with our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after children's circumstances and their special educational needs might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has special education needs. However, looked-after pupils will



also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

### **What should I do if I have a complaint about my child's special education needs support?**

Our school is fully committed to supporting your child and working with you to best achieve this. If you have any concerns or complaints about your child's support, we urge you to contact the school's SENDCo or Principal in the first instance. If you are not happy with this response, then please refer to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their special educational needs, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

### **What support is available for me and my family?**

If you have questions about special educational needs and disabilities, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lancashire's local offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

## **Glossary**



- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCo** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages





# Pendle Education Trust

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