

Christ Church Charnock Richard C.E Primary School

*Inspired to learn, grow and flourish within our
Christian family*



SEN Information Report

Updated September 2025



'Inspired to learn, grow and flourish within our Christian family'

'I can do all things because Christ gives me strength' Phil 4:13 **Ethos**

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential as part of the Christian family and as members of the wider community

Beliefs

With Christ as our guide together we:

Promote an ethos that values and celebrates that all children are special and unique with many talents

Develop happy, resilient and confident children who thrive in body, mind and spirit

Provide high quality learning and a wide range of experiences that are challenging but fun

Create an environment that is stimulating, welcoming and purposeful for all members of the school community

Encourage children to be tolerant, caring and respectful towards others, and the world around them

Values

Underpinning our ethos are our core Christian values which were chosen by pupils, parents, staff and governors. Our Christian values are:

Trust
Koinonia
Compassion
Love
Thankfulness
Forgiveness
Service

These values are central to all we do at Christ Church Charnock Richard Church of England Primary School: through our curriculum, behaviour policy, celebrating each other's achievements and uniqueness and discussions of the wider world

We believe that our Christian ethos and aims support and prepare our children on their journey to becoming respectful, responsible citizens of the future

SEN Information Report 2025/26

Contact Details

SENCO: Miss Hannah

WoolleySEN Governor: Mrs

V Hodkinson

Christ Church Charnock Richard C of E Primary School

Tel: 01257 791490

<http://www.charnockrichard.lancs.sch.uk> Local Offer

Contribution: www.lancashire.gov.uk/localoffer

Whole School Approach

We are extremely proud of our curriculum here at Christ Church and we pride ourselves on providing highquality learning that offers challenge and fun. Our enriched curriculum has been developed over three years considering the needs of our children at our school and ensuring that all children are able to thrive.

We believe that relationships are essential to ensure effective teaching and learning and all members ofour community invest time in building meaningful relationships with one another. We have high expectations for all and want everyone to be

‘Inspired to learn, grow and flourish’.

We provide a broad and balanced curriculum with carefully planned additional learning opportunities tosupport the personal and social development of our children. In particular we focus on developing the characteristics of confidence persistence getting along organisation and resilience. Christian ethos of our school is one of inclusion and each child is cherished, with their individual needs met and provided for. In addition to high quality first teaching, where needed we use a wide range of additional interventions to meet pupils' specific needs. Ongoing dialogue throughout the year, as well as termly assessments (through Teacher assessment and/or academic tests) and annual reviews ensure that we regularly review what we offer every child in our care. These discussions also contribute to the applicationof a differentiated and personalised approach to teaching and learning.

Underpinning all of our provision in school is the **graduated approach** cycle of:



- **Assess:**

Assessments are made by class teachers, SENCo or professionals as required. As well as those used across school for all children (e.g. assessment for learning in all lessons, termly teacher assessments of progression against KLIPs/ PIVATs, annual PIPs/tests etc), when appropriate we carry out specific assessments according to the needs of the pupil. (For example, this may include PHAB tests, ABC assessments, NAGLIERI, CAF forms, involvement of educational psychologists etc.)

- **Plan:**

Personalised targets are set with pupils and parents and reviewed at least once a term.

- **Do:**

Provision is implemented by teachers, skilled teaching assistants, specialist teachers or professionals according to the needs of the pupils.

- **Review:**

Progress against targets is monitored on a daily and weekly basis by teachers and teaching assistants. The SENCo and Head Teacher oversee the progression of children against their targets on at least a termly basis. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. All teachers are responsible for every child in their care, including those with special educational needs and work closely with support staff, the SENCo and senior leadership team to ensure the best possible provision.

Roles within Provision

The Class Teacher

The class teacher is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and communicating this with the SENCo as necessary. Class teachers also write pupil progress targets/individual education plans (IEPs), based on the smaller steps and sharing and Inclusion Information Report,

reviewing these with parents at least once each term and planning for the next term. This ensures that teaching and learning is personalised for your child.

The SENCo

The SENCo is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress possible.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Head Teacher is also responsible for ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor

The SEN Governor is responsible for ensuring that the necessary support is given for any child with SEND who attends the school.

SEN Support

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

SEN Support in School

As of September 2025 we have 39 children receiving some form of SEN support and Five children on an EHCP.

We have internal processes for monitoring quality of provision and assessment of need. These include classroom observations, walkthroughs, work sampling, analysis of impact of interventions and consulting with children and their parents.

Children with SEN are enabled to engage in all activities available to pupils in school, including after school clubs and provision.

Involving parents and learners in the dialogue is central to our approach and we do this through: Individual education plans, reviewed and targets agreed with parents and pupils 3 times a year, informal progress chats, parent's evenings and annual reports.

Support is provided for improving emotional and social development. This includes extra pastoral support where appropriate and measures to enhance inclusion and prevent bullying.

Services within School

The SENCo, Miss Woolley (SEN Award, 2016), liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual needs, including:

- Health – GPs, school nurse, CAMHS (NHS Children and young people's mental health services), speech and language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Educational Psychology Services
- Specialist teacher advisors in areas such as specific learning difficulties, autism etc.

We are committed to ongoing development of the expertise of our staff. The current areas of expertise in school include: Nurture, Phonics, Speech and Language and Precision Teaching. Considerable thought, planning and preparation goes into utilising support to ensure that children gain in their learning, understanding, independence and the skills needed in life.

Planned interventions are put into place, either in small group support or one-to-one support as appropriate. These may take place either in class or outside class, depending on the specific needs of the pupil.

Pupil Contribution

Pupils' views are highly valued and their opinions are sought on many areas of school life, as well as their own learning.

We use a variety of methods for seeking pupil views:

- The school has an active School Council, where pupils are elected each year by their peers to Inclusion Information Report,

represent year group. In fortnightly meetings throughout the year, the School Council consults with a member of staff (Miss Woolley) about whole school plans, organising charity events and expressing pupil views on various matters.

- Pupil questionnaires are used annually to gather pupils' viewpoints.
- Pupils are involved in evaluating their progress against targets on at least a termly basis.
- If your child has an EHCP or Statement of SEND, their views are sought before any review meetings and children often contribute individual reports and attend at least part of their review meetings.

Inclusion

School Trips

All pupils are entitled to be included in all parts of the curriculum, including school trips. We provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety is considered.

Resources

We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support. The school has a disabled toilet near the main entrance. There are ramps around school for wheelchair access and disabled car parking spaces too.

If an SEN child needs specialist equipment this is either bought by school directly or the SENCo can apply to the LEA for funding for higher amounts of money.

Individual Support

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different pupils require different levels and types of support in order to achieve their potential.

The SENCo, assessment co-ordinator, class teacher and support staff discuss the pupil's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

Monitoring of Progress

Pupils' progress is tracked against national/age-related expectations. Evidence of impact includes:

- Pupil is achieving or exceeding their expected levels of progress;
- The gap between the pupil's attainment and age-related expectations is narrowing: they are catching up to their peers;
- Verbal feedback from the teacher, parent and pupil;
- Formal or informal observations of the pupil at school.

Transitions

There are Transition packages put together for any SEN child transferring from Reception to Year 1, Key Stage 1 to 2 and Year 6 to the High School.

All children in school have Taster Days with their new teachers. In Key Stage 1 the children will experience multiple Taster Days in the Summer Term. The children can take photographs to look at during the Summerholidays to enable a successful transition.

If the child is moving to the High School and they have a EHCP then the SENCo of the High School is invited to the Summer Term Statement Review. If they are unable to attend then other meetings are arranged to pass over the information about the SEN child. Extra visits to the new High School are also arranged to aid their transition. Extra meetings with the SENCo can also be arranged if needed.

Who can I contact for further information?

A parent/carer's first point of contact should be the child's class Teacher to share any concerns. Parents/carers can also arrange to meet the SENCo by contacting the school office on 01257 791490. Additionally, the school can refer parents/carer to the following agencies for information and support:

- Parent partnership, offering independent, free advice for parents of children with SEND: Monday to Friday 8am to 5pm
Tel: 0300 123 6706.
Email: information.lineteam@lancashire.gov.uk

Complaints

Our complaints procedure is available on the school website.

School Development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Reviewing our SEND policy in light of the new Code of Practice changes this year.
- To develop children's writing in line with our whole school focus.

Relevant school policies

- SEN and Inclusion policy, 2022
- Behaviour Management Policy, 2022
- Safeguarding and Child Protection, 2022
- Equality and Inclusion Policy, 2022
- Accessibility Policy, 2021

Relevant Legislative Acts

- Green paper March 2022
- SEN Code of Practise, 2024
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

There is a direct link to the LEA Local offer below:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>

Written by: Hannah Woolley SENCo
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