

Clayton-le-Woods

Church of England Primary School



'With God We Grow'

SEN Information Report 2025-2026

Reviewed: September 2025

Prepared by: Mrs K Howlett (SENDCo)

Introduction

Welcome to our SEND Information Report, which is part of the Lancashire Local Offer for learners with Special Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of their policy for pupils with SEND. This information is updated annually.

Clayton-le-Woods Church of England Primary School is a Voluntary Aided setting for children aged 3 – 11 years.

At Clayton-le-Woods CE Primary School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care, within a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

The special educational needs for which provision is made at Clayton-le-Woods CE Primary School

Children's special educational needs 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 difficulties
- Sensory and/or physical needs

Clayton-le-Woods CE Primary School is a mainstream school where we endeavour to achieve maximum inclusion for all children, including those with special educational needs and disabilities, whilst ensuring their individual needs are met.

Teachers adapt teaching and learning opportunities for all children within the school and provide materials and resources appropriate to the children's interests, strengths and needs. This ensures that all children have full access to a broad and balanced curriculum. All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND.



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How does the school know if children need extra help?

It is very important that SEND is identified at an early stage. We gather information to support such early identification in a variety of ways, this includes:

- A whole school internal tracking system for early identification of children who are working below age related expectations and who require additional support.
- Identification by the class teacher through observation of behavioural or emotional difficulties.
- Concerns raised by a parent.
- Liaison with previous school or nursery setting.
- Medical issues identified by a health professional or external agency.
- Assessment by specialist teacher or educational psychologist

What should you do if you think your child may have special educational needs?

At Clayton-le-Woods CE Primary, teachers will talk to you if they have concerns about your child's progress. If you have any concerns about your child's progress you should speak their teacher first. All schools have a special educational needs and disabilities co-ordinator (SENDCo). At Clayton-le-Woods CE Primary the SENDCo is Kayliegh Howlett, she is always happy to discuss any concerns a parent may have about their child. In addition to the SENDCo, the school has a Family Support Worker, who can signpost parents to additional services and support.

If you have concerns about your child's progress and think they may have special educational needs, you should talk to the teacher or SENDCo about:

- Why you think your child has SEND
- Whether your child learns at the same rate of other children of their age
- What the school can do to help
- What you can do to help

Schools are required by law to provide an education for all pupils regardless of their ability or special needs. Every child's education is equally important.

If the SENDCo, your child's teacher and the parent/s agree that your child has SEND, we will take a 'graduated approach' – this means 'step by step'. For full details of the graduated approach, please refer to our SEND Policy which is published on the school website.

We can support and help children who have special educational needs by providing, for example, extra help from their teacher or the class teaching assistant and/or adapting the curriculum so it is more accessible for your child.



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If we feel your child's special educational needs are exceptional following the graduated approach, we may request an assessment for an Education, Health and Care Plan (EHC).

Whatever we decide to do, you will be kept informed and your views and the views of your child will be considered at all times.

How does the school make provision for pupils with special educational needs whether or not they have EHC Plans and how does the school evaluate the effectiveness of its provision for such pupils?

The provision for pupils with SEN is assessed and evaluated regularly using a range of strategies including:

- Provision mapping
- Termly assessment and tracking
- Evaluation of targets set prior to intervention
- Regular assessment and update of the SEND register
- Regular discussion with governors and a termly report

Each child's progress is continually monitored by their class teacher, and this progress is reviewed formally with the Headteacher and SENDCo every term through Pupil Progress meetings.

The progress of children with a Pupil Passport is reviewed every term. The progress of children with an EHC Plan is also reviewed termly and formally reviewed at an Annual Review with all stakeholders involved in the child's education.

The Headteacher and Senior Leadership Team regularly carry out scrutiny of pupil's books and lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning is excellent.

To make consistent, continuous progress in relation to SEND provision, Clayton-le-Woods CE Primary School encourages feedback from staff, parents and pupils throughout the year. The school holds independent reviews, questionnaires, staff audits, data analysis and parental feedback.

How will both school and parents know how your child is doing and how will school help parents to support your child's learning?

All parents are invited to formal parents' evenings during Autumn and Spring terms, and an Annual Report is produced for every child towards the end of Summer Term which also contains a section informing parents whether your child is working above, in line or below age related expectations.

At the end of each term, pupil passports are reviewed and evaluated with new targets set in agreement with parents and SENDCo.



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These are shared with parents and parents are given the opportunity to speak with the class teacher further if they wish to. In addition to this, Clayton-le-Woods CE Primary School operates an 'open door' policy which means that parents are welcome to see your child's class teacher or SENDCo at any mutually convenient time throughout the school year.

If your child has an EHC Plan there will be an Annual Review at which:

- All stakeholders are invited to attend and make contributions during the review
- Written advice is requested from all relevant parties
- Previous targets are evaluated and new targets set

Parents can seek advice from class teachers or the SENDCo regarding how best to support your child's learning. Specific training is arranged to advise parents how phonics and mathematics is taught in school.

In some instances, Home/School Diaries will be used to communicate with parents on a daily basis.

How will the school staff support your child?

The ethos of Clayton-le-Woods CE Primary School is one of inclusion being at the heart of all we do, with each child at our school being valued as an individual whatever their needs. Additional classroom support is provided for children who require it in a variety of ways, including:

- Teaching Assistants who work in most classes to support children's learning in small groups or 1:1 sessions as required.
- In addition to in-class support, we may also withdraw children with SEND for short periods of time during sessions.
- School staff including our ELSA also offer social and emotional support to children.

How will the curriculum be matched to your child's needs?

A range of facilities are used to enable pupils to access all areas of the curriculum, including:

- There are trained and very experienced staff in every class.
- Every child with identified needs has their own Pupil Passport with 'smart' targets to enable them to make progress in key areas.
- The curriculum is adapted appropriately according to the needs of the individual child.
- A range of appropriate equipment is provided to enable all children to access all aspects of the curriculum.
- Support from outside agencies, including health care professionals who visit school regularly.
- Support from an Educational Psychologist and/or Specialist Teacher
- The school building and grounds are adapted to be as accessible as possible for children with additional needs.



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How is the decision made about the type of support and how much support your child will receive?

At Clayton-le-Woods CE Primary we use class SEND Provision Maps to plan the type of support, and how much support, each child will receive. This is reviewed and updated each term by the class teacher and SENDCo to adjust such as the allocation of 1:1 support or intervention groups as required by the children. The level of provision required is informed by the ongoing monitoring and assessment of children's progress.

Appropriate arrangements and adjustments are made for children sitting Statutory Assessment Tests (SATS) at the end of Key Stage 2 who have an identified need. These can include:

- Someone to read the paper to the child
- Someone to write down their answers
- Extra time to complete the papers
- Exemption from participation

Parents are informed of the support your child is given, and your views are considered.

How will your child be included in activities outside the school classroom, including school trips?

At Clayton-le-Woods CE Primary we have an extensive range of before school, lunchtime and after school activities, including:

- School council, choir, sports clubs, gardening club etc. These clubs are free of charge and run by members of staff.
- Some sporting, dance clubs and music tuition are run by outside providers at a small cost.

We also offer a range of day trips during the school year including trips linked to topics and a whole school trip to the pantomime. Year 6 children are offered the opportunity to take part in an annual residential trip to an activity centre (Bewerley Education Centre). The cost of trips can be subsidised for children in receipt of Pupil Premium.

Discussions are held with parents of children with SEND prior to trips to plan suitable support and to enable maximum inclusion.

Some of our clubs are age-specific to ensure full enjoyment, but we ensure that all clubs and trips are as inclusive as possible by:

- Choosing activities and venues carefully to ensure that wherever possible all pupils, including those with physical difficulties, can access them.



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- Making adjustments to activities and trips to ensure that wherever possible all children, including those with physical difficulties, can access them.
- Including extra members of staff for 1:1 support on trips
- Providing equipment that enables all pupils to take part.

At Clayton-le-Woods CE Primary, lunchtime and breaks are covered by experienced staff, including teachers, teaching assistants and welfare staff who support all children with both free and structured play. Children with SEND who require additional support have an additional assistant during these times.

Children with an identified need for additional support at the beginning and end of the school day are greeted individually by specific members of staff.

What support will there be for your child's overall wellbeing?

At Clayton-le-Woods CE Primary we work closely with professionals from Educational Psychology, Specialist Teachers, Children and Family Wellbeing Services, the School Nurse Team and CAMHS. We employ the services of a Family Support Worker, Speech and Language Therapist, Play Therapist and Counsellor. The school has a detailed policy for supporting children with medical needs, including the administration of medication.

Where we identify an issue with behaviour or attendance, the school is proactive in seeking advice and support from the Local Authority.

All members of staff, volunteers and governors attend safeguarding training annually. As part of the curriculum, children also receive age-appropriate guidance on keeping safe, including online safety.

At Clayton-le-Woods CE Primary we operate an open-door policy for children and encourage them to discuss any concerns they have with a chosen member of staff.

Children are invited to all review meetings and to parents' evening consultations.

What training do staff supporting SEND have?

At Clayton-le-Woods CE Primary we aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Teachers and support staff regularly attend training courses and seminars, including:

- Curriculum support
- Precision Teaching
- Speech and Language training
- Behaviour support and training
- Medical conditions, including diabetes and anaphylaxis



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- First Aid
- Safeguarding and Child Protection
- ELSA
- And much more

If a child at Clayton-le-Woods CE Primary School has a specific need, we would seek advice from a relevant professional and staff would attend appropriate training as soon as possible.

How accessible is the school both indoors and outdoors?

Clayton-le-Woods CE Primary School's buildings are separated by a steep pathway. The infant building has several sets of steps but there is wheelchair access to the infant building including a classroom and disabled toilet. There would be access to the playground around the building. When necessary, classrooms could be reorganised. To ensure access for pupils and parents with disabilities, the school has ensured that all doorways and entrances are wide enough to allow wheelchair access to the building. Access within the junior building is on the level. Access to the building can be arranged by car.

Furniture is modern and of a suitable height appropriate to the age group of children being taught within that classroom and adjustments are made as necessary to accommodate wheelchair or special supportive seating.

How are parents involved in the school and how can you get involved?

At Clayton-le-Woods CE Primary we value all our parents and involve you in every stage of your child's time with us. We invite all parents of children starting school to several meetings to ensure you get all the information you need and meet the staff who will be working with your children.

Throughout the year we offer parents the opportunity to attend two formal parents' evenings. We also offer parent sessions where you can learn how to support your child with learning phonics, reading and maths.

At Clayton-le-Woods CE Primary we operate an 'open door' policy and encourage parents to contact us in person, by phone, email or letter to discuss any concerns about your child. Class teachers can be consulted before school, although we do ask parents to bear in mind that this should be before 8.40am to allow teachers to focus on all the children in class as they come into school each morning. Teachers are usually available after school, and we are happy to make mutually convenient appointments for parents to speak to class teachers or the Headteacher.

Contact details including our telephone number and email address are available on the school website.



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Parents of children with SEND are invited to come into school to discuss their child's progress with the SENDCo, class teacher and teaching assistant; however, all our parents are welcome to contact us at any time if they have any concerns about their child.

How will Clayton-le-Woods CE Primary consult with your child about their education and how will your child be involved?

All children with a Pupil Passport or an Educational Health Care Plan are invited to complete an 'All About Me Profile' and they are given assistance to do so. Children are also invited to attend their Annual Review meeting and take part in decisions made about their education.

All children are able to attend parents' evening consultations with their parents.

Children with SEND are offered appropriate support when meeting with staff from other agencies, e.g. Educational Psychologist.

At Clayton-le-Woods CE Primary we have an active School Council whose views and thoughts are taken into account. Pupils' views are also sought through our Pupil Questionnaire.

What arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at school?

In the event of a complaint, we find that most issues can usually be resolved through discussion with the SENDCo / Headteacher and we encourage dialogue to try and resolve any issues together without having to instigate the formal complaints process. However, in the event that this is not possible, parents can access our formal Complaints Procedures on the school website.

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such pupils?

The Chair of our governing body meets regularly with the Headteacher and SENDCo to discuss school needs and the involvement of outside agencies. The Headteacher produces a termly report for governors which contains a SEND update. This is discussed at each teaching and learning committee governing body meeting.

How will Clayton-le-Woods CE Primary School prepare and support your child to join the school or transfer to the next stage of education?

At Clayton-le-Woods CE Primary we have a thorough induction process for all children starting our Foundation Stage. Children are invited to a number of sessions during the last half term of the school year prior to starting school in September. Our Foundation Stage staff meet with parents to gather as much information as possible about their child.



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During the last few weeks of the Summer Term, we have transition afternoons when children spend sessions in the class they will move into the following September. Children in Year 6 will be informed of their High School in April of each year and at Clayton-le-Woods CE Primary we are very proactive in seeking support from high schools to ensure a smooth transition for any pupil with SEND. Year 7 Co-Ordinators from most high schools visit us to find out about the children who will be attending their schools. Depending upon the needs of the child, transition may also include:

- Contact with the high school SENCO
- Extra visits to high school
- Staff from high school visiting children at Clayton-le-Woods Primary
- All relevant documentation shared with high school

In addition to this, if your child has an EHC Plan, we will invite the SENCO of your first choice of high school to attend your child's Transition Review.

Who to Contact

SENDCo: Mrs Kayliegh Howlett

 k.howlett@clayton-le-woods.lancs.sch.co.uk

 01772 335030

Head Teacher: Mrs Sarah Bashora

 head@clayton-le-woods.lancs.sch.co.uk

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SEN Governor: Mrs Ollie Woodcock

Need Help or Have Concerns?

- **Talk to Us:** Start with your child's class teacher or the SENDCo.
- **Still Concerned?:** Speak to the Headteacher, then the SEN Governor if needed.
- **Support Services:** You can also access help via Lancashire's SEND Local Offer.

Additional advice and support is available from the SEND Information Advice and Support Service who can be contacted on 0300 123 6706 or by visiting <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

You can access the Local Authority's Local Offer by visiting <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>



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