

Grimsargh St Michael's C of E Primary School



**SEND Information Report
31st May 2026**

Name of the Special Educational Needs/Disabilities Coordinator:

Helen Smith

Contact details:

Grimsargh St. Michael's C of E Primary School
Preston Rd
Grimsargh
Preston
PR2 5SD

Tel. 01772 653600

e-mail h.smith@grimsargh-st-michaels.lancs.sch.uk

“The school ensures that the additional needs of pupils with special educational needs and/or disabilities are identified and assessed early. Staff liaise with parents and carers and external agencies to make sure that these pupils get the right help to access the curriculum and achieve well.”

OFSTED report November 2024.

“There is a range of experiences on offer to develop pupils’ character and broaden their horizons. The school’s motto, ‘Let Your Light Shine’, is central to the work of this highly inclusive and nurturing community.”

OFSTED report November 2024

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The kinds of SEND we provided for.

We are a mainstream setting committed to inclusive practice.

We work in close partnership with parents to ensure all pupils access a broad and ambitious curriculum.

The school's SEND Policy takes account of the SEND and Disability Code of Practice (2014).

Impact: Pupils make progress, develop independence and participate fully.

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 does your school ensure that children who need extra help are identified early?

We prioritise early identification through a graduated approach (assess–plan–do–review), supported by Targeted Learning Plans (TLPs) and Emotional First Aid Plans.

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing well below age expected levels
- Concerns raised by parent.
- Concerns raised by teacher.
- Liaison with external agencies e.g. Educational Psychology Service or specialist teacher.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.

Before children start school, the Reception teacher and teaching assistant visit them at home.

Teachers use observations and assessments to spot any concerns early and work with parents to help each child reach their potential.

The school has a system to identify children who may need extra support. If a teacher notices a concern, they fill out a form describing the issue. The teacher and SENCO (Special Educational Needs and Disabilities Coordinator) then discuss next steps.

Parents are informed and asked to check their child's hearing and vision to rule out any medical reasons.

The teacher and SENCO will work closely with parents to monitor the child's progress, usually over a term, though this can vary based on the child's needs.

Each term, teachers meet with the headteacher to review every child's progress. If a child is not progressing well, the teacher and/or SENCO will talk with parents and offer support.

Support may be short- or long-term. All children also take part in small group learning with teachers or teaching assistants to help with their progress. Parents are informed when this happens.

If a child still isn't making progress, the school will talk with parents about concerns, consider more support or outside help, and work together on ways to support the child both at home and in school.

Impact: Early intervention reduces barriers and improves outcomes.

What should a parent do if they think their child may have special educational needs?

First, please make contact your child's class teacher. If you still have concerns, you can contact the school's SENCO (Miss Helen Smith) or the Head teacher (Mr Stuart Booth).

What is the role of the class teacher?

Class teachers will have the highest expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand.

*"All teachers are teachers of children with special educational needs."
SEND Code of Practice 2015: 0 to 25 years, 2015, Section 6.36*

Class Teachers:

- Follow the SEND Policy
- Create a positive and supportive environment for all pupils, without exception.
- Build an ongoing, holistic understanding of pupils and their needs.
- Ensure all pupils have access to high quality teaching.
- Complement high quality teaching with carefully selected small-group and one-to-one interventions.
- Work effectively with teaching assistants.

- Use a variety of methods to teach lessons; catering for your child's learning style.
- Plan, teach and review lessons, which incorporate specific support strategies (which may be suggested by the SENDCO, Specialist Teacher or staff from outside agencies). Click here for more information: <..\Downloads\Learning Together Adaptations Poster.pdf>
- Monitor the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support or adapting resources).
- Are responsible for writing Targeted Learning Plans (TLPS) and Emotional First Aid Plans at least once a term
- Review the TLPs and Emotional First Aid Plans alongside the pupil, parent/carers which informs planning for the next term
- Ensuring that all members of staff, working with your child, are aware of your child's individual needs and / or conditions and what specific adjustments need to be made, to enable them to be included and to make progress.

Impact: Pupils access the full curriculum and make sustained progress.

What is the role of the teaching assistant?

Support is structured and promotes independence.

Each class has a teaching assistant who is experienced in supporting children with special educational needs. They work closely with the class teacher and are supported by the SENCO and a specialist teacher.

Teaching assistants have training in areas such as autism, reading, phonics, sensory needs, and speech and language support. Some have lots of experience working with autistic children and can use tools like social stories, visual timetables, and calming strategies to help prevent anxiety and distress.

During tests some SEN pupils can get extra help, such as one-to-one support, extra time, breaks, or a quiet space to work.

Teaching assistants may work with small groups or individual pupils who need extra help. They also support assessments using PIVATs and work on specific learning with pupils from Targeted First Aid Plans or Emotional First Aid Plans. They help track progress by sharing key information with the teacher, SENCO, and specialist teacher (Mrs Helme).

Impact: Pupils build confidence and independence.

What is the role of the SENCO?

The SENCO (Special Educational Needs and Disabilities Coordinator) manages all support for children with SEND and develops the school's SEND Policy to ensure every child gets consistent, high-quality support.

The SENCO works closely with parents and staff, keeping them informed about their child's support, progress, and new Targeted Learning Plans or Emotional First Aid Plans. Parents are involved in this process and the plans are co-produced.

The SENCO also works with outside specialists, like speech and language therapists or educational psychologists, who help support children's learning.

They keep SEND records up to date and track the progress of children with additional needs.

The SENCO works with the school's specialist teacher (Mrs Helme), who supports teachers and teaching assistants in reviewing and improving support for children with Targeted Learning Plans.

It's also the SENCO's job to organise staff training so everyone feels confident in supporting children with special needs.

Feel free to contact our SENCO (Miss Helen Smith) h.smith@grimsargh-st-michaels.lancs.sch.uk.

Parent forums takes place each term.

Impact: Provision is consistent and impactful.

What is the role of the Head Teacher?

The Head Teacher is responsible for the day to day management of all aspects of the school, this includes support for children with SEND and/or disabilities. He will give responsibility to the SENCO, class teachers and subject leaders but is still responsible for ensuring that your child's needs are met.

Mr Booth ensures that Miss Smith and Mr Bretherton (Chair of Governors) inform the Governing Body about developments in the school relating to SEND and/ or disabilities.

Our Head Teacher can be contacted via our website or via the school business manager.

What additional support is offered to families?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher, or may involve other staff in the school, staff who will visit the school from the Local Authority central services such as our Outreach Team or Sensory Service (for pupils with a hearing or visual need), staff who visit from outside agencies such as Speech and Language Therapy or other

agencies that the school see fit to seek support or information from relating to your child's specific needs.

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?

- Pupils contribute to planning and reviews.
- Children on the SEND register contribute to their Targeted Learning Plans and Emotional First Aid Plans. They also give feedback on their progress during reviews.
- All pupils can comment on their annual school report.
- We have School Council, Eco Council and Worship Council representatives in every Key Stage 1 and 2 class, and children in Key Stage 2 complete pupil attitude questionnaires.
- What pupils say helps shape our subject planning and overall school development each year.

Impact: Pupils feel valued and engaged.

What arrangements does the school make for consulting with the parents and carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

- Plans are co-produced with parents.
- You are always welcome to book a meeting with your child's class teacher or the SENCO at any time during the year. We're happy to offer advice and practical tips to help you support your child at home.
- Each term, the SENCO also invites parents to join a Parent Forum.
- If your child has a Targeted Learning Plan (TLP) or Emotional First Aid Plan, it will include clear targets. You'll receive a copy and be invited to review and discuss it, including how you can help at home.
- For children with more complex needs and an Education, Health and Care Plan (EHCP), we hold a formal annual review meeting to talk about their progress and support.
- We also offer consultation evenings in the Autumn and Spring Terms, and parents can request a meeting to discuss the annual report in the Summer Term, if needed.

Impact: Strong collaboration improves outcomes.

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

- Adaptive teaching ensures access to a broad, ambitious curriculum. Teachers share curriculum overviews on the school website, so parents can see what their child is learning.

- If your child needs extra help, this will be detailed in their Targeted Learning Plan (TLP) or Emotional First Aid Plan. Support and resources are provided across all subjects, core and foundation, to help children succeed.

Support may include:

- Quality First Teaching
- Pre-teaching
- Small group work or catch-up programmes
- 1:1 or group interventions and in-class support

Teaching Assistants work in each class to support children, as directed by the teacher.

Impact: Pupils succeed from their starting points.

Our SEND Approach

We follow the Education Endowment Foundation's guidance for SEND in mainstream schools:

1. Create a positive, supportive environment for all pupils.
2. Understand each child and their needs in a rounded, ongoing way.
3. Ensure high-quality teaching is available to everyone.
4. Add small-group or one-to-one support where needed.
5. Use teaching assistants effectively.

Teachers adapt lessons and provide extra adult support (called scaffolding) so children can access learning at their level.

The class teacher and SENCO work together to plan support. This is recorded in your child's TLP or Emotional First Aid Plan.

Children with SEND will have access to the right resources to help them make progress.

The SENCO reports to the Head Teacher and Governors each term on how SEND provision is working.

How accessible is the school environment?

Our school is designed to be accessible to all. We have:

- Ramped entrances
- A disabled toilet
- Wider internal and external doors
- Two disabled parking bays

We also support children with individual needs through things like:

- Visual timetables
- Coloured overlays and rulers

Please refer to this poster for more information: [Learning Together Adaptations Poster.pdf](#)

The Accessibility Plan is available in school.

A governor, along with the Head Teacher and SENCO, is responsible for special educational needs. The Special Needs Policy is reviewed every year to ensure we're meeting children's needs.

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?

Our school has funding for a specialist teacher who observes and assesses children. This teacher is trained to carry out detailed, standardised tests. The SENCO uses these results to work with class teachers and parents to plan the right support and interventions.

For children with hearing or visual impairments or specific medical needs, we provide specialist equipment and staff training through the NHS.

We also work closely with a range of external professionals to support individual needs. These are listed below.

Resources and Support in the Classroom

Children who need extra help will have support detailed in their Targeted Learning Plan (TLP). Resources are used across all subjects and are tailored to the child's needs.

Support may include:

- Quality First Teaching
- Pre-teaching
- Small group catch-up sessions
- 1:1 or group interventions and in-class support

Teaching Assistants work in each class, guided by the teacher, to support pupils.

Our SEND Approach

We follow guidance from the Education Endowment Foundation for best practice in mainstream schools:

1. Create a positive, supportive environment for every pupil.
2. Build a full, ongoing understanding of each child's needs.
3. Provide high-quality teaching for all.
4. Add small-group or 1:1 support when needed.
5. Use teaching assistants effectively.

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

Teachers regularly check how your child is doing and review progress each term using Key Learning Indicators.

If your child is in Year 1 or above and working well below expected levels, we use a more detailed assessment tool called PIVATS. This helps track smaller but important steps in their progress.

At the end of Year 6 (Key Stage 2), all children take national tests (SATs), as required by the government. Whether your child takes these tests will be decided together with you, the class teacher, Head Teacher, and SENCO.

Children receiving SEND support will have a **Targeted Learning Plan** or an **Emotional First Aid Plan**.

If your child has an **EHCP** (Education, Health and Care Plan), their progress will be reviewed every year in a meeting with you and all staff involved.

The SENCO will also monitor your child's progress.

We'll keep you informed in different ways, such as homework diaries, contact books, letters, certificates, extra meetings, annual reviews, or end-of-year reports.

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?

Our school receives funding from Lancashire County Council to support children with Special Educational Needs and Disabilities (SEND).

The Head Teacher and school governors decide how this budget is used, based on the needs of the children. This includes:

- Children already getting extra help
- Children who may need more support
- Children not making the expected progress

We regularly review our resources, training, and the support we offer.

Support may look different for each child and often helps them become more independent and confident, as well as making progress. We will talk with you regularly about the support your child is receiving.

We also work closely with outside professionals to support your child. These may include:

- GPs and the school nurse
- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Service)
- Speech and language therapists
- Occupational and physiotherapists
- Social workers
- Teachers of the deaf
- Barnardo's
- Bereavement Councillors
- Cancer Help
- Primary Mental Health Workers
- Specialist advisory teachers
- Child Action North West

We also benefit from the support of a specialist SEND teacher, Mrs Helme. She has a range of qualifications related to special educational needs and works on site for the equivalent of one day a month.

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?

- We encourage all new children to visit the school before they start. If we think the transition may be difficult, we can create class books, videos or 'social stories' to help them prepare.
- For children starting in Reception, the Head Teacher, Early Years team and SENCO hold a parent meeting and organise several visits during the second half of the Summer Term. This helps children, parents, and staff get to know one another.
- We work closely with other schools when children join or leave us, making sure all paperwork and important information is shared so each child's needs are understood.
- Within school, we carefully manage transitions between year groups. Teachers meet to hand over information and ensure a smooth move to the next class.
- In the Summer Term, Reception staff invite new parents to an information evening. At the start of each school year, all teachers share helpful details about class routines, curriculum, and expectations.
- If your child has complex needs, an EHCP review will take place to support their transition.

- If a child with SEND is moving to a new school, we arrange visits to help them adjust. Most secondary schools also offer special transition programmes for more vulnerable pupils.

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

- All children are included in the school curriculum and on school trips. We'll provide any support needed to make this possible and may talk with you in advance to plan.
- Before any trip, we carry out a risk assessment to make sure everyone is safe.
- We offer a range of clubs at lunchtime and after school. We aim to make these inclusive for all children and may provide extra staff or sessions if needed.

Support at Breaks and During the School Day

Some children receive individual support at the start and end of the school day, as well as during break and lunchtime. This support is outlined in their Targeted Learning Plan or Emotional First Aid Plan.

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

Strong pastoral support and Early Help processes are in place.

We are an inclusive school that prioritises each child's social, emotional and spiritual wellbeing. The class teacher is responsible for the care of every child in their class, including their pastoral, medical, and social needs.

Medical Support

- We follow a school policy for giving and managing medicines. You can find this on our website.
- If your child needs prescribed medicine during the school day, please contact the school office.
- Most of our staff are trained in first aid, and staff in the Foundation Stage hold Paediatric First Aid qualifications.

Behaviour and Emotional Support

- We have clear policies on behaviour and bullying, available from the school office or on our website.
- Two of our teaching assistants attended Mental Health First Aid Training. They work closely with the SENCO and help children across the school through nurture sessions (one-to-one, group work, or by providing helpful resources).

Impact: Pupils feel safe, supported and ready to learn.

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

We review **Targeted Learning Plans (TLPs)** and **Emotional First Aid Plans** every term, while tracking the progress of all pupils using the **Lancashire Tracker**. Staff use PIVATs to monitor the progress of pupils working well below the expected standard.

Do we listen to children with SEND?

Yes. We gather their views:

- During TLP and Emotional First Aid Plan reviews
- In preparation for annual reviews
- Through the school council
- In pupil interviews with subject leaders
- Using pupil attitude questionnaires
- From feedback in annual reports

Do we listen to parents and carers of children with SEND?

Yes. We collect their views:

- Through an annual parent questionnaire
- During TLP reviews
- At parent forum meetings
- At parent consultation meetings with the class teacher
- At parent consultation meetings with the SENCO

How is important information shared?

The Head Teacher, SENCO, senior leaders, and governors share key data with staff during regular meetings.

How do we make improvements?

We identify key issues and act through the school and subject development planning cycle.

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?

Depending on a child's needs, we work with a range of specialist services, including:

- Counselling
- Educational Psychology
- Outreach services from Lancashire County Council
- Speech and Language Therapy (NHS-provided, funded by the Local Authority)
- TOTD (Teachers of the deaf)

- Occupational Therapy
- Golden Hill Inclusion Support Team (GHIST)
- Staff training for medical support
- Behaviour advice services- Reach Behaviour
- Parent Partnership Service – helps families understand and navigate SEND processes
- Children and Family Wellbeing Service
- Primary Mental Health Workers
- Child Action North West
- Cancer Help
- Bereavement Councillors
- Key
- Reach Behaviour Service

These services help us provide the right support for each child at the right time.

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?

The class teacher is the first person to contact if you have a query regarding your child. If the issue is not resolved, please make an appointment to see the SENCO and then the Head teacher.

Please refer to the school website for the formal complaints policy.

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

The school SENCO is able to provide contact detail of support services for children/young people and their parents/carers with special education.

Information is also on the Lancashire County Council website-

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/carer-support/parent-carer-support-groups/>

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

Our Local Offer is on the school website in the SEND section- www.grimsargh-st-michaels.lancs.sch.uk

Lancashire County Council's Local Offer - <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/about-the-SEND-local-offer/>