

St Veronica's RC Primary School



SEN Information Report Sept 2025 – August 2026

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The kinds of SEND we provided for.

St Veronica's RC Primary School is a mainstream one form entry primary school catering for children from 4 to 11 years in our 7 classes which range from Reception to Year 6 classes.

At St Veronica's RC Primary School, we believe that all children are unique and learn in different ways. Some children may have specific SEN needs and we support these children in a variety of ways to ensure that they have access to a broad and balanced curriculum. The Code of Practice 2014 outlines 4 main areas in which children may have needs:

Communications and interaction.

We have several pupils who experience speech and language difficulties. There is a great emphasis on development of speech sounds and appropriate vocabulary with our younger children as we feel that early identification, intervention and support can often alleviate problems. We work closely with Speech and Language Therapists and carry out follow up work and provide support as necessary.

Cognition and learning.

All children have access to high quality first teaching and work is effectively adapted in each class to meet the needs of all learners. Some children have Specific Learning Difficulties which have been diagnosed by an Educational Psychologist. We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. A range of interventions are run throughout the school to support children's needs and to encourage each child to fulfil their potential. If appropriate the SENDCo will seek advice from specialist teachers as well as Assessors and Educational Psychologists.

Behaviour, emotional and social development

Some of our children experience difficulties in their social and emotional development which results in them requiring additional or different provision. We support these children through our social skills groups as well as working with our highly trained TAs. If necessary, we involve outside agencies such as CAMHS, Child and Family Wellbeing Services, the school nurse and our Educational Psychologist.

Sensory and/or physical and medical conditions.

We work closely with outside agencies to provide any support for children in our school who have sensory or physical difficulties and make adaptations to the curriculum or environment when required to make lessons and learning opportunities accessible to them. We aim to provide an inclusive learning environment and review the strategies and arrangements in place to meet the needs of current and future pupils.

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?

At St Veronica's RC Primary School, we firmly believe in considering the needs of the whole child. If the pupil is able to make good progress using an additional and different resource (but would not be able to maintain this good progress without it) we will identify the pupil as having an additional educational needs (AEN) and requiring support, boosting or intervention. If the pupil can maintain good progress with the additional and different resources, he or she will not be identified with special educational needs however if the child continues to struggle or not make progress it will then be necessary to reassess all the information. When all the information has been considered and a child has been identified as needing SEN support, they will be put on the school SEN record.

Pupils are only identified as SEN if they do not make adequate progress once they have had intervention or adjustments and good quality personalised teaching. Teachers at St Veronica's RC Primary School are, in accordance with the SEN Code of Practice 2014, responsible for providing a curriculum with an appropriate level of challenge and are therefore responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality adaptive teaching will be the first step in responding to pupils with difficulties.

These children highlighted as having barriers to learning, being below age expectations or class expectations are provided with booster intervention or support. If, after a term of this support, these AEN (additional educational needs) children are continuing to struggle they will then be moved to the SEN register. Action to remove barriers to learning will be implemented and effective special educational provision will be put in place.

The Code of Practice 2014 defines SEN as follows: "A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." At different times in their school life, a child or young person may have a special educational need. It is very important that SEN is identified at an early stage.

All teaching staff regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of underachievement. We gather information to support such early identification in a variety of ways, this includes:

- Liaison with previous school or nursery setting.
- Identification by the class teacher through observation of behavioural or emotional difficulties.
- Concerns raised by a parent.
- Medical issues identified by a health professional.

- Issues identified by an external agency.
- Whole school tracking system for early identification of children who are underperforming and who require additional support.

Teachers, in liaison with the SENDCo, continually monitor and review these children and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils. If a child's performance is falling below national expectations and they fail to make adequate progress, despite adaptations; different opportunities and alternative approaches to learning being used within the classroom, the class teacher will meet with the SENDCo detailing the areas of concern. A decision will be made together as to the intervention required and the level of provision to be provided. School, in consultation with the parents, will place the child on the SEN Support register.

At this stage of the graduated approach (Assess, Plan, Do, Review) support may involve:

- Extra help from the class-based teaching assistant.
- Small group support out of class.
- Individual support out of class.
- Alternative resources such as ICT access, sloping boards or visual prompts

A Targeted Learning Plan will be drawn up which will give the child manageable targets. The class teacher is responsible for setting SMART targets (Specific, measurable, attainable, realistic and timely). After each term, progress is reviewed and regular dialogue between teachers, teaching assistants and the SENDCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEN Register is discussed in detail in order to inform future provision and priorities. Following this, the SENDCo may liaise with the relevant outside agencies. This would determine whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place. These assessments could be repeated following an intervention programme to evaluate whether progress has been made.

Medical issues are first discussed with the parents/carers. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult Mrs Nicola White, Head teacher (DSL), Mrs Julia Haworth (Deputy DSL) or Mrs Julie Cawtherley (Deputy DSL).

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?

As part of our usual teaching arrangements, staff discuss a child's strengths, attainment, areas for development and targets with them on a regular basis.

If children are recognised as having special educational needs their Targeted Learning Plan will be discussed with them and their views added to this.

In this way it is hoped children will feel not only involved but empowered to progress and achieve with the right support and information and understanding.

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?

At St Veronica's RC Primary School, we always endeavour to work closely with parents, taking into consideration their views and feelings, and responding accordingly where appropriate, to support and enhance the education of their child. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary, this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated during pupil progress meetings. Information will be shared with parents at Parents Evenings in the Autumn and Spring Term, as well as via a written end of year report in July.

When a child is put on the school SEN record or any change in identification of SEN is made, parents are notified, and this record is reviewed termly. After identification we will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

If, following this, normal provision improvements in progress are not seen and the cycle of Assess, Plan, Do and Review has been implemented, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

Parents of a child with a special educational need will be invited to contribute to assessments, planning, reviews and discussions with the school around progress of their child each time they receive a new Targeted Learning Plan. Parents are given the opportunity of meeting with the Class teacher or with the SENDCo. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

The school has an 'open door' policy and parents are always welcome to call in school at any time to discuss any matter relating to their child's progress with Mrs Cawtherley or the Class Teacher. Appointments may be made for longer meetings. Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCo. The SENCo is available via email to discuss issues, concerns or ask questions.

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

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible. Support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted daily, if needed, to meet your child's learning needs and increase your child's access to what is on offer.

How accessible is the school environment?

The Disability Discrimination Act as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our Accessibility plan is available to read on the Schools' website as well as upon request from the School Office. As a school we:

- We ensure that equipment used is accessible to all children regardless of their needs.
- The school hall and all classrooms are accessible to children with physical disability (via a ramp if needed).
- The school has a disabled access toilet accessible from all areas of the school.

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?

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'. At St Veronica's RC Primary School our priority is to ensure that all children, including children with SEN have access to good or outstanding lessons which are appropriately adapted and personalised to meet the needs of individual children. We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

Assess: The class teachers and if necessary, the SENDCo or professionals from external agencies, assess the needs of the individuals.

Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.

Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made. A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, individual workstations, task ladders, picture cards etc. Through consultations with teachers, TAs, parents, children and Head teacher, the SENDCo makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEN within the school. Teaching Assistants are allocated carefully according to their skills.

Children's progress is measured, at least termly by the Senior Leadership Team (SLT) during Pupil Progress Meetings with the class teacher, to inform the level of provision which is required. Where necessary, PIVATs are used to assess children with SEN, which measures their progress in small steps. Adjustments may be made to their support/intervention programmes as their needs change. The SENDCo monitors progress throughout the year and reviews the SEN register termly. We believe that children should play a major part in the target setting process and are where appropriate they are involved in planning and evaluating their Targeted Learning Plans. Teachers and TAs regularly discuss targets with pupils and encourage them to take ownership of them. We also hold progress meetings at the end of the school year. The Class teacher will be joined by the teacher from the year above, whose class the child will be joining the following academic year. If a child is transferring to another school, then the relevant person from there attends a transition review. All children in school are on a tracker to show attainment and progress. These are updated with new assessments each term.

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

Each child's progress is continually monitored by their class teacher.

Their progress is reviewed formally every term and a level given in reading, writing, numeracy and science of below age expected, working towards age expected or at age expected. Progress in other areas is also monitored as appropriate, such as attendance, engagement in learning and behaviour.

At the end of each Key Stage 2 - Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.

Children on the SEN Record will have a Targeted Learning Plan (TLP) which will be reviewed with parental involvement, at least termly and half termly if considered appropriate for your child and a plan for the next term made. These plans outline the ways in which school, the child and parents can support a child's learning and help them reach their targets.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

A range of ways will be used to keep you informed, which may include:

- Home/school book
- Parent consultation evenings held in Autumn and Spring term
- Additional meetings as required
- Reports which are sent home at the end of the summer term

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?

It is the role of the SENDCo to support the class teacher in planning for children with SEND. Attending cluster meetings keeps the SENDCo abreast of the requirements, changes and expectations of their role. St Veronica's RC Primary School work closely with Acorn Psychology and engage the services of Dr Julie Glynn termly to support our EHCP children and families as well as those children who are like to start the EHCP journey.

Staff Meetings are often used to discuss SEND children and SEND support and resources in the school.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND, TA staff are encouraged to attend SEND CPD during their appraisal meetings. Speech and Language CPD is often signposted via the NHS Speech Therapist. Teaching Staff can request to attend SEND CPD.

Whole school SEND CPD has taken place in the past including a Dyslexia INSET session, an ADHS INSET session, a Makaton INSET session and supporting children with SEND in the classroom INSET Session.

All staff have undertaken relevant First Aid or Paediatric First Aid training. School works closely with Healthcare professionals and accesses relevant training periodically for those children who use Epipens according to the needs of the children in school at any one particular time. School also takes advice from external agencies including IDSS

and Speech and Language to provide appropriate support for our pupils and staff.

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 a child with SEND is starting at our school in Reception the SENDCo will attend the nursery visit with the Foundation stage teacher. Extra transition visits to school, home visits, visits to nursery as well as a school welcome book to encourage familiarity with staff and the setting during the summer term have all been arranged in the past to support transition and are available if deemed suitable for an individual child. This transition would be managed by the SENDCo with the Foundation staff and the child's assigned key worker.

Before a child with SEN moves to the next class each September the class teachers, current and future, meet to discuss each child's attainment, needs and any extra provision or support required to help fulfil their potential. This ensures all staff are fully aware and informed to cater for the needs of all children in their class. A transition meeting with parents can also be held in the summer term to enable parents to feel reassured and at ease about their child's needs being met.

When a child is in Year 5 it is a requirement for them to apply for the school of their choice. Once we have received notification of the secondary school selected the SENDCo will make transition arrangements. At St Veronica's RC Primary School, we have close links to our secondary schools, and we work closely with the SENDCo in these settings to ensure a smooth transition takes place. This may involve extra visit or transition work on school awareness, map work, pre learning lesson vocabulary etc. Secondary school SENDCos are invited to review meetings in Year 6 and paperwork is passed to them in July as the children leave our school.

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

At St Veronica's RC Primary School, we have a variety of extra-curricular opportunities run by teachers and Rossendale Schools Partnership. We believe that all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all wherever possible. We also arrange, throughout the year, a variety of trips and excursions to places and events which support and develop the curriculum as well as enhancing and enriching the children's experiences. To enable access wherever possible we cater visits for the needs of the cohort as well as tailoring suitable staff to meet the needs of the group. We have a variety of staff working as supervisors at lunch time and these are all members of staff from school and therefore have good knowledge of the building, staff, children and their needs. This also provides a consistency for those children who struggle with changes to routine and staffing.

The school has wrap around before and after school care which cater for all children regardless of their needs.

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

At St Veronica's RC Primary School, we pride ourselves on caring about the whole child.

Pastoral support is delivered on a 1:1 basis or in partnership with siblings when necessary, this is always with the permission and support of parents.

We also have a Personal Care Plan Policy which is signed and discussed with parents whose children need a more personal level of care eg help with toileting, changing nappies or dressing and undressing. This policy has been read and discussed by all staff in order to ensure a safe, consistent approach of care.

Prescribed medication can be given at school staff however a parent must discuss this with a member of staff and sign a form to give us permission to administer stating details of the type of medicine, dosage needed, time to be given and sign this before we can do so.

The school follows its Behaviour Policy which all staff collaborated on and have read and agreed in order to maintain a consistent approach.

At St Veronica's RC Primary School, we work hard to ensure the safety of all children. We follow the Bullying Policy and report all incidents to be dealt with quickly and seriously.

Children on the SEN Register are encouraged to take on roles and responsibilities across school in the same way as any other child.

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

The Targeted Learning Plans are child friendly and class teachers discuss and complete these with each child on the SEN record. These agreed targets are shared with parents and all staff working with the child.

The Senior Leadership Team (SLT) and SENDCo monitor the progress of all children every term, using the tracking system to measure the amount of progress made by each individual. This data analysis informs the data staff meeting where classes, intervention, support, impact and progress are discussed, altered and tailored to meet needs. Provision maps are used to show what interventions are in place across the school. The impact of these are also evaluated as part of this process.

Regular monitoring and evaluation is also done through:

- Reviewing and updating the children's Targeted Learning Plans (TLPs).
- SEN book scrutiny.
- Pupil progress meetings.
- Tracking Data
- Annual reviews with parents, child and outside agencies if applicable.

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?

If children fail to make progress, despite targeted, reactive intervention over time, outside agencies may be requested, with the parents' consent.

This may include:

- Specialist Teachers from the Local Authority.
- Speech & Language Therapy Services.
- Occupational Therapy.
- Physiotherapy.
- Educational Psychologist.
- Health services such as a paediatrician.

These outside agencies will be contacted by the SENDCo, GP or the Parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged, whenever possible, within school 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?

If you have any questions or concerns about any aspect of your child's learning the SENDCo will try to help and is always available via email: j.cawtherley@stveronicas.co.uk The SENDCo works hard to be available and approachable to talk to whether that be via email, phone or in person. We have an open-door policy and all teachers value the co-operation of parents.

Should parents/carers wish to make a complaint with reference to St Veronica's RC Primary School Local Offer they are advised to refer to:

o **SENDCo:** Mrs Julie Cawtherley

o **Head Teacher:** - Mrs Nicola White head@stveronicas.co.uk

o **Chair of Governors:** Please send a letter into the School Office FOA Chair of Governors and this will be passed on.

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

At St Veronica's Primary School, we encourage you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things and can share what is working in both places.

The SENDCo and class teacher are available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. TLPs will be reviewed with your involvement each term. Adapted work and homework will be set, as needed to meet your child's individual needs. Our home/school diary may be used to support communication with you.

If you have any questions or concerns about any aspect of your child's learning the SENDCo will try to help and is always available via email: j.cawtherley@stveronicas.co.uk

A representative from SENDIAS (SEND Information advice and support) can be contacted through a referral form https://lancashire-self.achieveservice.com/service/Parent_Partnership_Service_Referral_Form or phoning Tel: 0300 123 6706 or emailing information.lineteam@lancashire.gov.uk They can provide free, impartial and confidential help and support for families with children with SEND.

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

Our Local Offer is on the SEN information page of our school website –

The Lancashire County Councils Local Offer can be found at - <http://www.lancashire.gov.uk/send>