Chaucer Primary School

SEND Information Report

2025

Review July 2026

SENDCO: Miss Catherine Lea

SENDCO Governor: Mr Gavin Grant

Chair of Governors: Mr Gary Owen

Headteacher: Mrs Claire Murphy

The intention of Lancashire's local offer is to improve choice and transparency for families. All schools in Lancashire are expected to identify and support pupils with Special Educational Needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Lancashire's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

Fleetwood Chaucer Primary School is a mainstream primary school that makes provision for children with SEND within each of the four categories identified in the 2014 Code of Practice. Fleetwood Chaucer Primary School also has a Local Authority SEND provision for 16 children with EHCPs who have a primary need of Speech, Language and Communication difficulties.

Our aim is to provide an inclusive and welcoming environment for teaching and learning, a sanctuary where every child feels safe, happy and that they belong.

Communication and Interaction
Some pupils experience difficulties when communicating and interacting with others. This can take several forms, for example, difficulties in sound production; limited use and understanding of words and phrases and/or underdeveloped skills in communicating with others.

Cognition and Learning
Some pupils face difficulties when learning. There are a number of reasons why some children find aspects of learning more challenging ranging from specific difficulties eg dyslexia or dyscalculia to more wide ranging difficulties that can affect all areas of development such as poor memory skills, or processing difficulties. Each child is treated as an individual and needs are met accordingly.

Social, Mental and Emotional Health
Some pupils require additional support with their personal development to overcome various social, emotional and behavioural barriers to their learning. We value a nurturing philosophy at Chaucer which underpins the way we understand and support each pupil.

Physical and Sensory
Some pupils have physical and/or sensory needs which require the curriculum and environment to be adapted in order that they can fully access learning opportunities.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

At Fleetwood Chaucer Primary School, the attainment, progress and wellbeing of all children is carefully tracked and monitored by class teachers, SENDCO, Family Learning Mentor and the Senior Leadership Team. On a daily basis class teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. We also triangulate information shared by pupils and families, as well as how children present in school so that we can support their overall wellbeing.

When concerned about the progress of an individual child, teachers will raise concerns with the SENDCO and arranging a meeting to discuss the needs of the child to plan next steps. Parents are contacted so that school can share their concerns and gain the parent's perspective before finalising a next steps plan.

If parents are aware that that their child has a special educational need or disability, or concerned that they may have, they are encouraged to arrange a meeting with the child's class teacher or the school SENDCO. A graduated approach to overcoming difficulties, and the provision which is required to support the child will be put into action.

The parents are welcome to make an appointment to see the SENDCO via the school office.

Children's needs are assessed by class teachers, the school SENDCO, and sometimes other professionals from outside school such as specialist teachers and speech and language therapists are invited into school to support the assessment and identification of special educational needs.

Pupils are placed on the SEND register when it is agreed that they have area(s) that need support, in addition to needs that can be met by quality first class teaching. Pupils have a support plan which stipulates the support that a child needs to make progress, and any interventions.

Regular dialogue between all staff involved, and parents, ensures support plans are regularly reviewed and progress is accelerated wherever possible. Some children have complex needs and a multi-agency team approach will be used in requesting an EHC plan and meeting the targets set within it. This may include the opening of a Early Help Assessment and regular TAF meetings. Parents, and the pupil, are significantly involved during this process.

Who is the school SENDCO and how can I contact them?
SENDCO: Miss Catherine Lea
Telephone: 01253 873795

3. How will both you and I know how my child/young person is doing?

Chaucer is a friendly, welcoming school and we encourage parents who have any concerns to contact their child's class teacher and/or school SENDCO.

- Class based staff release children at the end of the school day and receive them in the morning.
- All parents (whether their child has SEND or not) have 2 parent meetings each year – any SEND issues can be discussed and the SENDCo will also be available for additional meetings.
- SEND support plans are reviewed and updated three times a year by class teachers and shared with parents, or more frequently if required.
- There is an annual review meeting for any child with an Education Health and Care Plan at which the objectives are reviewed and any additional needs are discussed.
- The school website.
- School newsletter
- The school Facebook page.
- Class Dojo
- Appointments with the class teacher, SENDCO, Family Learning Mentor or Head teacher can be made at any time at the school office.
- Parents are asked for their opinions and advice to help school support their child with SEND via general questionnaires and information requests via School Comms.
- School reports are completed annually.

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

The SEND Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

Our priority at Fleetwood Chaucer Primary School is to ensure that all children, including those with SEND have access to quality first teaching and lessons which are appropriately adapted and

personalised to meet the needs of individual children. Adaptive teaching can be observed in a range of ways such as, but not limited to, the use of additional resources, a personalised task, or extra adult guidance.

We strive to accommodate the needs of all pupils and provide appropriate resources, often with the advice of other agencies for the children with special educational needs. The curriculum and the engagement of SEND students who are working significantly below National Curriculum levels, is regularly reviewed in accordance with the DFE's Engagement Model. For those who are working well below their chronological age, the school uses an internal tracking system called B Squared.

Pupil's SEND support plans will identify the barriers that a child faces to learning, the strategies and resources that support the removal of this barrier, the people who help and other key information that staff need to know. These are reviewed at least three times per academic year in order to reflect the changing needs of each child.

Teaching assistants are allocated carefully according to their skills and experience. As well as teachers Teaching Assistants also receive training to refresh their knowledge and meet the needs of the children who they work with.

5. How will school staff support my child/young person?

Every child in our school, including Nursery has a class teacher who will get to know them, their needs and strengths. This class teacher will plan for the delivery of the National Curriculum for each child throughout the day, week, term and academic year. Some children will require a level of personalisation of the curriculum, beyond what would normally be delivered through Quality First Teaching. This personalisation can be applied through many forms, depending on the specific needs of pupils. It might be that a child requires certain equipment, or scaffolding in a certain area of the curriculum.

The Class Teacher is responsible for overseeing and planning for all children, including all of those with SEND. The quality of this education is monitored throughout the school year by the SENDCO and Senior Leadership Team. Class teachers are responsible for delivering education for all children, including those with SEND, as well as directing support staff to do this as well. Depending on the child's needs, and what is being taught children will receive support in a variety of ways throughout the school day from peer supported group work, adult support within the classroom, to small group work or targeted 1:1 intervention.

Every staff member working with the child will have an important role to play. There is a school governor with the key responsibility of SEND. They are aware of the school's policies and procedures and they are updated where appropriate. (Although the governor won't directly support children, they, along with the Head Teacher, will oversee that suitable procedures are in place).

During parent review meetings, discussions will be held between appropriate members of staff and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained.

6. How is the decision made about what type and how much support my child/young person will receive?

Chaucer Primary School believes that a decision surrounding the type and amount of support received is most successful when a holistic approach is adopted. All those working with the child

will consider results from assessments, National Curriculum levels achieved and any other fundamental influences. Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists, Specialist Teachers for SEND etc. Parents will be involved at all stages of the decision process – whether it be concerning in house support from school or greater support as suggested by Lancashire, the local authority. Support is monitored regularly, as previously discussed, and any concerns can be raised with those appropriate staff involved.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?
Arrangements will be made to cater for any physical and medical needs in relation to transport, access to medication and support provided during residential trips. Chaucer Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil. We strive to plan our educational visits and activities in school with the accessibility of every child in mind.

8. What support will there be for my child/young person's overall wellbeing?
At Chaucer we understand that when a child's needs are properly identified and met at home and school their wellbeing is increased. With this in mind staff work closely with parents and carers, and they value the voice of the child in order to identify any needs that a child may have. We also understand that circumstances change, and with them so do the children's needs. Any concerns about a child's wellbeing are logged centrally via CPOMS so that the SENDCO, Family Learning Mentor and Senior Leadership team can track any concerns and ensure intervention is implemented in a timely manner. Children who are struggling with their wellbeing are able to access wellbeing and sensory spaces around school. This may be for intervention, a brain break, counselling sessions etc Where there are ongoing concerns for a child's wellbeing, and school based intervention has not been successful in supporting them, we may request therapeutic support. This may be in the form of Play Therapy, NHS SHINE or Counselling. Sometimes it may be appropriate for Specialist Teacher advice to be requested such as Stepping Stones Outreach, or an Educational Psychologist. The school SENDCO and Family Learning Mentor are available to support families and signpost to relevant services, provide support and advice. This might be a PPP Parenting Course, relevant health services or opening an Early Help Assessment for example. Staff work closely with relevant professionals such as the school nurse, paediatricians, Children and Family Wellbeing Service etc. Occasionally it may be necessary for a Designated Safeguarding Lead to work with other agencies to support families at level 3 or 4 on the Lancashire Continuum of Need. Where a child with SEND is Looked After by the Local Authority the Designated Teacher for Looked After Children will work closely with the SENDCO to ensure the child's needs are being met. Chaucer Primary School has a number of members of staff responsible for managing medicines. In some circumstances, a child may need a designated person to administer procedures and this will be dealt with as the need arises and full training will be requested from relevant professionals. A care plan will be required. Class teachers follow Chaucer Primary School's Behaviour Policy. As a school, we believe that behaviour management is a crucial factor surrounding the on-going progress of all children, including those with special educational needs.

Our school works closely with the Local Authority's attendance team to monitor and respond to any concerns arising from school attendance. Children on the SEND register, and pupils with EHCPs are included in this process.

9. What specialist services and expertise are available at or accessed by the school?
Chaucer Primary School is able to access a number of specialist services through the National Health Service and Lancashire County Council. For example – Speech and Language Therapists, School Nursing Service, consultation with CAMHS, paediatricians, Link Educational Psychologist etc. We also have strong links with traded providers which we can buy in: For example, Private Educational Psychologists, New Start Counselling, Lancashire Traded SEND Teachers, Great Arley Special School, Red Marsh Special School, Reachout ASC, Stepping Stones Short Stay School.

10.What training have the staff supporting children/young people with SEND had?
Teaching staff receive regular training about Special Educational Needs through staff meetings and Twilights. Teaching and support staff also receive training specific to the needs of the children they work with. For example Nurture UK training, Speech and Language training and Autism. A number of named staff are first aid, Team Teach AND Mental Health First Aid trained. Training and CPD is highly regarded at Chaucer Primary School and this is seen as an on going process. The SENDCO and Senior Leadership team plan training to meet the needs of the children in our school. Staff are also encouraged to request training and professional development opportunities in order to support our SEND pupils.

11.How accessible is the school environment
The school is accessible for those with wheelchairs or those with physical walking aids; although we have three levels to our school, there is a lift to ensure accessibility. Accessible toilet facilities are available to those who require larger amenities. In the case of pupils with physical disabilities, hearing or visual impairments joining Chaucer, we work alongside parents, and other professionals such as Occupational Therapists, Physiotherapists and specialist teachers to ensure we provide the necessary facilities, equipment and support. Where specific training is required for staff to meet a child's needs, they can be trained by the relevant medical professionals to implement this support. Please see Chaucer's accessibility plan for more information: https://www.chaucer.lancs.sch.uk/wp-content/uploads/2019/09/Accessibility-Policy-Plan-Sept-2019.pdf

12.How are parents and young people themselves involved in the school
Home-school communication is regarded highly at our school. Appointments can be made with the class teacher/head teacher when required and the school SENDCO is able to meet with parents too, when needed. There are two parents Parents' Evening each year, which allows teachers and parents to discuss progress and any issues. If a child has a EHC Plan, an Annual

Review meeting will be held with all those involved in the child's education/progress. This ensures, the school is catering for the child in the best ways possible, as well as an opportunity for different professionals and parents to discuss thoughts and ideas. As the children advance through the school, they are more aware of their own goals, how to achieve them and the level of progress they are making. It is seen as valuable to involve children in their own learning as much as possible.
Chaucer also holds regular coffee mornings for parents of children with additional needs to which other professionals and agencies are invited so that parents can make connections and hear more about the support that is available. This is also a good opportunity for parents to support each other and share experiences.

13.How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

As mentioned above where a child requires a multi-agency approach to their support with a targeted action plan will be opened and regular TAF meetings will take place. As part of this action plan a graduated response will be implemented and any referrals will be made based upon the evidence which has been collected. Regular TAF meetings will draw together the input of these professionals and discuss the action plan in order to move things forward for the child.

Where a family does not consent to an Early Help Assessment or an Early Help Assessment is not required the SENDCO or another Designated Safeguarding Lead will maintain regular communication with the child and their family.

Sometimes it may be the case that Children's Social Care may be supporting a child and their family. The child's special educational needs will form part of the assessment carried out by Social Care. Where a child's educational needs are not yet identified, or met the graduated approach will continue in collaboration with Children's Social Care professionals just as it does through an Early Help Assessment.

In addition to Early Help services and Children's Social Care, Chaucer also works closely with other local agencies such as GPs, paediatricians, the Police, school nursing and health visitors.

14.Who can I contact for further information?

If you have concerns regarding your child, the first point of contact should be the class teacher. If you have any concerns regarding SEND the class teacher may refer you to the school SENDCO. Contact can be made by phoning the school office to make an appointment. If you feel these issues need to be discussed with the Head Teacher, Mrs Claire Murphy, then again an appointment can be arranged by contacting the school office.

Lancashire also provides other services that may be of use to you, for instance, Parent Partnership Service, SENDIAS team. A list of these can be found through the Lancashire Services directory website.

15.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?

Chaucer Primary School will make preparation accordingly upon entry to the school. Transition meetings are arranged pre-school and our EYFS, Key Stages / secondary school; with parents, carers teachers and other appropriate professionals to attend. This is to ensure a smooth

transition for both children and parents. In the case that a child has been out of education, a through transition will be conducted with parents/ carers, health professionals and any previous schools will be contacted, or any other professionals who may have supported the child and their family.

Any issues will be discussed and support will be amended where appropriate. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term.

16.What other support is available?
Find out more about the local offer of support, which is available for disabled children and young people and those who have SEND on the Lancashire Education Services web site. SENDIAS: https://lancssendias.org.uk/ Lancashire Local Offer: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/