Balderstone St Leonards CE Primary School SEND Information Report 2026-2027

Our school family is a strong, vibrant Christian community, with a mission to inspire a love of: God, each other and learning. This helps us all grow in faith, wisdom and compassion. Once 'rooted in love' we flourish: living fruitfully, branching out and sharing God's love in Balderstone and beyond.

This document is the SEN Information Report for Balderstone St Leonard's CE Primary School for 2026-2027.

It is in keeping with the requirements which can be found in the Code of Practice on page 106, section 6.79

We are aware that the current legislation is being reviewed by the government. Key changes are currently under consultation and parliamentary consideration.

What kinds of special educational needs do we provide for?

As a school we provide for a wide range of Special Educational Needs.

During the last and present academic years, we have supported children with the following needs:

- Autistic Spectrum Disorder
- Emotional and Behavioural needs
- Learning Needs (including dyslexia, MLD and SLD)
- Physical Needs
- Speech and Language difficulties.

How do we identify a child with SEND and how do we assess their needs?

We will monitor and review the progress and development of all children throughout every year to ensure that if a child is behind expected levels or expected progress, we can assess the child's needs. Although this may not mean the child has an SEN or need special educational provision.

Careful consideration of the progression and needs of all children will ensure that where such needs do arise, they are always addressed. Any children who join Balderstone Primary School at any point during the school year, are assessed on arrival so needs can be identified.

Where a child has a significantly greater difficulty in learning than their peers or a disability that prevents or hinders them from accessing provision in school, we will look at the specific needs of the individual child and provide the necessary interventions.

We will consider the children's needs within the 4 areas of need identified in the Code of Practice

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental health
- Sensory and/or physical needs

As a school, we understand the importance of recognising need at the earliest point and making effective provision to meet this need. It is also recognised that the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had high quality personalised teaching and interventions have been tried and reviewed to meet their area of need.

It is only at this point, a child will be entered on to the SEN register. (See Appendix 1 –Balderstone St Leonard's school pathway.)

This includes a personalised learning review for the individual child.

Who is the SENCO and how can we contact them?

The SENCo is Mrs. Nicola Draycott She can be contacted at school via the office – 01254769150 or via email: n.draycott@balderstone.lancs.sch.uk

Mrs Draycott is also the school's headteacher.

How do we involve parents and consult with them about their child's education?

The school has an 'open door' policy and encourages parents who have any concerns to come into school and discuss these with the class teacher and/or SENCo.

All parents (whether their child has SEN or not) have 1 formal and 1 informal parent meeting each year – any SEN issues can be discussed, and referrals made to the SENDCo.

For children who are on placed on the school's SEND register, a termly review will take place with the class teacher and parents to discuss progress and needs.

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.

Appointments with the class teacher, SENCO/Headteacher can be made at any time.

Parents are asked for their opinions and advice to help school support their child.

School reports are completed annually.

How do we involve the children in their education?

Consultation with children depends on their age.

Children are encouraged to be involved in their Annual Reviews and/or in reviewing their own termly targets. All children in the school are invited to their parent consultation.

Children are encouraged to have ownership of their learning and to be involved in setting their own next steps and targets.

How do we assess and review the progress that children make and how do we involve them and their parents?

Academic progress made by SEND children is assessed in the same way as for other children. Class teachers assess the children once a term against year group expectations. These assessments are recorded on our school tracking system and are discussed with the Headteacher. Appropriate support and intervention is then planned. Children whose learning has not yet entered the National Curriculum POS are assessed and monitored using PIVATS.

Personalised targets are reviewed each term and new targets are discussed with parents termly. Parents are kept informed about their child's progress via informal meetings with their child's teacher, termly parents' meetings and reports.

Children are engaged more and more in the process as they get older and move through the school.

How do we support our pupils with SEND as they move on to high school or move to another school?

Any child with an EHC Plan has a transition review meeting during the spring term of Year 6 and an action plan is drawn up to ensure a smooth transition to High School. Professionals and staff from both institutions meet to discuss how the child's needs can best be met. If it is felt appropriate, additional transition visits are made by the pupil to the school they will be attending, accompanied by a member of our school staff.

All children are encouraged to attend school open days and induction days. Those children we believe may struggle considerably with the transition to high school will be given additional bespoke support.

What is our approach to teaching children with SEND?

We believe that every child is entitled to a curriculum that… "Enables them to reach the highest levels of achievement possible, which develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, resilience, independence and community responsibility in a caring and secure learning environment."

Our approach is based on our SEN pathway. However, how we meet each child's needs will be very different dependent on the individual. We use a vast range of strategies and interventions to meet the needs of all our pupils which include advice and support from outside agencies.

Please see below our SEN pathway.

For further information please see the SEN policy available on the school website or from the school office.

How do we adapt the curriculum and the learning environment for children with SEND?

The curriculum and classroom provision will always be considered for children with SEND.

We always aim to meet the needs of every child and will regularly review this.

Some examples of our considerations are:

- The layout of the classroom
- The structure of the day
- The use of physical resources
- The need for small group or 1:1 work
- The social and emotional needs of the child.

As with all children, the curriculum is always considered to meet the needs of the child with quality first teaching.

How are the staff trained and kept up to date?

If we need more expert help and advice, what do we do? As a whole staff, we have a range of expertise. Many teachers have specific areas of interest and have completed training or research in these areas.

We have regular staff training within school. Teachers are kept up to date at staff meetings and specific SEND training is also carried out throughout the year. The SENDCO attends regular training as is part of several local SEND groups.

In addition to this, we access specialist support and advice when needed.

How do we know if what we provide for the children is effective?

We also regularly review our provision with staff at school and with our school governors. We ask the opinions of the children and parents to ensure that as well as the children making good progress, the children and parents are happy with the provision provided. The progress of all children is reviewed at termly pupil progress meetings.

How are children with SEND enabled to take part in all the activities available at school?

All activities are available to all in line with the Equalities Policy. Please see the school website.

If a child needs additional support or equipment to access an activity this is provided at the appropriate time / level.

Children with SEND have been supported to take a full and active part in school trips, sports activities, music activities and on the school residential.

How do we support children with emotional and behavioural difficulties?

The school has a clear behaviour policy that is adhered to by all members of staff.

However, we also recognise that all children are different and different strategies work for different children. This must be taken into account when working with individual children. As a school we have a whole school reward system. As well as this, individual class teachers have their own reward systems for their class or individuals.

Within school we have an established nurture group to support children with emotional difficulties. Additionally, we often use early support and intervention to access additional services for children.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

At Balderstone St Leonard's CE Primary School, bullying will never be tolerated.

The school behaviour and anti-bullying policy clearly sets out the school position on dealing with all forms of bullying. A copy of the policy can be seen on the school website.

Additionally, we pride ourselves on being a nurturing school that encourage and engage in a loving atmosphere.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

We engage a wide range of outside services to support children. These include:

- Lancashire IDSS for learning needs
- Early support and intervention
- Speech and Language therapists
- CAMHS (Child and Adolescent Mental Health Service)
- Alison Pettitt specialist teacher
- Early Years Specialist Teaching Service
- Occupational Therapy
- Blackburn Transforming lives
- Outreach services from the inclusion hub
- Child Action North West

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

All children will have a Pupil Education Plan (PEP) in place for L.A.C which is agreed with the social worker. Children who are in care of the local authority will be supported through our SEND policy and our extensive range of provision.

What should I do if I have a concern or complaint about the provision for my child?

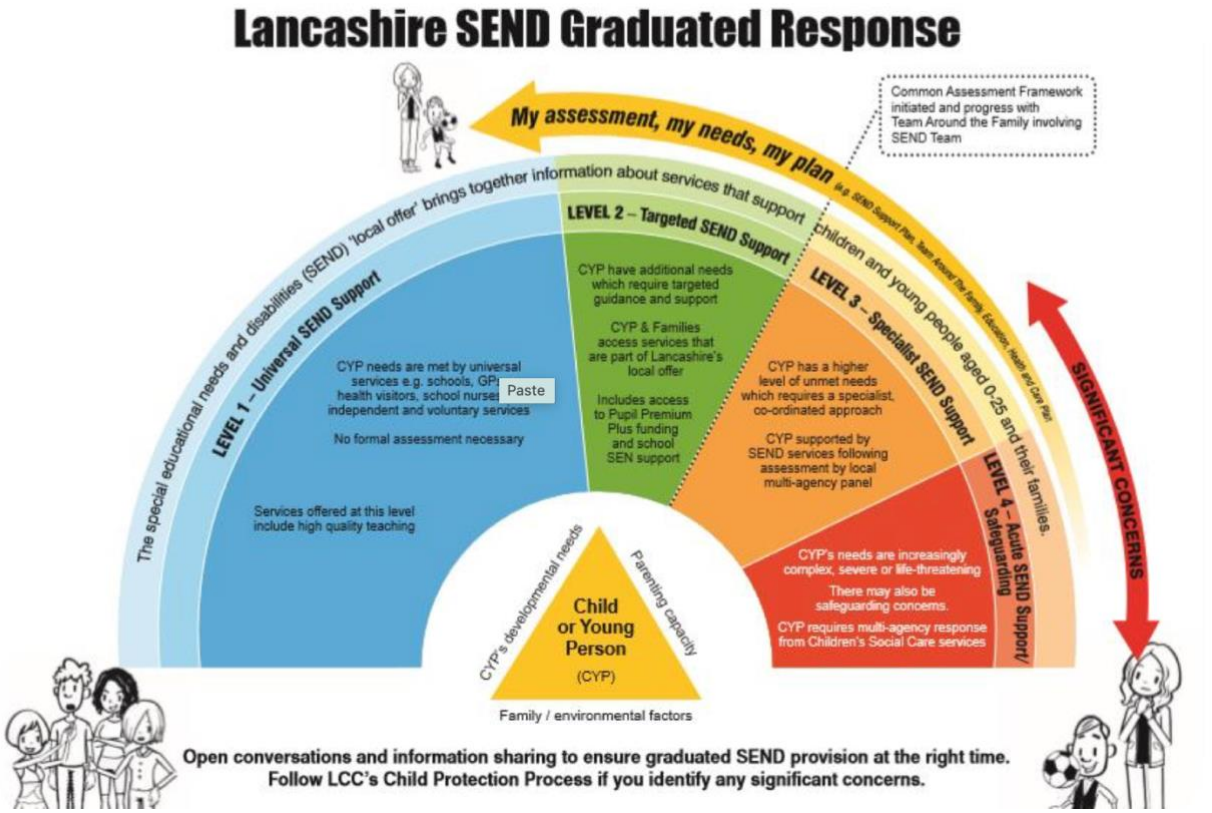
The school has adopted the LCC Complaints procedures – in the first instance the parents should speak to the class teacher and/or SENDCo.

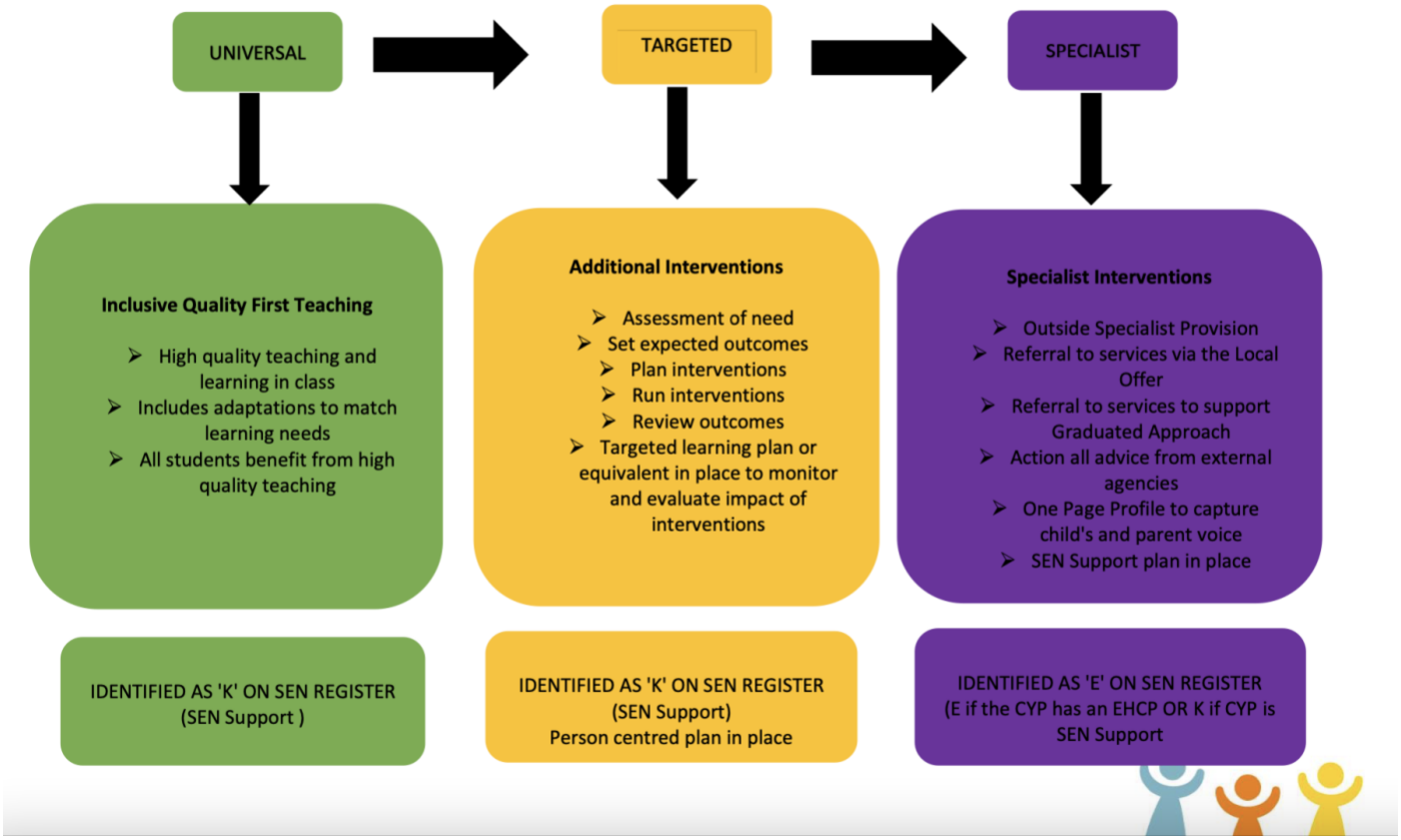
If the situation is not resolved it should be referred to the Headteacher and if it is still not resolved to the governing body of the school (Chair of Governors).

A full copy of the complaint's procedure is available on our website.

Appendix 1

Balderstone St Leonard's school pathway




UNIVERSAL
TARGETED
SPECIALIST
Inclusive Quality First Teaching
High quality teaching and learning in class
Includes adaptations to match learning needs
All students benefit from high quality teaching
Additional Interventions
Assessment of need
Set expected outcomes
Plan interventions
Run interventions
Review outcomes
Targeted learning plan or equivalent in place to monitor and evaluate impact of interventions
Specialist Interventions
Outside Specialist Provision
Referral to services via the Local Offer
Referral to services to support Graduated Approach
Action all advice from external agencies
One Page Profile to capture child's and parent voice
SEN Support plan in place
IDENTIFIED AS 'K' ON SEN REGISTER (SEN Support)
IDENTIFIED AS 'K' ON SEN REGISTER (SEN Support) Person centred plan in place
IDENTIFIED AS 'E' ON SEN REGISTER (E if the CYP has an EHCP OR K if CYP is SEN Support