

Leyland Methodist Schools



SEN Information Report

and our

Schools' Contribution to the Local Offer.

Leyland Methodist Schools
October 2025

Special Educational Needs Information Report and our Schools' Contribution to the Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

Children and Families Act 2014

Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (January 2015) prescribes the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document sets out the Local Offer and SEND Information at Leyland Methodist Schools.

Introduction

At Leyland Methodist Schools we aim to provide a broad and balanced curriculum for all children, who at any time might be in need of special educational provision with regard to their academic, emotional or physical abilities. Our schools are warm, welcoming and open to all pupils and the ethos reflects our commitment to inclusion and equal opportunities. We are concerned with developing inclusive values, shared between all members of the school community. Systems have been implemented for early identification of barriers to learning and participation and we aim to minimise those barriers and maximise resources to support learning and involvement.

What kinds of special educational needs do we provide for?

Leyland Methodist Schools are mainstream schools. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

At Leyland Methodist Schools, we recognise that children have special educational need or disability (SEND) if they have a learning difficulty in one of the four areas of SEND:

- Communication and interaction – this includes speech and language difficulties, attention and understanding
- Cognition and learning – children not working at a level within one or more subjects appropriate to their age and year group.
- Social, emotional and mental health difficulties – previously known as BESD
- Sensory and/or physical needs – children who have a hearing impairment, or require adaptations to the environment or resources to access the curriculum.

We recognise that a child has a learning difficulty if he/she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has been identified as having a specific learning difficulty such as dyslexia, dyspraxia.
- Has a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in schools within the area of the local education authority.

The Disability and Discrimination Act (DDA) defines a disability as: “a physical or mental impairment which has a substantial and long-term adverse effect on (a person’s) ability to carry out normal day to day activities”. In our schools, we recognise that a child has a disability if they have:

- Difficulty getting to and from school, or moving around school
- Manual dexterity; holding a pen, using tools or throwing and catching a ball
- Difficulty carrying objects
- Difficulty controlling the need to go to the toilet
- Difficulty hearing or seeing

Information about pupils is gathered in a variety of ways, which allows school to identify children who may need additional support to access all of the curriculum:

- Home visits and transitional meetings, involving children and parents, prior to entry into Early Years Foundation Stage – EYFS
- Information from children’s pre-school setting, where relevant
- EYFS observations and data
- Parental meetings, including three annual Parents’ Evening meetings and any additional, relevant meetings
- Teachers’ continuous formal and summative assessment, which is analysed in relation to attainment and progress. This allows for identification of children not meeting age-related targets and, therefore, not making expected levels of progress.

- Termly meetings between teachers and senior leaders to identify children who are not making expected levels of progress and to discuss the reasons for this.
- Meetings with the schools' SENDCo to discuss concerns related to children with teachers and/or parents as well as consultations with outside agencies. The SENDCo may also seek support or advice from outside agencies for children who need additional support or assessment.
- Observations carried out by outside agencies.
- Reports from outside agencies
- We also use more specialist assessment including Wellcomm, Boxall Profile.

What is our schools' approach to teaching children with special educational needs?

Leyland Methodist Schools have a fully inclusive approach to the education, and involvement of all children so that they can access, and experience, the whole curriculum. Therefore, our schools are strongly committed to ensuring that all children receive high quality first teaching (QFT) so they can reach their full potential, regardless of any additional challenges or barriers they may face. As part of our inclusive strategy, children will be educated within their classroom for the majority of the lesson. However, some interventions, or precision teaching, may take place outside of the classroom, in order to be further personalised.

There are a number of key staff who will support your child:

Your child's class teacher, who will make sure that the tasks for your child are appropriate and accessible. The class teacher will inform the parent/carer of any additional provision and targets.

Teaching Assistants and Higher-Level Teaching Assistants, who support children in class and carry out interventions.

The Special Educational Needs Coordinator (SENDCo) in leading SEN throughout the school. The Governors receive a termly report from the SENDCo to keep them updated with provision in school and any updates.

Children will be supported through QFT, which means they will be taught through a range of different strategies and a wide range of modelled examples to support understanding and learning. This may include the use of modelled writing or concrete resources in Mathematics. Children will be provided with adaptations where appropriate and additional resources to help, such as word banks or manipulatives and alternative ways to record their understanding of a studied concept.

How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. The identification process is laid out in detail within the school's Policy for Special Educational Needs and Disability. Progress is tracked on a termly basis and where appropriate, more frequently than this, the SENCo, (Improving Pupil Outcomes Lead) liaises closely with the Quality of Teaching and Learning Lead to analyse data and individually track pupils who are experiencing difficulties.

- Once a concern has been raised about a child, the necessary actions will be put in place. First, and foremost, the children will be supported within class through QFT. In addition to this, an intervention, designed to reduce gaps in learning or support necessary development, will be devised and put in place. For example, this may involve a specific phonics programme or precision teaching to support spelling related difficulties.
- If, despite an intervention, the child is still not making progress, the Epworth Trust graduated approach process will be followed. This will involve a period of, 'Notice, Try and Check', moving through low-level and high-level need. Once a child is on the school SEN list, if they move to LLNii Assess, Plan, Do, Review Support Plans will be put in place which will be created by the class teacher, in consultation with the SENDCo. This plan will detail the additional support needed and how these needs will be catered for. These APDR support plans are reviewed with parents, termly for children at low-level need, where their views on the child's development will also be shared. A child at high-level need will have reviews every half-term. At these reviews, the child's voice will also be sought.
- Children with an Education Health and Care Plan (EHC Plan) will receive the necessary support outlined in their plan. They will have an APDR support plan with a focus on specific needs which will be reviewed in smaller steps in line with the schedule above. As support for children with EHC Plans is specific to their plan, they may be supported within the classroom, 1:1, within a group in the classroom or in an intervention group. EHC plans will be reviewed annually with all of those involved in writing the plan, including the class teacher, support staff, relevant outside agencies and parents. Additional meetings will take place across the year to review steps toward it.
- Responsibility for all SEND needs within the classroom, and provision, is the class teacher's responsibility. Further support will be provided by our schools' SENDCo and support staff and outside agencies as required.

- In addition to specific meetings to review educational plans, Parents' Evenings are held twice annually with an optional one in the summer when a formal report is sent at the end of the school year.
- All staff are available to listen and support any concerns children may have. Referrals to outside agencies can be made, as necessary, for additional support. Accommodations will be made, where necessary, within school to support children.
- Children are given a voice through the School Council, Eco Council and our Ethos Group.
- Our Schools' SEND link governor (Mrs O Woodcock) monitors SEND provision in school. The HT/SENDCo reports to the Governing Body on SEND on a termly basis through a SEND report.

How will our schools adapt the curriculum and learning environment for children with special educational needs?

At Leyland Methodist Schools we aim to deliver high quality provision to meet the needs of all children and young people with SEN. We do so in line with sections 1.24 and 1.25 of the SEN Code of Practice. Where children continue to have difficulty after interventions have taken place, or require a high level of support to access the curriculum, they are considered to have Special Educational Needs (SEN) and will be placed on the SEN register. Parents/ carers will be informed. All children will have equality of opportunity to achieve their potential in all subjects. All children will be expected to participate in the full curriculum.

- In order to support the children's access to the broad curriculum, children will be supported as widely as possible to be taught inclusively in the classroom. In order to support them further, children may work with an adult, either 1:1 or supported within a group, or work collaboratively with peers.
- To support accessibility within the classroom, intervention programmes, and 1:1 work, will take place in order to close gaps in learning.
- Adaptations to enable children to access curriculum content are planned for, by teachers, across all curriculum areas. Adaptation means that there is an appropriate level of challenge and support to match the needs of all learners. This may mean that children use a different task in order for children to access learning; a different output for children to demonstrate and share their knowledge and understanding; varying levels of targets and expectations; additional or varied resources; adult or peer support and length of time to complete an activity. Providing adaptations within the curriculum means that all children can access the full curriculum, at the point which is correct for them, in order to reach their full potential.

In most cases, pupils are only formally identified as SEN *if they do not make adequate progress* once Quality First Teaching is in place, (Wave One); or Wave Two

Interventions have been put in place with no impact. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school Special Educational Needs Coordinator (SENCo) may carry out some additional diagnostic tests (eg YARC) to assist with the identification of SEN. The school may, with parental permission, seek the advice of external agencies such as Waite Psychology Ltd or the Local Authority's Special Educational Needs and Disability Service (SENDs). Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy (SALT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHS) etc.

How is expertise secured for teaching staff and others working with children with special educational needs?

- Leyland Methodist Schools are part of the Epworth Education Trust and as such has a supportive network of experienced SENDCos across the Epworth family of schools.
- We provide teachers and teaching assistants with support, expertise, resources and training in order to assist them in planning and providing a relevant and differentiated curriculum for all pupils.
- All teaching staff, including the Headteacher, are experienced in supporting children with a wide range of SEND.
- The SENDCo holds the National Award for Special Educational Needs and attends training and meetings for SEND within the local authority to keep up to date about available services and developments.
- One staff member is enrolled on the NPQSENCO course which takes place from Autumn 2024 for 18 months. This is a new mandatory training for future SENDCos
- Our schools' support staff, who work with groups of children, or 1:1, are experienced in their supportive field and attend training, as relevant, to further support the children they work with. All support staff work in close relation with the class teachers.

How will progress of children with special educational needs be assessed and reviewed?

At Leyland Methodist Schools, we monitor and review provision on a regular basis and look at the impact of provision on raising standards. Progress of all children is monitored both formally and informally by class teachers and the Senior Leadership Team. We have a rigorous progress tracking system in school. Some children may be assessed using alternative assessment methods, including PIVATs for those working well below the National Curriculum level. The Special Educational Needs Coordinator meets with staff to discuss provision and progress of those children with special educational needs. Provision for individual children can be adapted at any time to ensure they achieve to their full potential. • As a standard approach, school holds two annual Parents' Evening meetings. In addition to this, termly reports are sent home to outline current attainment levels and a final written report is sent at the end of the academic year to detail achievement across the whole curriculum.

- Wide-ranging forms of assessments are used to obtain children's understanding so that attainment and progress can be tracked, monitored and measured. These are discussed within termly data meetings between the school's senior leaders and staff. The school's SENDCo is also informed about, and tracks, attainment and progress of SEND children.
- If a child has an APDR support plan, these will be reviewed on a termly basis / half-termly basis depending on level of need. During this meeting, parents are invited to share in the review of the current targets with the class teacher and SENDCo as well as to share their personal thoughts on their child's learning and well-being. Aspects of mental health, social and emotional development will also be discussed during these meetings.

Children's voice is also an important part of this meeting as the child, in question, is invited to attend the end of the meeting to share their point of view. Parents then receive a copy of the next APDR support plan.

- If a child also has an EHC Plan, this will be formally reviewed annually. Parents will be invited to this meeting to share their views and to agree on going targets. Children are also invited to these Pupil Centred Reviews to share their views, which are taken into account when devising new targets.
- Parents can arrange to meet the class teacher, SENDCo or head teacher to discuss concerns. School staff may arrange meetings with parents to discuss concerns regarding their child or to inform them about levels of attainment and progress.
- Parents are welcomed into school on a number of occasions throughout the school year. These include visiting the classroom, to share in learning and view books, after class assemblies etc. Meet the Teacher Evenings take place at the beginning of the academic year, where parents are invited into school, and the relevant classes, to learn more about their year group's expectations.
- Links to supportive, educational websites are available on the school's website to aid learning.
- Home learning tasks are set by the class teacher to aid communication and links between home and schools. This enables parents to be informed about the current learning taking place in English, Mathematics and Topic. Children are also provided with practise sheets to develop number skills, including times tables, and spellings. School has access to Times Tables Rockstars to support times tables knowledge and development.
- For pupils working significantly below age related expectations and therefore well below the National Curriculum / School 'Steps in Learning', or PIVATs will be used to enable staff to measure small, appropriate steps of progress and to support staff planning for immediate next steps for identified pupils. This is only used for a small group of pupils on roll and parents are made aware of this as an assessment and target setting tool as appropriate.

[How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?](#)

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting with you straight away, although sometimes some members of staff are out of school, (on courses or at meetings etc). An appointment to

Speak with the Special Educational Needs Coordinator can also be made via the school office, as above.

We have a School Council which is made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities.

Children with SEND who have a Pupil Passports are involved in discussions about their targets including how well they are progressing and what they need to do as a "next step". They do this whilst working 1:1 with a teacher or teaching assistant. Adjustments can be made to the targets when necessary to suit rate of progress.

How will the effectiveness of the schools' special educational provision be assessed and evaluated?

The attainment and progress of all children is monitored through the school's tracking system and is reviewed regularly by all staff and the head teacher. If adequate progress is not being made, interventions will be put in place.

- Interventions are monitored and reviewed by staff for impact on attainment and progress. This information is shared with the head teacher and SENDCo.
- APDR support plans and EHC Plans are reviewed in line with the review cycle. Targets within these plans are reviewed and new ones are devised based on the necessary support to close gaps in learning.
- The Governing Body are informed about SEND provision within school through the SEND link governor.
- Feedback from pupils and parents provides some insight into the evaluation of SEND provision.

Transition

How will school prepare and support a child joining our schools, transferring to a new school or moving onto the next stage of education? What information will be provided to the new setting?

Our schools have a well-established transition programme for all pupils. When beginning school, in the Early Years Foundation Stage, transition home visits are arranged and transitional days within school are arranged for children to meet their teacher and peers by taking part in activities within their classroom. If necessary, the class teacher or SENDCo, will visit a child's current nursery setting to take part in a SENDCO review or transitional meeting.

- For those children who are preparing for secondary education, we regularly have events and taster sessions with our partner high school to familiarise students with the school site in Year 6. This includes open days and school visits, where children spend time in their perspective high school. Assessment and progress data, attendance and behavioural information, pastoral information (including social and emotion aspects) are collated and forwarded to the chosen high school to aid transition and minimise the impact of beginning a new school. This information is shared with the SENDCo of the

secondary school for continuity for any SEND provision. If your child has an EHC Plan, the SENDCo of the chosen high school will be invited to attend the Annual Review Meeting, during the summer term, at the end of Year 6.

- Within our schools, class teachers prepare children for transition to new year groups, and into secondary school, through lessons, discussions and activities in PSHE lessons. At the end of each academic year, teachers carry out transitional meetings with the next year group teacher.
- For children transitioning from another primary school, a visit is encouraged so that they can view the school, and classroom, and also meet their teacher and peers. Opportunities to discuss concerns, regarding SEND, can take place during this visit with the relevant members of staff. For those children transitioning to a new primary school, the same information will be forwarded as is outlined above in regards to joining secondary education.

What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2015, our schools do everything we can to meet children and young people's SEN. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are 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. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by our school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Pupil Passports, Personalised Learning Plans (PLPs) and/or Behaviour Plans.

Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention. For all children with SEND, Pupil Passports or Behaviour Plans will be written.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's Personalised Learning Plan (PPP) and/or Pupil Passport. There may be some direct input and advice from a specialist teacher from within the LA (Special Educational Needs and Disability Service, SENDS) or from other agencies such as Acorn Psychology and Support Services, the LA Educational Psychology Service, Speech and Language Therapy etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their Plan.

Every class is supported with a teaching assistant (TAs), deployed where and when the need arises including in-class support, the one-to-one delivery of Pupil Passports, PLPs and small group interventions.

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

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more specialist and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, Dictaphones, writing slopes and many more.

Other children may access targeted and time-limited small group interventions (usually in withdrawal from the classroom) eg further English and maths support, Fine and/or Gross Motor Skills, Nurture, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. ie. when children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print etc.

What else do we do to make the school safe and accessible?

The school is approached from the main road via a tarmacked path; there are entrance gates leading to a small car park for staff. Parents are requested not to bring their cars onto the car park to ensure pedestrian safety. There is a crossing patrol officer available every morning and after-school. The school is wheel-chair accessible and, in addition to normal toilet facilities, there is a disabled toilet with emergency alarm, and an adjustable height bed.

School staff are on duty at the Reception and KS1 doors from 8:40am. All children are supervised as they leave school to ensure safe handover. If someone other than a parent is collecting the children, school must be informed in advance. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

Some SEND children are supported by dedicated staff at playtimes and lunch times where appropriate. Teachers/Teaching Assistants ensure help with the handover process at the start and end of the day where necessary.

School has clearly sign posted fire procedures and completes practice drills. Personal Emergency Evacuation Plans (PEEPs) are put in place for identified pupils following discussion with staff and parents as necessary.

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

All SEND children have either: an Education, Health and Care Plan (EHCP); an SEN Support Plan / Personalised Learning Plan or, in most cases, a Pupil Passport. All of these are reviewed regularly, as laid out above.

The SENCo reports termly to governors on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. The SENCo liaises with the SEN Governor once per term to help produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo outlines an annual action plan and updates progress against this on a termly basis.

Any additional provision is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

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

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Educational Visits Co-ordinator, the Governing Body and Lancashire County Council.

Before and after school care is available at our school from 8:00am until school opens and from 3:15pm until 6.00pm during term time. This is run separately by a Management Committee and further information can be obtained from the school website.

How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in the teacher's cupboard in the appropriate classroom. All other medication is kept in the locked First Aid Cabinet in the staff-room or in the staff-room fridge if necessary. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. At Leyland Methodist Schools, all staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the School's Induction Policy to ensure they are made aware of any particular needs.

There are named members of staff who hold a current certificate in Paediatric First Aid and their training is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Social and Emotional

Leyland Methodist Schools aim to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the schools liaise with all relevant specialist agencies such as the family and medical centres, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission. We also have links with the Outreach Service of the Local Short Stay School, Golden Hill and may, with parental permission, ask for their advice and support for a child with particular emotional or behavioural difficulties.

In some cases, our schools or one of the other agencies may complete a EHA (Early Help Assessment) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need.

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and annual Anti-Bullying Weeks. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request.

In accordance with legislation, the school has a Designated Senior Leader (DSL) and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff receive annual Child Protection awareness training and regular updates via staff meetings.

What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School has a nominated member of staff for Children Looked After. This is our Executive Head teacher, Mrs Chadwick. If needed, she will liaise with the SENCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

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

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact the class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the SENCo, Mrs Rogerson via the school office telephone number on 01772 423694 or via email: n.rogerson@lms.epworthtrust.org.uk

Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Who can parents contact for further information?

- If a parent is considering joining the school, they should contact the school office, where an appointment will be made to visit the school. Initial enquiries can be discussed during the visit. Parents, or carers, of children with SEND can contact the school's SENDCo, Mrs Rogerson, to discuss any concerns or queries they have with regarding all aspects of SEND. All discussions with staff, and school visits, can be arranged by phoning school on 01772 423694 or by emailing at office@lms.epworthtrust.org.uk

Next Review: October 2026

Appendix 1**List of personnel involved in SEND issues**

NAME	POSITION
Mrs. K. Chadwick	Executive Headteacher
Mrs. N Rogerson	Head of School / SENCo
Mrs. J Piggin	Head of School
Mrs. O. Woodcock	SEN Governor

Appendix 2 – Terminology and Acronyms

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit/Hyperactivity Disorder.
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder.
CAF	Common Assessment Framework(for children and young people).
CAMHS	Child & Adolescent Mental Health Service.
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dysgraphia	Children who may be verbally proficient but have difficulty writing down their thoughts.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
EHCP	Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement in a graduated way from Sept 2014).
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IAS	Information Advice Service (LEA organisation).
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LEA	Local Education Authority.
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
NSA	No Specialist Assessment.
OT	Occupational Therapy
P Scales	Performance descriptors. A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum.
PD	Physical Disability.
PECS	Picture Exchange Communication System.
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
PPS / PPO	Parent Partnership Service /Officer.
Pupil Passport	An overview of a pupil's strengths and difficulties (For children at SEN Support which replaces SA (school action) and SA+).
SaLT / SLT	Speech and Language Therapist.
SEMH	Social, Emotional and/or Mental Health.
SEN Code of Practice (CoP)	Practical guidance to LEAs and the governing bodies of all maintained schools.
SEN	Special Educational Needs.
SENCo	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SENDO	Special Educational Needs and Disabilities Officer (LEA representative).
SEN Support	Replaces SA and SA+. Pupils on the SEN register have SEN Support unless they have a Statement or EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
SLD	Severe Learning Difficulty.
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs.
Statement (of Special Educational Needs)	Legally enforceable document that describes the special educational needs of the child and how these needs will be met (now being superseded by EHCP in a graduated way from Sept 2014).
(R)SIA	(Request for) Statutory Integrated Assessment. Multi-disciplinary assessment by the LEA of a child's educational need.
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.