



SEND Information Report

Approved by: S.Owen
Last reviewed on: January 2026
Next review due by: January 2027

Date: 12.01.2026

Signed by: Roy Fisher (Chair of Governors) Signed by: Jonathan Clucas (Head Teacher)

Welcome to our SEND information Report, which is part of the Blackpool Local Offer for learners with Special Educational Needs and disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information must be updated annually.

This report outlines the following areas to help you understand how Layton Primary School caters for children with SEND:

- Our school's approach to supporting pupils with SEND
- The categories of Special Educational Needs supported in Layton Primary School
- Who is responsible for SEND?
- Staff Expertise supporting pupils with SEND
- How do we assess pupil progress, and identify if your child has SEND?
- Consulting with pupils and parents/carers
- What is our approach to teaching pupils with SEND, and reasonable adjustments made so pupils with SEND can access the curriculum and learning environment?
- Additional support for learning that is available for pupils with SEND
- Evaluating the effectiveness of the SEND provision
- Working closely with key stakeholders
- What extra-curricular activities does the school offer?
- Supporting emotional and social development
- Transition support
- SEND profile – 2025/26
- Governing body arrangements relating to treatment of complaints from parents/carers of pupils with SEND
- Additional support: How does the Local Authority support children with Special Educational Needs

Our school's approach to supporting pupils with SEND

At Layton we are aware that all children have different learning needs, and some children may have additional needs which if we do not meet, can present a barrier to learning. We recognise that any child at any stage in their school career could have a special education need. We will carry out detailed observations and assessments to ensure the correct level of support following the graduated approach, is implemented at the right time.

The categories of Special Educational Needs and/or Disabilities, supported in Layton Primary School

The Code of Practice (2015) uses the following categories;

- Cognition and Learning – generally account for difficulties in accessing and making progress in curriculum-related areas such as English and Maths. These can be associated with difficulties in, for example, processing information, sequencing, language difficulties as well as working or short term memory.
- Sensory and/or Physical Needs – describes the needs of children and young people with visual and/or hearing impairments. Physical needs that mean they have additional ongoing support and equipment.
- Communication and Interaction – could include: difficulties with producing or responding to expressive or receptive sounds. Difficulties with speech sounds, difficulties understanding spoken or other communications from others.
- Social, Emotional, Mental Health difficulties – significant difficulties in managing their emotions and behaviour. Pupils often show inappropriate responses and feelings to situations.

Who is responsible for Special Educational Needs Provision?

Headteacher: Mr Jonathan Clucas

Special Educational Needs & Disability Coordinator (SENDCo): Miss Steph Owen

SEND Governor: Mr Steve Shaw

Staff expertise supporting pupils with SEND

- Deputy SENDCo, Lighthouse Lead.
- TA's & SSA's are trained weekly in areas of SEND
- Eklon trained staff
- Leadership and Teachers are trained regularly in SEND
- Speech & Language TA
- Communicate Speech & Language TA & Therapist

How do we assess pupil progress, and identify if your child has SEND?

At Layton Primary all teachers assess pupil progress daily through assessment for learning and continuous observations in class. Children's progress is formally assessed three times a year for reading, writing and numeracy.

These assessments form the basis of Pupil Progress meetings with the teacher and a senior leader in school. Individual children's progress is discussed at this meeting.

- Some children will be identified as making below expected progress. Strategies to support the child will be discussed and implemented.
- During the year concerns may be raised by the class teacher at any time using the referral system. These concerns will be discussed with the parent/carer and strategies/support implemented. Impact of the strategies will be monitored. After a short period of time, the child may be added to the monitoring register held by the SENDCo for further involvement, or may be added to the SEND register. Parent/carers will be informed of this and invited to an 'Assess, Plan Do Review' meeting and an individual learning plan (ILP) will be shared.
- All parents have the opportunity to attend parents evening and a written progress report is provided at the end of the academic year. On these occasions the SENDCO and class teacher are available.
- If a parent wishes to discuss their child's needs and progress, firstly they would speak to the class teacher and then the Team Leader of your child's year group. The SENDCO will be available to discuss further needs and an appointment can be made at the school office, or by emailing Send@Layton.blackpool.sch.uk
- At times, further assessments may be sought, to further establish any barriers to learning. These will be completed by trained staff in school, or through SEND professionals from the Local Authority.

Consulting with pupils and parents/carers

All pupils with SEND complete a one page profile annually to share their voice and ensure that all school staff know them well. Pupils are also included in the writing and setting of Learning Plan targets every term. We also keep to celebrate steps of success for all pupils through certificates in assembly, Dojo's in class, Teddy Awards, and Hot chocolate Friday.

We encourage parents to be involved in their child's learning at every stage and always, and welcome regular communication between home and school staff.

We communicate with parents informally and formally by:

- Phone
- Letter
- Text
- Face to face meetings and conversations
- Email
- Parent App
- Class dojo
- Questionnaires
- Parent's evening
- Workshops
- Coffee mornings

Parents will always be invited to Annual reviews for their child's Educational Health Care Plan (EHCP), and giving links to the EHC hub with the LA.

For every pupil on the SEND register, parents will be invited to discuss the Individual Learning Plan as part of the Assess, Plan, Do, Review (APDR) process. Targets will be agreed collaboratively between class teacher, the pupils & parents.

What is our approach to teaching pupils with SEND, and reasonable adjustments made so pupils with SEND can access the curriculum and learning environment?

At Layton we value the abilities and achievements of all our pupils. We are committed to meeting the needs of all children so they become individuals who live fulfilling lives into adulthood. We have high expectations of all our children, we recognise all educational achievement and we provide an inclusive learning environment that meets the needs of all children.

Individual learning needs are assessed by teachers on a daily basis. Children are empowered to develop independence and are taught strategies on how to improve. Staff create a range of resources that support and challenge, re-enable and extend children's access to the curriculum. Children are taught how to use these resources to enable them to become independent, resilient learners.

Clear learning objectives and success criteria are identified for all pupils, to enable personalised learning. Our feedback policy celebrates children's success and identifies next steps for progress. Our pupils and staff use peer and self-assessment, this enables our children to have control of their own teaching and learning. This forms an important part of our 5Rs.

All pupils use the 5Rs to 'Grow Great Minds Together'

Relationships **Resilience** **Risk taking** **Reflective** **Resourceful**

- To encourage and praise positive **relationships** with peers. Self-respect and mutual respect for others: own and others beliefs, premises, contents and our environment.
- To develop every child's self-discipline, full potential and independent learning through promoting **resilience** and an 'I can do' attitude.
- To provide all stakeholders the opportunities to become **risk-takers**, aiming to build a whole-school belief system where all can 'have a go' and mistakes are seen as a learning resource.
- To build **reflective** learners; pupils and adults that are able to revise and review their behaviour and work. To develop politeness and good manners and promote kindness and helpful behaviours.

- To develop **resourcefulness** in all our children. Develop the ability for children to cope in any situation they are faced with in school and in the wider community.

Quality First teaching directs learning and challenges children to think. Our SENDCO will work closely with teachers, learning support assistants and external professionals to ensure that effective provision is made for all children. The curriculum is scaffolded and resources provided to enable children identified as having Special Educational Needs to access the curriculum.

Additional support for learning that is available for pupils with SEND

- Small group work with increased adult support
- Resources adapted to enable children to access the curriculum
- Visual resources
- Access to concrete resources
- Adapted questioning, language used
- Mentoring
- Counselling
- Speech and Language support
- Sensory groups and sensory/movement breaks
- Precision teaching
- Daily Reading
- Elklan trained staff
- Gross motor groups
- Fine motor activities
- Online literacy interventions
- Listening and attention
- Makaton
- Social communication support

Evaluating the effectiveness of the SEND Provision

The Individual Learning Plan process (ILP) is part of the Assess, plan, do, review cycle, and therefore means all SEND provision is discussed termly by the class teacher, with the SENDCO, parents and pupil. This therefore ensures that all involved are part of the evaluation process.

Monitoring impact and progress is an integral part of teaching and learning. As part of teaching and learning at Layton, SEND is always included in all progress meetings, book looks, pupil consultations, and lesson observations/learning walks.

Where additional interventions are in place, the SENDCO will analyse impact, and ensure that the correct interventions are being utilised to make the biggest difference.

Working closely with key stakeholders;

If a referral is required to seek extra advice and strategies to support your child, parents and carers will be consulted. Following this discussion, a referral to the appropriate service will be made.

Outside agencies are:

- SEND Inclusion Team (Advisory teachers)
- School nurse
- Communicate (Speech and Language)
- Educational Psychology service

- Child and Adolescent Mental Health service (CAMHS)
- Neurodevelopmental Pathway (NDP)
- Pupil Welfare Officer
- Physiotherapy
- NHS paediatricians
- Occupational Therapy
- Physical and Sensory services
- Youth Therapy
- Social Care, including Early Help

Which extra-curricular activities does the school offer to all?

Throughout the year, varieties of breakfast, lunchtime and after school activities are available to all our pupils.

Any children who may encounter difficulty accessing the club, allowances are made accordingly. Additional staff provide support at lunchtime, swimming and off-site trips where necessary. Risk assessments are written to measure any potential dangers. Registers are kept for all extra-curricular activities and hours attended count towards graduating from the Blackpool Children's University, should the school take part.

Parents are kept informed about various clubs and activities through the school newsletter, website, letters home and Parentapp Connect.

Supporting emotional and social development

Transition support

Transition is a life skill which we support all pupils and families with. Transition can be to a new class, having a new teacher, or moving to another school.

Planning for transitions is part of our provision for learners with SEND. Moving up a year group will be carefully planned, with all teachers meeting with the next class teacher along with the SENDCo, to ensure all successful provision is continued.

In Year 6, the SENDCo, where required, will arrange additional visits to the relevant high school for those who require this additional support with transition.

Prior to joining Layton in Foundation stage the SENDCo will visit all pupils who have been highlighted as SEND by Nursery and the LA. There will also be a transition meeting where parents will be invited as well as Nursery staff, and any external agencies involved.

SEND profile – 2025/26

We recognise that the SEND figures will fluctuate over the academic year, following regular monitoring of the progress pupils make, and any concerns raised by class teachers. Children can therefore move onto or off the SEND register at any appropriate time based on individual needs & progress made.

At the point of reviewing this report, In January 2026 the school records show:

Current school roll 620

139 (22.34%) children in our school are identified as having SEND

118 (19%) SEND Support (K-Code)

21 (3.37%) EHCP (E-Code)

Please note that at this time pupils in EYFS have not been added to the SEND register unless they have an EHCP or school is currently completing the statutory assessment process for the young person. School wants to complete clear observations and assessments prior to making a decision regarding SEND support on the SEND register.

Any arrangements made by the Governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made in school

We believe that complaints should be resolved quickly and efficiently. In the first instance, please contact the class teacher. If the matter is not resolved then please speak to the Team Leader then the SENDCO (Send@Layton.blackpool.sch.uk).

If there is still no resolution please contact the Headteacher. In the unlikely event that the matter is still not resolved then please write to the Chair of Governors, following the formal complaints procedure

Additional Support: How does the Local Authority support children and young people with Special Educational Needs?

Click on the link below for the Blackpool Council SEND local offer:

<https://www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2&district=blackpool>

Further support can be found on the school website and in the SEND Policy.