



**SEND
Information Report**

2026-2027

Headteacher	Mrs Sarah Nicholls
Associate SENDCo	Mrs Sara Toomey - Specialist Teacher, NASENCo Award
SEND Governor	Mr Clive Parsons
Review cycle	Updated annually and sooner when information changes

Inquisitive Minds Shape our World

A parent-friendly guide to SEND provision at Worsthorne

Welcome

This report explains what families can expect from SEND provision at Worsthorne Primary School. It is intended to be practical and easy to use: you can read it from beginning to end or go straight to the question that matters to you.

If you are worried about your child

Please speak to your child's class teacher in the first instance, or contact our Associate SENDCo, Mrs Sara Toomey. You do not need to wait for a parents' evening. We would rather hear about a concern early and work with you to understand what may help.

This SEND Information Report should be read alongside the school's SEND Policy and Accessibility Plan. Worsthorne's Inclusion Strategy is currently being developed and will be published on the school website in December 2026. The Inclusion Strategy will describe the school's wider whole-school approach to inclusion, including how barriers to learning, participation and belonging are identified and reduced for all pupils.

Quick contacts

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Contents

1. What SEND provision does Worsthorne provide?	9. How are disabled pupils supported and included?
2. How will school know if my child may have SEN?	10. What specialist staff, services, equipment and facilities can be accessed?
3. What happens when a concern is raised?	11. What happens if my child may need an EHC plan?
4. What is SEN Support and what is a POP?	12. How do we support transition?
5. How will my child be taught and supported?	13. What if I am unhappy or need independent advice?
6. How do we know whether support is working?	14. Lancashire SEND Local Offer and useful links
7. How will parents/carers and pupils be involved?	15. How is this report reviewed?
8. How do we support wellbeing, regulation and inclusion?	

1. What SEND provision does Worsthorne provide?

Worsthorne Primary School is a mainstream primary school. We are committed to inclusive practice and to enabling pupils with a broad range of special educational needs and disabilities to participate, belong and make meaningful progress within school life.

Special educational needs are considered across four broad areas. These help us plan provision, but they are not labels and many pupils have needs across more than one area.

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical
Speech, language, communication and social interaction needs, including autistic pupils.	General or specific learning needs affecting literacy, numeracy, memory, processing or acquisition of skills.	Needs affecting emotional wellbeing, relationships, regulation, engagement or participation.	Sensory, physical, coordination or medical needs where these result in SEN or require reasonable adjustments.

Important

A diagnosis is not required before a child can receive SEN Support. Equally, having a diagnosis does not automatically mean that a child has SEN. The key question is whether the child has a learning difficulty or disability that calls for special educational provision to be made for them.

2. How will school know if my child may have SEN?

Identification of SEN forms part of our everyday approach to assessment, teaching and pastoral support. Concerns may be raised by a pupil, parent/carers, teacher, teaching assistant, previous setting or external professional.

We may look at:

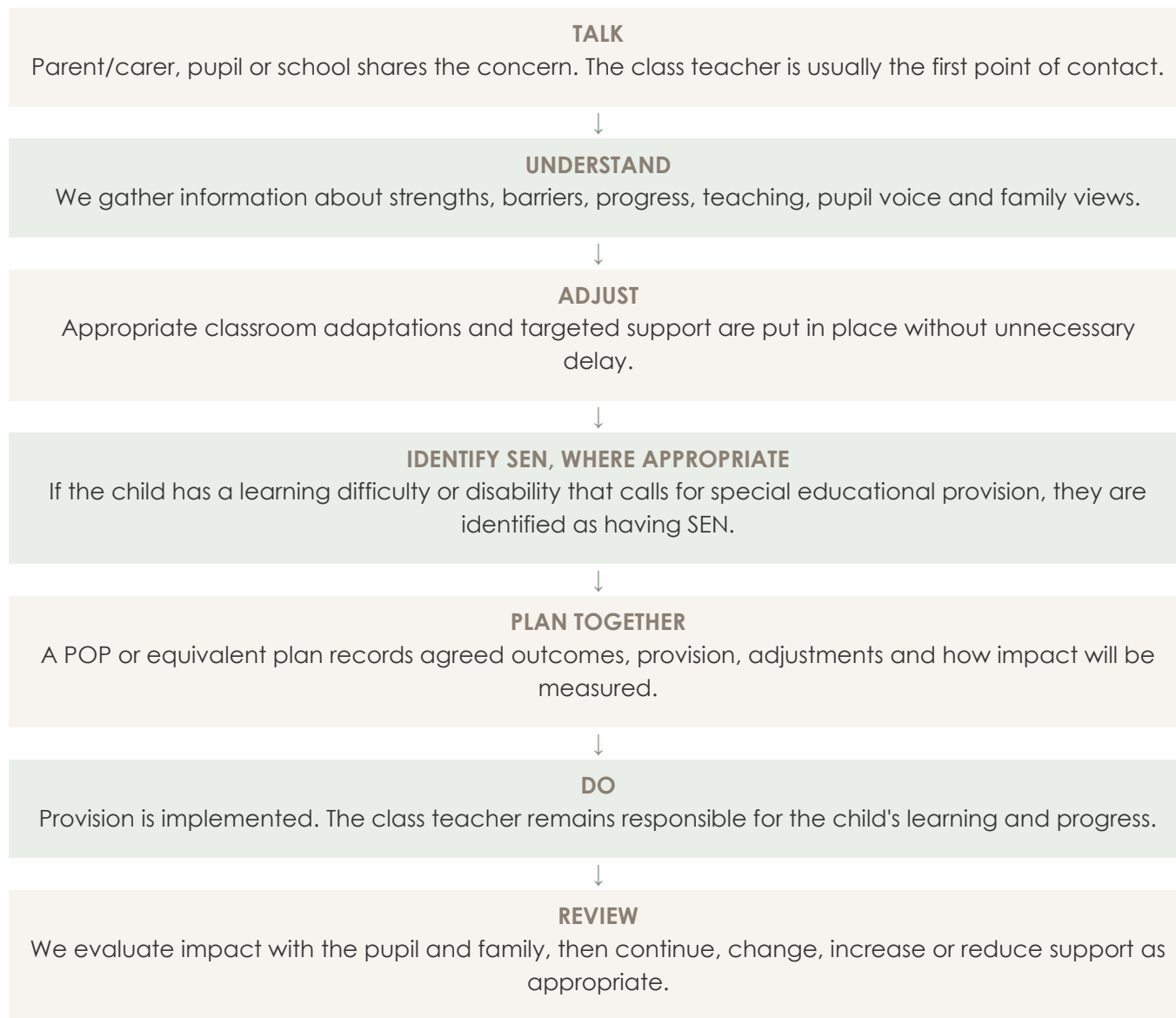
- the pupil's strengths, interests and views;
- parent/carers views and information from home;
- classroom observation and teacher assessment;
- progress over time and response to teaching or support;
- communication, social interaction, emotional regulation, sensory or physical access;
- attendance and wider contextual factors, while recognising that these are not SEN in themselves;
- standardised or diagnostic assessment where appropriate;
- PIVATS or other small-step assessment where this provides a meaningful picture of development; and
- advice from external professionals where needed.

What SEN is not

A child does not have SEN simply because they are working below age-related expectations, have English as an additional language, have poor attendance, are eligible for pupil premium, are looked after/previously looked after, or have experienced difficult circumstances. These factors may still affect learning and may co-exist with SEN. We consider the whole child.

A pupil may also have SEN while attaining at or above age-related expectations if they need special educational provision to communicate, regulate, access learning or participate successfully.

3. What happens when a concern is raised?



We do not require a child to complete or fail a predetermined number of interventions before SEN can be identified.

4. What is SEN Support and what is a POP?

Most pupils with SEN in mainstream schools are supported through SEN Support. At Worsthorne this is organised through the graduated approach: Assess - Plan - Do - Review.

What is a POP?

A Pupil Overview of Provision (POP) is the individual plan we normally use for pupils receiving SEN Support. It summarises strengths and needs, agreed SMART outcomes, reasonable adjustments,

additional or different provision, who will deliver support and how often where relevant, and how progress or impact will be reviewed.

Pupils receiving SEN Support will normally have their provision and outcomes formally reviewed with parents/carers at least three times each academic year. A review may take place sooner when needs or circumstances change.

ASSESS

What are the child's strengths, needs and barriers? What do the pupil and family tell us?



PLAN

What outcomes are we aiming for? What provision and adjustments are required? Who will do what and when will we review?



DO

The agreed support is delivered consistently. The class teacher remains accountable for progress.



REVIEW

What difference has the provision made? What should continue, change, increase or reduce?

5. How will my child be taught and supported?

High-quality teaching, adapted in response to pupils' needs, is the first response to children who have or may have SEN. Teachers remain responsible and accountable for every pupil in their class, including where a child also receives support from a teaching assistant or specialist.

Examples of inclusive classroom practice

- clear, explicit teaching and modelling;
- tasks broken into manageable steps;
- visual timetables, Now/Next supports or task boards where helpful;
- careful use of language and checking understanding;
- pre-teaching of key vocabulary or concepts;
- concrete resources and practical learning;
- scaffolds that are reduced as independence develops;
- retrieval practice, repetition and overlearning;
- adapted recording methods or assistive technology where appropriate;
- environmental, sensory or movement adjustments based on individual need; and
- predictable routines and preparation for changes or transitions.

Targeted or specialist support

Some pupils require provision that is additional to or different from that made generally for others of the same age. This may include structured individual or small-group teaching, targeted literacy/numeracy/language intervention, social communication work, emotional literacy or regulation support, specialist programmes, or a more personalised curriculum where this is required by assessed need.

Interventions will have a clear purpose, intended outcome and review point. Withdrawal from class will be considered carefully so that pupils do not unnecessarily lose access to their teacher, curriculum, peers or wider school life.

Teaching assistant support

Teaching assistants work under the direction of the class teacher. Their role is to improve access, participation and independence - not to replace teacher instruction. Where a pupil needs frequent or individual adult support, we will plan how that support can be used without creating unnecessary dependence.

Access arrangements and national assessments

Where pupils meet the relevant criteria, access arrangements for statutory assessments will be considered in line with current national guidance. Arrangements are based on a pupil's normal way of working and the applicable rules for that assessment.

6. How do we know whether support is working?

We evaluate SEND provision by asking whether it is making a meaningful difference for the individual child. This is wider than attainment alone.

We may consider progress in:

- agreed POP or EHC plan outcomes;
- curriculum learning and acquisition of skills;
- communication and interaction;
- independence and reduced reliance on adult prompting;
- emotional regulation and readiness to learn;
- attendance or engagement where these are part of the identified barriers;
- access to the curriculum and school environment;
- participation, friendships and wider school life; and
- the pupil's own experience and views.

The Associate SENDCo and school leaders monitor the quality and impact of provision through review meetings, assessment information, learning walks, pupil/parent voice, professional discussion and scrutiny of provision. The SEND Governor provides support and challenge as part of governance oversight.

We do not use one single test of success

Pupils with SEND have very different starting points and needs. Provision is not judged effective simply because a pupil makes the same academic progress as classmates. We look at whether the child is making appropriate, meaningful progress towards their own identified outcomes and is increasingly able to access and participate in school life.

7. How will parents/carers and pupils be involved?

Parents and carers are essential partners in SEND decision-making. We will listen to concerns, share information in accessible language and involve families in identification, planning, review, referrals and transition.

Parents and carers can expect:

- a clear point of contact and the opportunity to raise concerns at any point;
- involvement in decisions about SEN identification and SEN Support;
- at least three formal reviews of SEN Support each academic year;
- information about the provision being made and how it is intended to help;
- discussion of the impact of interventions and next steps;
- involvement in EHC needs assessment requests and annual reviews where applicable; and
- support to understand reports, paperwork and local services where needed.

Pupil voice

We seek pupils' views in ways that are appropriate to their age, development and communication profile. We do not rely on spoken or written answers alone. Views may be gathered through conversation, observation, symbols, photographs, drawings, choice-making, communication systems, questionnaires or support from a trusted adult.

8. How do we support wellbeing, regulation and inclusion?

Some pupils need additional support with emotional wellbeing, relationships, anxiety, regulation, social understanding or participation. Support is selected according to individual need and may include relational approaches, key-adult support, emotional literacy work, social communication teaching, regulation plans, predictable routines, sensory strategies and carefully planned support at less structured times.

Behaviour itself is not a category of SEN. Where behaviour is distressed, dysregulated, withdrawn or otherwise concerning, we seek to understand what it may be communicating and whether unmet learning, communication, sensory, emotional, environmental or other needs may be contributing.

Activities beyond the classroom

Pupils with SEND are welcomed and actively encouraged to take part in clubs, visits, residential experiences, assemblies, performances, playtimes and other aspects of school life. Reasonable adjustments and risk-management arrangements will be considered so that pupils can participate safely and meaningfully. Parents/carers will be involved where individual planning is required.

9. How are disabled pupils supported and included?

The school has duties under the Equality Act 2010 as well as SEND legislation. A child may be disabled without having SEN, and a pupil with SEN may or may not meet the legal definition of disability.

Admissions

Disabled pupils are considered under the school's published admissions arrangements and must not be treated less favourably because of disability. Where a pupil has an EHC plan naming Worsthorne, the statutory EHC plan admission arrangements apply.

Reasonable adjustments

We make reasonable adjustments to avoid substantial disadvantage for disabled pupils. Adjustments may relate to teaching, communication, routines, assessment, equipment, policies, the physical environment or the organisation of activities. The duty is anticipatory: wherever reasonably possible, we consider barriers before they prevent participation.

Accessibility Plan

Our Accessibility Plan sets out how the school will, over time:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so disabled pupils can take advantage of education, facilities and services; and
- improve the availability of accessible information for disabled pupils.

Physical access and individual planning

The suitability of the physical environment, facilities and any required adaptations will be considered for individual pupils as part of admissions, transition and ongoing review. Families are encouraged to discuss specific access requirements with school so that reasonable adjustments can be planned. The school's Accessibility Plan contains the most up-to-date detail about accessibility improvements and facilities.

10. What specialist staff, services, equipment and facilities can be accessed?

The type of specialist input sought depends on the child's assessed needs. School may work with education, health, social care and voluntary-sector professionals. Examples may include:

- Lancashire SEND specialist teaching or inclusion services;
- Educational Psychology;
- NHS Speech and Language Therapy;
- Occupational Therapy or Physiotherapy where appropriate;
- School Nursing and other health professionals;
- children and young people's mental health services where relevant;
- Early Help / Family Hub services;
- Social Care; and
- other commissioned or voluntary services according to need.

Recommendations from professionals are considered within the Assess-Plan-Do-Review cycle and translated into practical provision for the pupil. External involvement does not remove the class teacher's responsibility for the pupil's education.

Assessment and specialist teacher input

Where appropriate, the Associate SENDCo/Specialist Teacher may undertake observation and further assessment in areas such as literacy, numeracy, language, vocabulary and learning. The assessment selected will depend on the pupil's presenting needs. Results are interpreted alongside classroom performance, developmental information and pupil/parent views rather than used in isolation.

Equipment and resources

Resources are selected according to individual need. These may include adapted stationery or seating, visual and communication supports, concrete learning resources, sensory or regulation resources and assistive technology. Where specialist equipment is recommended, school will work with the relevant service and family to consider safe and effective implementation.

11. What happens if my child may need an EHC plan?

Most children with SEN can have their needs met through SEN Support. For some children, the nature, complexity or level of need may mean that an Education, Health and Care (EHC) needs assessment should be considered.

The statutory test

The question for the local authority is whether it may be necessary for special educational provision to be made for the child in accordance with an EHC plan. A child does not have to have a lifelong difficulty or complete a fixed number of intervention cycles before an assessment can be requested.

SEN SUPPORT EVIDENCE

Review needs, outcomes, provision, progress, pupil/family views and professional advice.



CONSIDER AN EHC NEEDS ASSESSMENT

School and family consider whether the statutory threshold may be met.



REQUEST

A parent, eligible young person or school may request an EHC needs assessment.



LOCAL AUTHORITY DECISION

Lancashire County Council applies the statutory test and timescales and decides whether to assess.



ASSESSMENT AND DECISION

If an assessment takes place, the local authority decides whether it is necessary to issue an EHC plan.



EHC PLAN, WHERE ISSUED

The plan records needs, outcomes and provision. Special educational provision in Section F must be secured.

Annual reviews

EHC plans must be reviewed at least annually. The review is person-centred and considers progress towards outcomes, current needs, the effectiveness of provision, pupil and family views, transition and whether amendments are required.

Following the meeting, the school sends its review report to everyone invited and to the local authority within two weeks. The local authority must then notify the parent/young person and school of its decision to maintain, amend or cease the EHC plan within four weeks of the review meeting.

12. How do we support transition?

Transitions are planned according to individual need. This includes entry to Reception, movement between classes or key stages, transfer to another primary school, transition to secondary school and changes to specialist or alternative provision.

Support may include:

- additional visits and familiarisation;
- photographs, maps, transition books or visual information;
- meetings between current and receiving staff;

- sharing successful strategies, communication methods and reasonable adjustments;
- pupil and parent/carers meetings;
- involvement of relevant external professionals; and
- secure transfer of SEND records.

EHC plans and phase transfer

For pupils with EHC plans moving from primary to secondary school, statutory phase-transfer arrangements apply. The local authority must complete the review and any necessary amendments in time for the final amended plan naming the secondary placement to be issued by the statutory deadline.

13. What if I am unhappy or need independent advice?

We want concerns to be raised early so they can be understood and addressed. Parents/carers are encouraged to speak with the class teacher and/or SEND leadership team first. If a concern remains unresolved it may be raised with the Headteacher and then progressed through the school's published complaints procedure.

Where a disagreement concerns a local authority decision about an EHC needs assessment or EHC plan, different statutory rights may apply, including mediation and/or appeal to the First-tier Tribunal (Special Educational Needs and Disability), depending on the issue.

Raising a concern will not disadvantage your child

We value respectful challenge and open communication. Asking questions, seeking clarification or making a complaint will not affect the support or treatment your child receives at school.

Independent information and advice

Families can seek free, impartial and confidential SEND information and support from Lancashire SENDIAS.

[Lancashire SENDIAS](#) - free, confidential and impartial information, advice and support

[SENDIAS telephone](#) - 0300 123 6706, Monday-Friday 9am-5pm

[SENDIAS email](#) - information.lineteam@lancashire.gov.uk

[IPSEA](#) - national independent SEND legal information and advice

14. Lancashire SEND Local Offer and useful links

Lancashire SEND Local Offer

Lancashire's SEND Local Offer brings together information, advice, support and services from education, health, the local authority and voluntary organisations for children and young people aged 0-25 with SEND and their families.

[Lancashire SEND Local Offer](#) - main Lancashire SEND information hub

[Lancashire SEND Directory](#) - services, organisations, activities and support

[Lancashire SENDIAS](#) - independent information, advice and support

If you do not have internet access, please ask the school office for help accessing information online or for a paper copy of this report.

School documents to read alongside this report

- SEND Policy 2026-2027;
- Accessibility Plan;
- Equality information and objectives;
- Inclusion Strategy;
- Behaviour Policy;
- Attendance Policy;
- Supporting Pupils with Medical Conditions / Medical Needs Policy;
- Safeguarding and Child Protection Policy;
- Data Protection Policy and privacy notices; and
- Complaints Procedure.

How the documents fit together

The SEND Policy sets out our statutory principles and responsibilities. This Information Report explains what SEND support looks like in practice at Worsthorne. The Accessibility Plan focuses on disability access, while the Inclusion Strategy describes our wider whole-school approach to inclusive practice.

15. How is this report reviewed?

This SEN Information Report is published in accordance with section 69 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. It is reviewed at least annually. If information changes during the year, the school will update the published report as soon as reasonably possible.

The report is reviewed through the school's SEND leadership and governance arrangements and will be informed by pupil and parent/carer feedback, evaluation of provision, changes in the school's SEND profile and changes to statutory guidance or local arrangements.

Report period	2026-2027
Published / reviewed	September 2026
Next planned review	September 2027

Earlier update

Whenever published information changes or statutory requirements are revised

Statutory coverage at a glance

For transparency, the report covers the matters required by Schedule 1 of the SEND Regulations 2014, including: types of SEN; identification; provision; evaluation; assessment and review; curriculum adaptation; additional support; inclusion in wider activities; wellbeing; SEND leadership; staff expertise; specialist services; equipment and facilities; parent and pupil involvement; complaints; external support; transition; and the Lancashire Local Offer. It also includes the required published information about disabled pupils and the school's Accessibility Plan.

Our Inclusion Strategy

Inclusion is wider than SEND alone. Worsthorne Primary School is developing a whole-school Inclusion Strategy, which is due to be published on the school website in December 2026. The strategy will complement this Information Report, the SEND Policy and the Accessibility Plan by setting out how the school develops inclusive culture, curriculum, environments and practice; anticipates and reduces barriers; promotes participation and belonging; and builds staff capacity to meet a diverse range of needs. Until the strategy is published, the statutory arrangements described in this SEND Information Report, the SEND Policy and the Accessibility Plan remain in place.