



Caton Primary School
SEND Information Report
2025-2026

NB: This information report was written following guidance from The Code of Practice 2015
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/publishing.service.gov.uk/SEND_Code_of_Practice_January_2015.pdf)

Special Educational Needs/Disabilities Coordinator:

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Key:

SEND- Special Educational Needs and/or Disability(ies)

SENDCo- Special Educational Needs and Disabilities Co-Ordinator

LSA- Learning Support Assistant

EHCP- Education and Health Care Plan

What are special educational needs?

BY DEFINITION

- The school identifies pupils as having special educational needs if there is an identified barrier to learning or if we are taking action that is additional to or different from that which goes on as part of our differentiated approach (CoP, 2015).
- As specified in the Code of Practice, there are four categories of special educational needs and disabilities. If a pupil has SEND, their needs will fit into one or more of these categories;
 - Communication and interaction:** For example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
 - Cognition and learning:** This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties Examples include, dyslexia, dyspraxia
 - Social, emotional and mental health** difficulties: For example, attention deficit hyperactivity disorder (ADHD), anxiety, emotion-based school avoidance
 - Sensory and/or physical needs:** For example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Our current picture

- Caton Primary is a mainstream school with 78 children currently on roll.
- At the start of the 2025/26 academic year, Caton Primary's SEND profile is as follows:

Number of children on the SEND Register - 10

(Children whose learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age)

Number of children with finalised EHCPs- 1

(An EHC plan is for children & young people up to 25 years who need more support than is available through special educational needs support. EHC plans identify educational, health & social needs and set out the additional support required to meet those needs).

Number of children on the Awareness Register- 9

*(These children are monitored closely because they display certain difficulties within their learning. These difficulties do not require a level of provision that is **significantly** higher than their peers, therefore they are not on the SEND Register.)*

What kind of SEND do we provide for?

Caton Primary is a mainstream school.

The Governing Body operates a system of equal preferences. In the event that there are more school applicants than places, children with an Education Health Care Plan will be given priority.

At Caton, we adapt our provision to meet the needs of the children in our school. We are committed to providing first quality teaching so that all children make good progress in their learning, whatever their starting point. In addition, we currently provide for children with the following special educational needs:

- Physical impairments
- Visual & auditory impairments
- Specific Learning Difficulties (SpLD), e.g., dyslexia, dyspraxia
- Neurodivergence, e.g. autism, ADHD
- Social, emotional & mental health difficulties (SEMH)
- Speech, language & communication difficulties
- Sensory preferences, sensitivities & needs

How does the school identify a child/young person with a special educational need?

Caton Primary School follows a graduated approach to identifying SEND. Children with SEND are identified in a variety of different ways, including the following:

- Liaising with nurseries, pre-schools and/or previous schools
- Concerns raised by a member of the school team
- Concerns raised by a parent/carers
- School observations
- Rigorous tracking of pupil progress and development
- Liaison with external professionals, such as speech and language therapists

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice, this is called Quality First Teaching. There are three stages to identifying learners with SEND as guided by the SEND code of practice. Stage 1 is only enacted if it is deemed or proven that the child can not be provided for within the usual provision of the school. These stages are:

Stage 1: Child placed on register and letter home to inform parents. SENDCO monitors school provision. A personal learning plan is created, called a SEND Support Plan.

Stage 2: Personalised provision and support from external agencies

Stage 3: A statutory Assessment is awarded known as an EHCP (Educational Health Care Plan) This is awarded by the local authority and sets out the needs and provision that is required for the child. EHCPs are then reviewed annually although the targets on the EHCP are broken down into a PPM and assessed termly.

Click [here](#) to view a flow chart of the process.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

- **SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS:**

Behavioural needs - We have a clear Behaviour Policy (found at <https://catonprimary.school/statutory-policies/behaviour-policy/>) which is applied consistently by all members of staff. If a child needs any adaptations to be made due to their needs, this is done through a consultation with parents and staff. Additional systems will then be put in place accordingly. When necessary, liaison with Stepping Stones helps support pupils and staff.

Mental health needs - Children displaying other mental health needs which are affecting their wellbeing such as anxiety may be referred for appropriate interventions or to external agencies such as Child Action Northwest or CAMHS in consultation with their parents/caregiver. School staff will follow the advice of these professionals where possible.

Autism/ADHD - Regular movement breaks, now and next visual timetable, reduced cognitive demand, reduced timetable, TA support in class, daily check in sessions, calm down spaces, independent workstations, sensory objects, weighted blankets, tension bands, ear defenders can all form part of our offer.

- **COMMUNICATION & INTERACTION:**

SALT involvement - Advice and regular sessions with a speech and language therapist from the SALT team during school hours.

Intervention Programmes - NELI (Nuffield Early Language Intervention) program, Colourful Semantics, Strategies from the WellComm big book of ideas.

Talking opportunities - regular and planned 1:1 conversations with a staff member, time spent in continuous provision (for those not in EYFS)

- **COGNITION & LEARNING:**

Precision teaching - Interventions both in and out of class

APPS and Technology - Nessy (reading program for children with Dyslexia) Clicker (programme designed to support children's reading and writing), Letter Join scheme

TA support in class - adapted learning, additional prompts on the tables, daily reading sessions, pre-learning, flipped classroom, homework specific to the child's needs. Creating an entirely personalised programme of study for a child who is unable to access the curriculum alongside their peers.

- **SENSORY & PHYSICAL:**

Additional adult support (if & where appropriate) to enable a child to safely access the curriculum and learning opportunities.

Adapted environment - An environmental audit carried out and measures put in place to ensure safety and inclusion of access. Adaptations may include, reduced or increased height of tables, space to manoeuvre a wheelchair, steps, floor/wall markings to denote edges, steps or hazards.

Buddy assigned from an older year group - The buddy is available to support the child at break times and make others aware of the child's presence. The buddy is not responsible or a replacement for adult supervision but is there to help the child join in play with their peers.

Adapted resources - available to support learning eg. high contrast books / objects of reference, assistive technology, enlarged print/resources.

Specialist Teacher involvement

***NB: The provision and adaptations outlined above are not exhaustive and are not appropriate for all pupils with SEND. Children with SEND are supported on an individual, personalised basis and their provision will be tailored to their own, specific needs wherever possible.

How does the school evaluate the effectiveness of the provision made for each child with a Special Educational Need or Disability?

The SENDCO and the child's class teacher work together to assess, plan, do and review (graduated approach) the needs and provision for each child with SEND. Using baseline data, up-to-date assessments, targeted assessments and outside reports (where relevant), a SEND Support Plan is created with personalised targets and provision for each term. These are created collaboratively with the child, parents and class teacher to ensure everyone is happy that these targets are appropriate and achievable for the child. These are then formally reviewed termly, with ongoing informal assessment & review occurring throughout the term and/or as interventions are delivered.

We continuously aim to ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice. Progress of all children is discussed termly, and often more frequently for identified children. Teachers and support staff share planning and resources to ensure a continuous provision of high-quality teaching and support.
- Regular book reviews are held to ensure provision of teaching and learning is of a high quality, that children's work shows progress and that standards are maintained or improving. Evidence for children with SEND is monitored closely.
- Pupil progress meetings are held termly with the SENDCO to ensure that the same high priority is given to those children who require additional support.
- All staff who provide targeted intervention, booster sessions or individualised learning, ensure that the work is of a high standard and that records to demonstrate progress are maintained. All evidence of work and progress is shared to ensure that appropriate review and planning of Personal Provision Maps is accurate.

- Reports/feedback from external providers (e.g. specialist teachers) is gained and acted upon. The school SENDCo also keeps up-to-date with new interventions and resources for children with SEND with the aim of ensuring the school has effective provisions available.

What arrangements does the school make for consulting with children with special educational needs and disabilities about - and involving them in - their education?

The voice of the child is integral to our SEND provision and all children who have been identified as having SEND needs are encouraged to share their views in relation to their aspirations and goals and suggest how they can best be supported.

Each term every child on the SEND register is invited to attend a review meeting with their class teacher and parents or caregiver. During this meeting the child can share their own evaluations as to how well they are meeting their targets and share what is going well and what their ongoing challenges are. Children with an EHCP are invited to contribute their thoughts, aspirations and challenges at their annual review also.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in their child's education?

You are the person who knows your child best and we value working in partnership with you. At Caton Primary we offer an 'open door' policy. Our teaching staff and the Headteacher are available most mornings and most days after school for brief, casual conversation or by appointment at other times. In addition to this;

- All parents have two parents' evenings each year – any SEND issues can be discussed and referrals made to the SENDCO where appropriate.
- Each term, the SEND Support Plan, which includes targets and evaluations, are collaboratively created and shared with parents.
- There is an annual review meeting for any child with an EHCP (Education, Health and Care Plan), at which the objectives are reviewed and any additional needs are discussed.
- We welcome feedback from home through our parent/carer and pupil questionnaire.

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

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also includes the social aspects that are essential for lifelong learning, personal growth and development of independence. Consideration is also given to wellbeing.

At Caton Primary School, we:

- Ensure that all children have access to the appropriate Early Years / National Curriculum and all school activities.
- Ensure that all children are fully included in all activities of the school in order to promote the highest levels of achievement despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all children, teaching them in a way that is more appropriate to their needs and assessing each child's individual progress.
- Support children to gain confidence and improve their self-esteem through group, paired and individual activities, including social times throughout the day.
- Make additional provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

How accessible is the school environment?

An environmental audit was carried out in 2023 to ensure that the inside and outside learning spaces are fully accessible. The school is all on one level and all doors and entrances and walkways are wide enough to accommodate wheelchairs or mobility aids. The school also has two disabled toilets and a shower. All the edges of steps are demarcated and corridors and classrooms are kept tidy to avoid trip hazards.

The school also carried out a sensory audit in 2023 and several changes to the physical environment have been made to support children who are neurodivergent such as removing strip lighting and ensuring that classroom walls are uncluttered.

Resources in the classroom are adapted to ensure that all children regardless of their need can access the curriculum such as enlarging print, using coloured paper and having flexible seating arrangements. Specialist resources are purchased when appropriate.

For further information please request a copy of the school accessibility policy.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

- The school SENDCO is an experienced teacher who has completed the statutory SEND training required for the post as well as Mental Health First Aid training. The SENDCO oversees and monitors the SEND provision in the school.
- Staff are trained in line with their requests for updates on subject knowledge, and also on the needs of the school. This can be varied and/or specific training, and is fed-back to all staff as often as possible.
- CPD is important within school for all staff and twilight sessions can be used to provide this, as can staff meetings and inset days.
- If further help and advice is required, the SENDCo will contact any agencies the school feels could support them. This could be Speech and Language, Occupational Therapy, Community Paediatrician, Child and Adolescent Mental Health Services (CAMHS), Counselling Services or any other services we feel can help the child. Referrals would be made in consultation with parents/carers.
- The school is part of the Inclusion Hub, a network of support and services.

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEND?

Caton Primary recognises that for looked after children, many of whom may have difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their socialisation and education is reduced to a minimum. We liaise closely with the relevant professionals, listen to both the child's and their carer's wishes and support the Local Authority in implementing a Personal Education Plan (PEP). This plan contains focused outcomes as part of closing the knowledge, word and socialisation gap. The wellbeing and progress of the child is closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular contact between school and carers can have for looked after children. At Caton Primary, we believe it is important to have high aspirations for all children including looked after children and those with special educational needs. The Designated Teacher for Looked After Children is Mrs Kate Lee.

How will my child/young person be included in activities outside the classroom, including school trips?

In line with our Inclusion Policy, all children are included in all parts of the school curriculum and we aim for all the children to be included in the wider curriculum of school trips and in sport and music activities. We will provide the necessary support to ensure that this is successful and where appropriate, we will discuss any special arrangements with parents ahead of the event, including those with a specific disability. In some cases, it might be appropriate for a parent/carers to accompany a child on the trip depending on the child's needs. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school

environment wherever possible. We offer a wide range of after school clubs and we aim for these to be as inclusive as possible.

How will Caton Primary School support the happiness and wellbeing of my child?

Pastoral support is seen as a key part of our school life. Our SENDCO is also a Senior Mental Health Practitioner and works alongside the Headteacher to support children and families where there is a mental health concern or need. As a school, we offer termly 'wellbeing' chats to all children and have a close partnership with Child Action Northwest to support families through the 'Early Help' route. All children, including children with SEND are encouraged to take an active role in the life of the school. Through the PSHE curriculum, zones of regulation and pastoral support children are taught a range of life skills including learning about emotions and developing a vocabulary to express them, ways of managing emotions and taking responsibility for their actions. It also develops children's social awareness and understanding. Children with SEND are encouraged to share their thoughts and feelings at annual review meetings. The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated annually, as are Care Plans and relevant training e.g. epipen training.

How will the school support and prepare my child for transitioning to high school?

- We have close links with local high schools and accommodate visits to them in upper Key Stage 2.
- Visits are arranged and information is provided for any transitions to a high school. If a child is transferring to a different primary school, contact would be made with the school, once it is known, and information given with regards to the child in order to ensure they have a smooth transition.
- Staff from the high schools will visit children in school to answer questions and share information. Additional time or 1:1 time can be requested for children with SEND, if necessary.
- Both the SENDCO and the Y6 teacher have close contact around transition to high school.
- For children with SEND, extra transition visits can be arranged and supported by school.
- The Y6 class teacher supports Y6 children for transition by delivering transitional activities to prepare them for the changes ahead, this includes on a practical and emotional basis.

What are the arrangements for handling complaints from parents and children with SEND about the provision made at school?

The first point of contact if a child/young person wishes to discuss something about their special educational need should be with their class teacher or another trusted adult. Each class has a worry box

system in place in school whereby a child can record any concern they may have and these will be picked up by their class teacher. Caton Primary works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting their child's needs. If a parent or carer has any concerns regarding the care or welfare of their child, they should in the first instance talk with the class teacher. If the issue is not resolved they should arrange to meet with a member of the senior leadership team (Ellie Cain – Assistant Headteacher, Gail Bowskill - Headteacher). If a parent wishes to make a formal complaint, the complaints procedure can be found on our school website.

Where else can I get advice and support for my child?

- Lancashire SEND Information, Advice and Support Service (SENDIASS) is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND. Click [here](#) for a link to their website.
- Lancashire's Information and Advice Team (AIS) in order to access support.
- Access a range of local information at:
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/> where you can
 - LCC's termly Newsletter, which contains lots of information for children and families of children with SEND, including support groups and advice
 - LCC's Local Offer
 - Relevant news and updates for children and families with SEND
- Other useful websites include ; 'Contact a Family' (www.cafamily.org.uk), SEN Direct (www.sendirect.org.uk) and the SEND Gateway (www.sendgateway.org.uk).

Where can I find information on where the local authority's local offer is published?

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>