



Pendle Education Trust



Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	SEND Information Report
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Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.



What types of SEND does the school provide for?

Our school provides support and intervention for pupils within the Four Broad Areas of Needs, and with needs, barriers and difficulties that exist beyond these four broad areas of needs.

Examples of the broad areas of needs are:

AREA OF NEED	CONDITION
Communication and Interaction	Autism Spectrum Condition (ASC) Speech And Language Difficulties including expressive or receptive language difficulties.
Cognition and Learning	Specific Learning Difficulties, including dyslexia and dyscalculia learning profiles. Moderate Learning Difficulties
Social, Emotional and Mental Health	Attention Deficit Hyperactive Disorder (ADHD) Attention Deficit Disorder (ADD), Mental Health Conditions such as Anxiety and Depression Trauma Experienced needs Needs based on loss and separation
Sensory and/or Physical	Hearing Impairments Visual Impairment Sensory Needs Health Conditions – including Asthma, Allergies, Diabetes, Epilepsy. Physical Impairment



Which staff will support my child, and what training have they had?

Assistant Principal & SENDCo (Awais Akhtar)

- Proven track record of improving outcomes for SEND pupils, with strong leadership experience as **Director of Maths**, driving attainment, curriculum quality, and teaching standards
- Applies the **graduated approach (Assess–Plan–Do–Review)** with **effective use of data intelligence** to identify needs, monitor progress, and adapt provision for maximum impact
- Relentless in securing the best for every pupil, **leaving no stone unturned** and ensuring all strategies are implemented thoroughly and to a high standard, never superficially
- Strong and compliant approach to **access arrangements**, working with a **qualified assessor**, embedding normal ways of working, and ensuring fair, effective exam access in line with JCQ regulations

Specialist Teachers (Kirsteen Bairstow)

- She has 11 years experience in this role and has also worked as Primary Teacher & Teacher of Learning Needs in mainstream secondary schools supporting students with a range of SEND.
- She has gained Post Graduate qualifications in Specific Learning Difficulties as well as SEND & Inclusion.
- In addition to working in school Kirsteen has worked for a National SEND Training provider as an assessor, supporting other post graduate learners in their studies to becoming Access Arrangements Assessors.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

These include:

Speech and Language Therapists

Educational Psychologists

Occupational Therapists

GPs or Paediatricians

School Nurses

Child and adolescent mental health services (ELCAS / CAMHS)

East Lancashire Hospital Trust for Autism Pathway support and referrals

Education welfare officers

Social services and other LA-provided support services such as Children and Family Wellbeing

Child Action North West

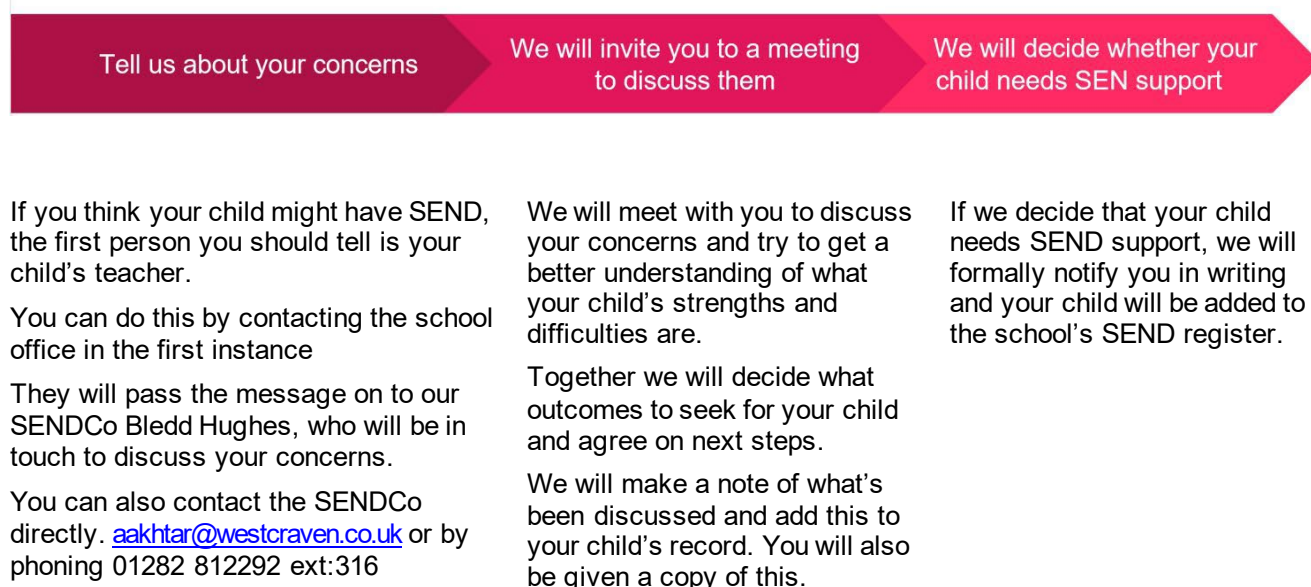
Spring North Autism Support

Burnley Football Club in the Community

Voluntary sector organisations



What should I do if I think my child has SEND?



How will the school know if my child needs SEND support?

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Staff will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs

The first response to such progress should be high quality teaching targeted at their areas of needs and difficulties.

Where progress continues to be less than expected the teacher working with the SENDCo should assess whether the child has SEND. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.



If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEND.

The SENDCo will observe the pupil in the classroom and during social times in school. This is then followed by a conversation with the child, to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available data.

During this process, the SENDCo will ask for your opinion and speak again with your child to gather further information.

They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them.

How will the school measure my child's progress?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs.

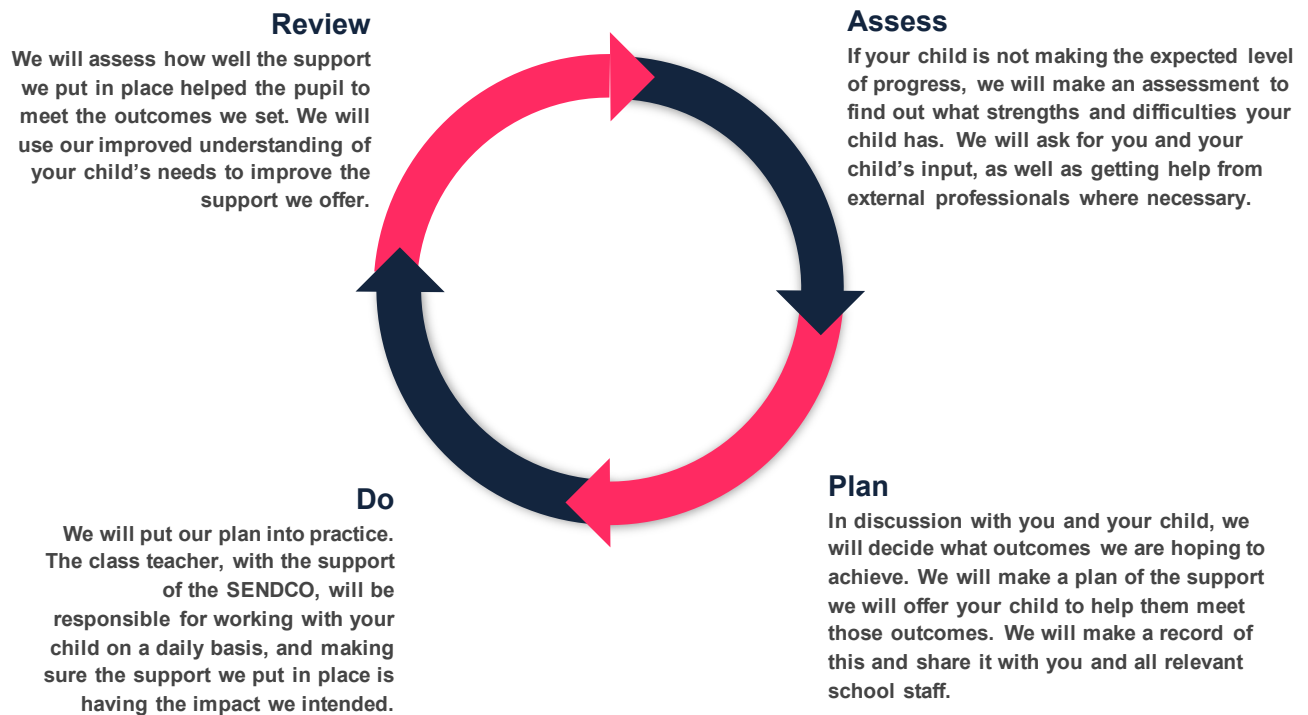
This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviours that challenge or cause concern
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.



The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide the reports on your child's SEND progress within the normal school reports.

Your child's class/form teacher will meet you every term to:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo and Specialist Teacher may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. We have a process to capture Parent / Carer views and opinions.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by contacting the main school office.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Prepare a presentation, written statement, video, drawing, etc.

Discuss their views with a member of staff who can act as a representative during the meeting

Complete a survey



How will the school adapt its teaching for my child?

Your child's teachers are, in the first instance, responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We always share the SEND support plan with all teaching staff and all SEND support staff. This ensures that the high quality teaching and learning experiences are as inclusive as possible. This ensures that the high quality adaptive teaching is accurate and effective for all students in that class, including all SEND students.

We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. Being Neuro-divergent minded, we strongly believe and understand that there is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Adapting and differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

Adapting our teaching and learning practices to accommodate all students needs and experiences, for example, embedding an inclusive approach in each classroom, allowing for flexible approaches to processing information, pre-teaching of key vocabulary, reading instructions aloud, using non verbal strategies to check learning by using whiteboards or technology etc.

Adapting our resources and staffing on a class by class basis, depending on content and need

Using recommended aids, such as laptops, visual timetables, larger font, etc.

Teaching assistants will support pupils on a small group model or 1-to-1 basis where necessary to top-up the high-quality teaching already placed

SEND Teaching assistants will support pupils in small groups when directed either by the class teacher or by the SENDCo

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	Visual timetables Social stories Social Skills Intervention Quiet Room if needed
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Access to Specific Interventions eg. IDL, Phonics, Maths, Handwriting. Writing slope
	Moderate learning difficulties	Opportunities for over-learning.



	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Access to Aspire Room
	Adverse childhood experiences and/or mental health issues	Nurture groups Bespoke Timetables as needed SEMH Interventions
Sensory and/or physical	Hearing impairment	Seeking Support and advice from a Hearing Impairment Specialist
	Visual impairment	Access to Larger Print Worksheets/ Modified Exams Support from a Visual Impairment specialist. Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	Early Pass to leave classrooms Use of Lifts around the building early

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

Reviewing their progress towards their goals each term

Reviewing the impact of interventions every half term

Reviewing the passport each half term – or as needed.

Using pupil questionnaires

Parent / Guardian questionnaires

Ongoing monitoring by the SENDCo

Using provision maps, class charts and other school systems to measure progress

Holding an annual review if they have an education, health and care plan (EHCP)

Parent/Staff meetings when an Early Help Assessment is in Place or as needed.

In addition to the above the school undertakes a SEND quality assurance each year, with interim reviews held each term as part of the quality assurance monitoring process

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment, resources or facilities



- Explore the need to increase or adjust the teaching assistant hours
- Further training for our staff, regular reviews of previous training
- Provide ongoing training resources on our internal systems, to include access to podcasts, National College Training, links to training videos and information
- Internal / External specialist expertise
- Regular reviews of the funding through the EHCP process, should the student have an EHCP.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek advice, guidance and resources from our local authority.

How will the school make sure my child is included in activities alongside all pupils?

As a very inclusive school, all of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, sports off site competitions and fixtures, college visits, local school collaborative work visits.

No pupil is ever excluded from taking part in these activities because of their Special Educational Needs or Disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with Special Educational Needs or Disability?

At West Craven High School, we ensure that we take a fair and balanced approach when admitting SEND children, vulnerable children, including those whose behaviour has been challenging due to their needs and difficulties.

Our admissions system is designed to make sure that all children can exercise their right to education and that they all have the same opportunity to attend a good school that makes appropriate provision for them.

The admissions requirements under the School Standards and Framework Act 1998; the special educational needs (SEN) requirements under the Children and Families Act 2014; and the disability requirements under the Equality Act 2010 all combine to provide a strong framework protecting children and young people's rights.

We like to feel we welcome all children and young people, where we think ahead and make adjustments for pupils who have SEND.

At West Craven High School, we also participate in the Fair Access Protocol (FAP). This means we have a representative to participate in discussion and decision- making on placing children referred to the FAP and admit their fair share of children when asked to do so in accordance with the FAP13. Our representative is B Hughes who is also the SENDCo and Inclusion Lead at West Craven High School.

We are also pro-active during all transition processes, where a child with an EHCP will have additional time and resource to ensure the EHCP incoming or outgoing reviews are effective and meaningful transitional processes. Ensuring the transition of provision or placement is as smooth and effective as it should be for the child, family and provision.



How does the school support pupils with disabilities?

Our school has a duty to make reasonable adjustments for all students, including those disabilities. These include simple adaptations to the physical environment and other aspects of day to day life at West Craven High School. The school may also provide specialist equipment where needed to accommodate the disability or disabilities.

Our Accessibility Plan will include all the details on this area of support at West Craven High School. Please use this link to access the document. <https://www.westcraven.co.uk/policies/643.html>

Our school's accessibility plan covers how we will:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide

Improve the availability of accessible information to disabled pupils

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council

Pupils with SEND are also encouraged to be part of our social intervention club to promote teamwork/building friendships

We provide ongoing and daily pastoral support for listening to the views of pupils with SEND

We run SEND intervention support for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying.

We have access to Burnley Football Club SEMH support for students who need further support and interventions. BFC Burnley Football in the Community workers are highly trained mental wellbeing, SEMH and emotional regulation professionals.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

Move the Pastoral lead for the child's year up with the year group to maintain the relational aspects, familiarity aspects etc.

Introduce the new classroom environments, should there be any due to the nature of secondary school timetabling, and introduce any new members of staff the SEND student is not familiar with.

Equally, when transitioning from primary to our secondary setting the SENDCo of the primary school or transitioning school / setting will come into our school for a meeting with our SENDCo.

Our SENDCo will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the primary to secondary transition by:

The SENDCo of the primary school meets with our SENDCo to discuss the needs of the incoming pupils at the earliest stage possible.

Early spring term Pastoral lead and SENDCo visits to the primary school to initiate the relational aspects.



Increased visits to the new setting, West Craven High School, to initiate the environmental and relational aspects

Transitional Booklet given to the child to familiarise with the layout, the staff pictures and school systems, what the uniform looks like etc.

Practicing with secondary school timetable turbulence while at primary, where we can.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

On leaving school, post 16:

We provide all our pupils with appropriate advice on paths into work or further education. This is initiated in year 9 then later in year 10 and 11. At each of these stages we work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

SENDCo to SENDCo meetings take place during Spring / Summer term to discuss the handover of all SEND information.

Last EHCP review process allows the new setting to attend and contribute to setting the new outcomes within the EHCP to complement the post 16 academic journey and social experiences.

What support is in place for looked-after and previously looked-after children with SEND?

Andrea Smith, asmith@westcraven.co.uk is the designated teacher for looked-after children and previously looked-after children here.

The person responsible for our looked after students meets with our SENDCo, to make sure that all teachers and pastoral staff understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

[pet-complaints-procedure--jan-20232.pdf](#) (pendleeducationtrust.co.uk)

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion



Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lancashire's local offer Lancashire County Council publishes information about the local offer on their website:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://lancssendias.org.uk/>

Local charities that offer information and support to families of children with SEND are:

<https://burnleyfcommunity.org/disability/>

<https://springnorth.org.uk/asdsupport/>

<https://canw.org.uk/what-we-do/support-families/family-autism-service/>

<https://www.lancashire.gov.uk/children-education-families/early-years-childcare-and-family-support/family-support/children-and-family-wellbeing-service/>

<https://homestarteastlancs.org/>

<https://tinyurl.com/NHS-ADHD-North-West>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/carer-support/special-educational-needs-and-disability-websites/>



Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCo – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

