



Introduction

Welcome to our SEND Information Report, which forms part of Peel Park Primary School's Local Offer for children and young people with Special Educational Needs and Disabilities (SEND).

At Peel Park Primary School, we are committed to working in partnership with pupils, parents, carers, staff, governors and external agencies to ensure that every child receives the support they need to thrive. We value the views of our school community and welcome feedback to help us continually review and improve our provision. If you would like to discuss any aspect of our SEND provision, please contact our SENDCo, Mrs K. Haworth, k.haworth@peelpark.lancs.sch.uk or our SENDCo Assistant, Mrs A. McGinley, a.mcginley@peelpark.lancs.sch.uk

Vision for SEND

At Peel Park Primary School, we believe that every child has the right to achieve their full potential and to feel valued, included and successful within our school community.

We are passionate about removing barriers to learning and participation so that all pupils, regardless of their needs or starting points, can flourish academically, socially and emotionally. We strive to provide an environment where children feel safe, respected and supported to develop confidence, independence and resilience.

Our aim is to ensure that pupils with SEND are equipped with the skills, knowledge and self-belief they need to become successful learners, active members of their community and well-prepared for the next stage of their education and future life.

As SENDCo, my team and I are driven by a commitment to putting the needs of children at the centre of everything we do. We work closely with families, staff and external professionals to ensure that the right support is provided at the right time. Through strong relationships, high aspirations and a child-centred approach, we seek to create opportunities for every pupil to succeed and achieve their individual potential.

Our Approach to Teaching Learners with SEND

At Peel Park Primary School, we are proud of our inclusive ethos and our commitment to ensuring that all children are welcomed, valued and supported to succeed.

We recognise and celebrate the unique strengths, interests and experiences that every child brings to our school community. We understand that children learn in different

ways and that some pupils may require additional support and reasonable adjustments to access learning successfully.

Our approach is based on high expectations for all pupils and high-quality teaching that is carefully adapted to meet individual needs. We aim to identify barriers to learning at the earliest opportunity and work collaboratively with families and professionals to put effective support in place.

We provide a broad, balanced and ambitious curriculum that enables pupils to develop academically, socially, emotionally and personally. Through a graduated approach of Assess, Plan, Do, Review, we monitor progress closely and ensure that support remains responsive to each child's changing needs.

At Peel Park Primary School, we are committed to creating a nurturing environment where children feel a sense of belonging, develop positive relationships and are encouraged to become confident, independent learners who are well prepared for the future.

Section 1 What kinds of Special Education Needs does Peel Park make provision for in school?	At Peel Park Primary School, we are proud of our inclusive ethos and make provision for a diverse range of pupils with Special Educational Needs and Disabilities (SEND). Our SEND cohort includes pupils with: • Autism Spectrum Condition (ASC) • Attention Deficit Hyperactivity Disorder (ADHD) • Speech, Language and Communication Needs (SLCN) • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties, including dyslexia • Dyspraxia (Developmental Coordination Disorder) • Down Syndrome • Physical disabilities and medical needs • Sensory impairments, including hearing and visual impairments • Social, Emotional and Mental Health (SEMH) needs • Emotional wellbeing and mental health difficulties As a fully inclusive primary school, we recognise that every child is unique.
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	Some pupils may have a diagnosed condition, whilst others may experience emerging needs that require additional support and intervention. We work closely with parents, carers and external professionals to identify barriers to learning and ensure that appropriate provision is put in place at the earliest opportunity. Our aim is to ensure that every pupil can access a broad, balanced and ambitious curriculum, participate fully in school life and achieve their individual potential within a nurturing and supportive environment. Provision is reviewed regularly to ensure that support is responsive to each child's changing needs and circumstances.
Section 2 How would Peel Park identify and assess my child's Special Educational Needs?	During their school life, a child may have or develop a Special Educational Need or Disability (SEND). The SEND Code of Practice (2015) defines SEND as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." A child has a learning difficulty or disability if they: • have a significantly greater difficulty in learning than the majority of others of the same age; or • have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. At Peel Park Primary School, we recognise the importance of identifying needs as early as possible so that appropriate support can be put in place. The number and profile of pupils with SEND changes throughout the school year as a result of ongoing assessment, progress monitoring, liaison with parents, information from health professionals and referrals from school staff.

	Pupils may be identified as having SEND through a range of methods, including: • Information received from nurseries, pre-schools or previous educational settings. • Transition meetings and discussions with parents and professionals. • Concerns raised by teachers, support staff, parents or carers. • Regular assessment and monitoring of attainment, progress and wellbeing. • Attendance, behaviour and pastoral information. • Advice and reports from health professionals and external agencies. • Diagnosed medical conditions or disabilities. • Screening and assessment carried out within school. At Peel Park Primary School, class teachers are usually the first to identify when a pupil may require additional support. Teachers continually assess and monitor all children's progress and development and will discuss any concerns with parents and the SENDCo. The SENDCo works closely with teaching staff, parents and external professionals to identify barriers to learning and determine the most appropriate support. We use a range of assessment tools and observations to build a complete picture of a child's strengths and needs. Where necessary, advice may be sought from specialist services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Specialist Teachers, Paediatric Services and other health or support agencies. When a child is identified as requiring support that is additional to or different from the high-quality teaching available to all pupils, they may be placed on the
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	school's SEND Register. Any provision provided will be tailored to the individual's needs and regularly reviewed in partnership with parents, staff and the child. Peel Park Primary School follows the graduated approach outlined in the SEND Code of Practice through the cycle of: Assess → Plan → Do → Review This ensures that support is carefully planned, implemented, monitored and reviewed so that pupils receive the right provision at the right time and are supported to achieve the best possible outcomes.
Section 3 (a) How does the school evaluate the effectiveness of provision for students with Special Educational Needs?	At Peel Park Primary School, the progress and achievement of pupils with SEND is monitored closely through our graduated approach of Assess, Plan, Do, Review. We continually evaluate the effectiveness of our provision by reviewing pupils' academic progress, engagement, attendance, wellbeing and individual outcomes. Interventions are reviewed regularly to ensure they are having a positive impact and that pupils are making progress towards their identified targets. Provision is adapted where necessary to ensure that support remains responsive to a child's changing needs. The SENDCo works closely with class teachers, support staff, senior leaders and external professionals to monitor the effectiveness of support provided. The progress and outcomes of pupils with SEND are also reported to governors as part of the school's monitoring and evaluation processes.
(b) How will I know how well my child is doing at school?	We believe that strong partnerships with parents and carers are essential to achieving the best outcomes for children. Parents and carers are invited to attend Parents' Evenings twice each academic year, where they can discuss their child's

	progress, attainment and wellbeing with class teachers. In addition, pupils on the SEND Register have Individual Learning Plan (ILP) review meetings with parents and carers prior to Parents' Evenings. These meetings provide an opportunity to review progress towards agreed targets, discuss current provision and agree next steps. Children with an Education, Health and Care Plan (EHCP) have their progress formally reviewed at their annual review meeting, alongside regular communication throughout the year. Parents are encouraged to contact school whenever they have questions or concerns regarding their child's progress. An annual written school report is provided for all pupils at the end of the academic year.	
(c) The schools approach to teaching students with special educational needs.	At Peel Park Primary School, high-quality teaching is the first step in responding to the needs of all pupils, including those with SEND. Teachers have high expectations for every child and adapt teaching to ensure that all pupils can access learning and achieve success. Staff use a range of adaptive teaching strategies, scaffolding techniques and reasonable adjustments to support individual needs within the classroom. Ongoing professional development ensures that staff continue to develop their knowledge and understanding of SEND and inclusive practice. Where additional support is required, the SENDCo works collaboratively with staff, parents and external professionals to identify and coordinate appropriate provision.	
(d) How the school adapts the curriculum and learning environment for students with special educational needs.	Peel Park Primary School is committed to ensuring that all pupils can access a broad, balanced and ambitious curriculum. Adaptations may include:	

	• Adaptive teaching and differentiated learning activities. • Visual timetables and visual supports. • Additional processing time. • Structured routines and clear classroom expectations. • Use of assistive technology where appropriate. • Sensory supports and environmental adjustments. • Modified resources and personalised learning materials. • Access arrangements for assessments where appropriate. • Individualised targets through ILPs and EHCP outcomes. The school regularly reviews the learning environment to ensure it remains accessible and inclusive for all learners.
(e) What additional support for learning is available to students with special education needs?	Additional support is provided according to each child's individual needs and may include targeted interventions, small-group support and specialist programmes. At Peel Park Primary School, interventions are organised and delivered through the different Key Stage phases, ensuring that support is tailored to pupils' developmental and learning needs. Alongside phase-based interventions, we also provide a range of bespoke SEND interventions delivered by members of our Pastoral and SEND Team. These are designed to address specific areas of need, including communication and interaction, cognition and learning, social, emotional and mental health needs, and sensory or physical needs. Where appropriate, support and advice may also be sought from external agencies and specialists.
(f) Which activities are available for students with special educational needs in addition to those	We are committed to ensuring that all pupils can participate fully in the wider life of the school.

available in accordance with the curriculum?	Pupils with SEND are encouraged and supported to access: • A variety of after-school clubs offered throughout the academic year. • Educational visits and enrichment activities. • Sports clubs and competitions. • School performances and productions. • Leadership and responsibility roles. • Year 5 and Year 6 residential visits. • Celebration events and wider school activities. Reasonable adjustments are made wherever possible to ensure that pupils with SEND can participate alongside their peers and enjoy the same opportunities available to all children. The benefits of these wider opportunities include: • Developing friendships and social skills. • Building confidence and self-esteem. • Developing independence and resilience. • Encouraging teamwork and collaboration. • Broadening interests and experiences. • Promoting a sense of belonging within the school community.
(g) What support is available for improving the emotional and social development of students with Special Educational Needs?	The emotional wellbeing of our pupils is a priority at Peel Park Primary School. We provide a nurturing and inclusive environment where children feel safe, valued and supported. Our pastoral and SEND teams work closely with pupils, families and staff to identify and remove barriers to learning and wellbeing at an early stage. Support may include: • Pastoral support and wellbeing interventions.

	• Social skills development programmes. • Emotion coaching approaches. • Nurture-based provision. • Opportunities for mentoring and trusted adult support. • Individualised transition support. • Access to external services where appropriate. The school operates robust safeguarding procedures and all staff receive regular safeguarding training. We work closely with health professionals, social care services and other agencies to ensure that children receive coordinated support when required. Through a whole-school commitment to inclusion, wellbeing and belonging, we aim to ensure that every child develops the confidence, resilience and social skills needed to thrive both in school and beyond.
Section 4 Name and contact details of the SENDCo	Mrs K. Haworth k.haworth@peelpark.lancs.sch.uk Peel Park Primary School, Alice Street, Accrington, BB5 6QR 01254 231583
Section 5 What training is provided for staff supporting SEND students?	At Peel Park Primary School, we recognise that high-quality teaching is the most important factor in securing positive outcomes for pupils with SEND. All teachers are responsible for adapting teaching and learning to ensure that every child can access the curriculum and make progress in line with their individual needs, in accordance with the SEND Code of Practice (2015). We are committed to ensuring that all staff continue to develop their knowledge, skills and confidence in supporting pupils with SEND through a

	programme of ongoing professional development. Training is delivered through a combination of whole-school CPD, staff meetings, specialist workshops, external training opportunities and professional dialogue with the SENDCo and senior leaders. The SENDCo provides regular updates, guidance and support to teaching and support staff on areas of SEND identified within the school. Training is tailored to meet the needs of our pupils In addition to formal training, staff work collaboratively with external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Specialist Teachers and Health Professionals, to further develop their understanding of individual pupils' needs and recommended strategies. Through ongoing professional development and a shared commitment to inclusion, we strive to ensure that all staff have the knowledge and skills required to support every child to achieve their full potential. Peel Park Primary School subscribes to The Good Morning Club (TGMC), which supports our whole-school approach to emotional wellbeing, regulation and inclusion. Staff have access to a range of evidence-informed resources, training materials, visual supports and practical strategies that help them understand and respond to pupils' social, emotional and mental health needs. Resources from The Good Morning Club are used throughout the school to support emotional literacy, self-regulation, positive relationships and wellbeing, and are embedded within classroom practice, targeted interventions and wider school displays.
Section 6 How accessible is Peel Park?	At Peel Park Primary School, we are committed to ensuring that all pupils, staff and visitors are able to access and participate fully in school life. Whilst our

	school is housed in an older building spread across three floors, we work proactively to remove barriers and make reasonable adjustments to meet individual needs. Physical accessibility is carefully considered and adapted where required. The school benefits from: • A ramped entrance at the front of the school. • An automatic door-opening system at the main entrance. • Wheelchair access to the school field and outdoor areas. • Accessible toilets located on the main floor. • An accessible toilet within The Hub. • A hoist and sling within The Hub to support pupils with significant physical and personal care needs. As our building has limitations due to its age and layout, we take a flexible approach to inclusion. Where a pupil has a physical disability or mobility need, classrooms and teaching spaces can be relocated to ensure they can access learning safely and comfortably. Individual accessibility arrangements are considered on a case-by-case basis, working closely with families and relevant professionals. The learning environment is further adapted through a range of strategies and resources to support pupils with SEND, including: • Visual timetables and visual supports. • Structured classroom routines. • Adapted resources and scaffolded learning activities. • Writing frames and task prompts. • Coloured overlays and coloured paper where appropriate. • Modified and enlarged print resources.
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	• Sensory supports and personalised learning tools. • Access arrangements for assessments where appropriate. Peel Park Primary School also benefits from extensive outdoor provision, including access to a Forest School area, which provides valuable opportunities for experiential learning, social development, wellbeing and inclusion. We recognise that many pupils, particularly those with SEND, benefit from learning opportunities beyond the classroom and we strive to make these experiences accessible to all. We continually review our environment and provision to ensure that pupils with SEND can access a broad, balanced and ambitious curriculum and participate fully in all aspects of school life. Through careful planning, reasonable adjustments and a commitment to inclusion, we aim to ensure every child feels welcome, supported and able to achieve their potential.
Section 7 Consultation with parents regarding arrangements for children with Special Educational Needs.	At Peel Park Primary School, we believe that parents and carers know their child best and are key partners in supporting their learning and development. We work closely with families to ensure they are involved in decisions about their child's support and progress. Parents and carers are consulted regularly through: • Individual Learning Plan (ILP) review meetings • Parents' Evenings, held twice each year • Annual Reviews for pupils with an Education, Health and Care Plan (EHCP) • Meetings with the SENDCo, class teacher or pastoral team • Regular communication by phone, email or in person We understand that SEND processes and paperwork can sometimes feel overwhelming. Our staff are always

	available to offer advice, explain reports and support parents with forms or referrals where needed. Peel Park works closely with a range of external agencies and specialist services, including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Health Services and Family Support Services. Where appropriate, we will help families access these services and signpost them to additional sources of support. By working together, we aim to ensure that every child receives the right support at the right time and achieves their full potential.
Section 8 What arrangements are there for consulting young people with special education needs to involve them in their education?	At Peel Park Primary School, we believe that children should be involved in decisions about their learning and support wherever possible. We value their views and encourage them to share what is working well, what they find difficult and how we can help them to succeed. Pupils with SEND are involved in reviewing and setting their Individual Learning Plan (ILP) targets in a way that is appropriate to their age and stage of development. Staff take time to listen to children's views and use this information to help shape the support and provision they receive. Children with an Education, Health and Care Plan (EHCP) are encouraged to contribute to their Annual Review. They are supported to share their views, wishes and aspirations, helping to inform future targets and next steps. We recognise that some children may need support to express their views. Where appropriate, staff use visual supports, pupil questionnaires, conversations, observations and other child-friendly approaches to ensure that every child's voice is heard. The school also works closely with a range of external agencies and

	professionals who may provide additional support for individual children when required. By involving children in decisions about their education, we help them to develop confidence, independence and a greater understanding of their own strengths and needs.
Section 9 What do I do if I have a concern about the school provision?	At Peel Park Primary School, we value open and honest communication and encourage parents and carers to contact us as soon as they have a concern. In the first instance, we recommend speaking to your child's class teacher, as they know your child best on a day-to-day basis. If you feel that further discussion is needed, you can contact the SENDCo or Assistant SENDCo. We will always aim to listen to your concerns, work collaboratively with you and resolve any issues as quickly as possible. If, following these discussions, you remain concerned, you may arrange a meeting with the Headteacher. In the unlikely event that your concerns are still not resolved, you may follow the school's complaints procedure and contact the Chair of Governors. We are committed to working in partnership with families and believe that positive communication is key to ensuring the best possible outcomes for all children.
Section 10 Which specialist service and expertise are available at / or accessed by the school?	Peel Park Primary School has a strong and experienced team supporting pupils with SEND. Our SEND provision is led by the SENDCo, supported by a SENDCo Assistant. Across the school, we have a large team of Teaching Assistants, including Level 2 and Level 3 Teaching Assistants and Higher Level Teaching Assistants (HLTAs), who work alongside teachers to support learning, independence and inclusion. We also have:

	• A dedicated SEND Team of eight staff working within our Inclusion Bases. • Two members of the Pastoral Team supporting pupils' emotional wellbeing and wider needs. • Specialist provision through The Hub, The Nest and The Bridge. We work closely with a range of external professionals to ensure pupils receive the right support, including: • Specialist Teachers • Speech and Language Therapists • Educational Psychologists • Occupational Therapists • Physiotherapists • Health and Family Support Services By working together with families, school staff and outside agencies, we ensure that pupils with SEND receive personalised support to help them thrive and achieve their full potential.
Section 11 What are the school's arrangements for supporting students with Special Educational Needs during transition?	At Peel Park Primary School, we recognise that transitions can be an exciting but sometimes challenging time for children, particularly those with SEND. We work closely with pupils, families and professionals to ensure that transitions are planned carefully and that children feel safe, supported and prepared. For children joining Peel Park, we gather information from nurseries, previous schools, parents and external professionals to help us understand their strengths, needs and the support they may require. Additional visits can be arranged for pupils with SEND to help them become familiar with staff and the school environment. As pupils move between classes and key stages within school, information is shared between staff, and transition activities are planned to help children become confident in their new setting. This may include additional visits, social

	stories, transition booklets and opportunities to meet new staff. For pupils with an Education, Health and Care Plan (EHCP) or more complex needs, transition arrangements are personalised and may involve meetings with parents, external agencies and receiving staff to ensure support is in place from the start. When pupils move on to secondary school, the SENDCo works closely with receiving schools to share information and plan appropriate support. Additional transition visits can be arranged where needed, and secondary school staff may attend annual reviews or transition meetings to help ensure a smooth and successful move. Our aim is to make every transition as positive as possible, enabling pupils to feel confident, secure and ready for the next stage of their education.
Section 12 Where can I get further information on the local authority's local offer?	For more information about services available visit: Lancashire Local Offer: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/