

Local Offer and SEN Information Report



Latchford St James CE Primary School, Old Road, Latchford, WA4 1AP

01925 634967



Headteacher – Mr Andy Hayes



SENDCo – Mrs Hannah Bent

E mail – send@latchfordstjames.co.uk

Information about the school can also be found at the local authority's Local Offer on –

<https://www.warrington.gov.uk/local-offer-send>

At Latchford St James' CE Primary School we ensure that all pupils, regardless of their specific need,
make the best possible progress within our school!

What is SEND and how do we identify it?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice states:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age and/or 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 or mainstream post-16 institutions.

What kind of special educational needs do you provide for?

At Latchford St James C of E Primary School, we provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

There are currently 26 pupils with SEND as recognised under the SEN Code of Practice. 6 of these pupils have an Education Health and Care Plan (EHCP).

For children with physical needs, they may have an 'Individual Learning Plan' which identifies steps to be taken to reduce any barriers to learning. For children with a health issue for which they may have to take medication in school, they will have a 'Healthcare Plan'. All plans are written between home and school. Attendance of pupils with SEND is closely monitored and aligned with their individual needs.

What do I do if I think my child has special educational/additional needs?

- First speak to the class teacher.
- If further advice is required, the class teacher can arrange an appointment for you to meet with the SENDCO.

How does the school know if children need extra help?

- Use of ongoing assessments and tracking of children's progress may identify possible areas of need.
- Use of teacher assessments and standardised tests will identify those children that may require additional help in some areas.
- Termly data reviews with the Senior Leadership Team (SLT), highlights children that are not making expected progress.
- A child may find a certain area of school life challenging.
- Additional assessments can be made to clarify areas of need.
- Concerns are raised by parents/carers.
- A child may ask for help, if they find an area of learning more difficult.
- Staff/parents/carers may be concerned with a change in a child's behaviour.

How will the staff support my child?	• All teachers are teachers of special educational needs and we have an inclusive ethos. • Staff will support children initially through Quality First Teaching which is provided for all children. • Lessons are adapted to enable all children to access the curriculum • Additional resources such as coloured paper, overlays or font size can be provided if necessary. • Interventions, either within or away from the classroom, to support a child, may be introduced and will be monitored regularly to assess their impact. • Additional assessments may be carried out in school by the SENDCo • A child may be placed on the SEND Register. Parents/carers will always be informed of this. • Children may be given an Individual Learning Plan which follows The Graduated Response set out in the Code of Practice 2014. • Staff will keep parents/carers informed of any support given to a child and the progress being made. • Staff may suggest activities to carry out at home. • A child may require assessment or support from an outside agency such as an Educational Psychologist, a Speech and Language Therapist, the Neurodevelopmental Pathway Team, the Occupational Therapy Team or the MARS Team. If a child meets the criteria for any of these, this will be discussed with parents and a referral form will be completed. The agency will complete assessments and may provide advice or a programme of support to school/home. • If a child had identified needs before they started at our school, we will talk to previous teachers/outside agencies to ensure the appropriate support is put in place • If appropriate, specific resources will be sought to support children. • Staff will follow the school's and Local Authority's policies and procedures, which are available on the school website or from the school office
Who will provide support for my child's additional needs at school?	• Class teacher • SENDCo • Teaching assistants • Members of SLT • Designated Safeguarding Lead (DSL) & Safeguarding Team • Chatty Therapy (SALT) • Outside agencies such as SALT, Occupational Therapists, Education Psychologists or Child in Mind (Play Therapy). • Health services such as the school nurse

How will the curriculum be matched to my child's needs?	If a learner is identified as having SEND, we will offer provision that is 'additional to or different from' the normal adapted curriculum and is intended to overcome barriers of learning. • Quality First Teaching (QFT) – class teachers use their knowledge of a child's attainment and learning styles to differentiate work to match the children's needs. • Adaptive teaching – If pupils have been identified with specific needs, their work may be adapted to remove barriers to learning and enable them to access the curriculum. • SEN Support – additional learning programmes or support may be made available to meet a child's needs. • If identified as needing SEN Support, children may be given an Individual Learning Plan (Assess, Plan, Do, Review document) which follows The Graduated Response set out in the Code of Practice 2014. • Different resources/equipment may be provided such as: coloured paper, visual aids, word banks, sloping desks and pencil grips.
How will we all know how my child is doing?	• Termly formal NTS assessment in Reading • Termly formal White Rose assessment in Maths • Termly data reviews with class teachers and SLT • Termly SEND reviews with class teachers and SENDCo • End of key stage assessments (EYFS, KS1 and KS2) • Assessments of interventions • Ongoing teacher assessments • Reports from outside agencies such as SALT • Children questionnaires • Parent questionnaires • Parents' Evenings • Annual Reviews for EHC plans • On –going discussions between staff and parents
How do you know how effective your SEN provision is?	• Monitoring of interventions and their impact • Senior Leadership Monitoring including: learning walks, book scrutiny and data reviews • Discussions with staff, parents, children and outside agencies • Local Authority Peer to Peer SEND reviews
How will you help me support my child's learning and involve me in school life?	• Parents/carers are encouraged to speak to class teachers at the beginning and end of the day for informal discussions. Longer appointments can be made with the class teacher, SENDCo or other staff as needed. • Parents Evenings are held twice per year. • The School Information Report is updated three times a year.

	● Annual Reviews are held for children who have an Educational, Health and Care Plan (EHC Plan). ● Parents/carers are expected to listen to their child read 3 times per week ● Weekly homework is sent home ● If appropriate we will make phone calls home. ● Inviting parents/carers to meetings with outside agencies. ● Parent questionnaires are used to gain views of parents/carers. ● Attending our weekly family assembly. ● Attending sports' days and other events and performances in school. ● Open door policy
What support will there be for my child's overall emotional health and wellbeing?	● All staff offer social and emotional support for children throughout the school day as we have a very nurturing and caring ethos. ● We have a 'Designated Senior Lead for Safeguarding' (Headteacher – Mr Hayes) who offers Early Help to our families. ● Spiritual, moral, social and cultural development (SMSC) is at the heart of the school through our Christian Values, our RE Curriculum (Questful RE) and is addressed in a variety of ways throughout the day. ● Personal, social, health and citizenship education (PSHE) is taught throughout the curriculum using Jigsaw. Discrete lessons, discussions, circle time, topics and theme days are used to cover all aspects. ● The promotion of Christian Values is also at the heart of the school and help to develop all children's emotional understanding, empathy and well-being. ● School works collaboratively with all families of children including those with SEND in order to provide support for the children and enable them to achieve the best outcomes. ● Interventions specifically for emotional health and well-being are put in place, when necessary. ● We have a team of first aiders ● Care plans and Positive Handling Plans can be created for children who have specific needs ensuring all staff are aware of these needs. ● Individual risk assessments are written for children who have specific needs when they are going on a school trip. ● School provides additional support, for those children who need it, around times of transition to enable a smooth transition to the next phase of their education. ● If all support has been exhausted, the school has access to external agencies and professionals who can provide support with behaviour, attendance and emotional wellbeing. ● We encourage children to have an opinion and always listen to them. This includes children questionnaires and School Councils. If a child is unable to record an opinion through writing then we will write for them or choose another way for them to communicate with us.

What specialist services and expertise are available or accessed by our school?	The school regularly refers to the Neurodevelopmental Pathway Team (NDP) to seek advice and support from: Occupational Therapists, Physio Therapists, Speech & Language Therapists and the Community Paediatrician. We also refer to: our Educational Psychologists, the Specific Learning Difficulties Orthoptist, the Sensory Impairment Team (Hearing and Visual) and our School Health Advisor. We regularly make referrals to the following agencies for specialist assessments and advice: • Educational Psychologist • Speech and Language Service • Sensory Support (Visual and Hearing impairment) • Occupational Therapists • Physiotherapists • School Health Advisors • Social Care • CAMHS (child & Adolescent Mental Health Service) • St Josephs • Chatty Therapy (SALT) • Orthoptist • Child Protection/Safeguarding Team • Local Authority EHCP Co-ordinators • A Designated Senior Lead for Safeguarding. • Chatty Therapy provides SALT programmes for children in EYFS and KS1. • Mental Health Support Team (MHST)
What training have the staff supporting children with SEN had/or are having?	• The SENDCO is a qualified teacher and hold the NPQ SENDCo Qualification • Many of our staff, including members of SLT, have been trained in positive handling through Team Teach. • A specific support staff member is trained to deliver Chatty Therapy speech and language programmes • The SENDCO attends regular training within the Local Authority to maintain up-to-date knowledge of SEND practice and seeks other training opportunities. • Individual staff access training for individual children as identified by the SENDCO. • Our first aiders are trained in either paediatric or first aid and attend refresher training regularly • Our school Learning Mentor attends regular training on understanding how to support children's SEMH needs

How will my child/young person be included in activities outside the classroom; including school trips and provision for after school care?	Latchford St James is an inclusive school and has received 'The Committed to Inclusion Award' for 2025-26. We will be working towards this award again this academic year (2026-2027) • All pupils are included in specific whole school days such as: World Book Day, Earth Day and Sports Week. • We endeavour to include children in all activities and will work closely with parents/carers to ensure all children can take part in learning outside of the classroom; attend school trips and after school clubs. • Risk assessments may need to be completed for individual children before a school trip, to ensure the correct provision is in place. This may include extra staff or parents being asked to attend to accompany their child.
How accessible is the school environment?	• Our school is accessible for wheelchairs; it is on one level and has a disabled toilet which is located centrally. • We are able to access additional resources to help children, who have sensory impairments and take advice from the visually and hearing-impaired team, if and when we have children with these needs. • Resources that are required for children with additional needs are acquired through our school budget or other funding that may be available at the time. • Staff are trained to use any resource and we ensure this training is kept up to date. • For more information, please refer to our Equality and Accessibility Policy on the school website or upon request from the school office.
How will school prepare and support my child during periods of transition – to a new class, educational setting or the next key stage of education?	• Transition within school is carefully planned, with individual needs discussed prior to visiting the new teacher/classroom with timetabled transition meetings between the current and receiving class teachers. Additional discussions will take place with the SENDCO where necessary. • Discussions with parents/carers will take place, if appropriate. • All children then visit their new classroom for a transition day in July with additional support arranged for those pupils who may need it. • Children new to the school are welcomed to come for a visit before hand, if this is appropriate. • Staff will make contact with previous schools/settings, where possible, to support a child's transition to Latchford St James. • Where necessary transition books are made for children to share with parents/carers – these include photographs of staff, classrooms and other key areas around school. • School works closely with high schools to ensure a smooth transition for all pupils. The Year 6 teachers and SENDCO (where necessary) meet with the high school prior to the transition days. School will support with additional visits where appropriate. • All information regarding a child will be passed to their new class/school.

How are the schools resources allocated and matched to the children's/young person's special educational needs?	• Termly, data review meetings inform decisions around allocation of resources and suitable interventions. This could include: books, lap tops, special pencils/scissors. It could also include additional teaching assistant support. • The schools provision map identifies categories of need on an individual or group basis. • The SENDCo or outside agencies, may allocate further support or resources to a child following assessments. • Some children may have a Costed Provision Map, which records the funding that is being spent throughout the year.
How do school help prepare my child for transition and adulthood?	• Meet the teacher sessions • Year 6 transition days to high school • Transition EHCP Annual Review meetings • Conversations and document transfers/ cpoms transfers to new schools • Conversations and document transfers/ cpoms transfers from previous schools if joining during the academic year. • Specific transition support if needed for children (e.g. transition booklets, sending te children on jobs to their new classroom etc)
How is the decision made about what type and how much support my child/young person will receive?	• The Head teacher, in collaboration with the Senior Leadership Team, allocates resources and support based on the child's individual needs, following discussions with the SENDCO, class teacher/teaching assistant, parents/carers and where appropriate advice from external professional agencies. • The allocation of support will be informed by assessments, observations, discussions and any external professional reports. • Support will change according to the ongoing review of need, which will be discussed with staff, parents/carers and the child. • For pupils with an EHC plan, further consultations and Annual Reviews will take place with those involved (child, parent, school and sometimes LA), to determine support that aims to meet the outcomes outlined in the Plan.
How does the school involve children in their education?	We believe in listening to the views and opinions of all children at our school. This is done in several ways such as: • 1:1 conversations • Pupil voice questionnaires • Children attending meetings (if appropriate) • Sharing individual targets • School Council meetings
Who can I contact for further information?	• If you wish to discuss your child's educational needs, in the first instance please speak to their class teacher. • If you want to discuss things further please contact: SENDCo – Mrs Hannah Bent

	Head Teacher – Mr Andy Hayes SEND Governor – Mrs Alison Grayson • Appointments can be made with any one of these people, through your child’s class teacher or the school office. • The Local Authority website will also provide you with other support networks and this is where the Local Authority’s Local Offer can be found: - Warrington local offer https://www.warrington.gov.uk/local-offer-send
How do I make a complaint, if I am not happy with the provision made for my child?	If you wish to make a complaint please follow the school’s Complaints Procedure. This can be found on the school website or a paper copy is available from the school office.