



SEN Information Report September 2025

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The types of SEND we provided for.

White Ash is a special school for pupils aged 2 to 11 years with Generic Learning Difficulties (GLD) – this includes pupils with Autistic Spectrum Condition (ASC), Significant Learning Difficulties (SLD), Moderate Learning Difficulties (MLD), Profound & Multiple Learning Difficulties (PMLD) Complex medical needs, Visual Impairment (VI), Hearing Impairment (HI), Multi Sensory Impairment (MSI), Sensory Regulation Difficulties, Physical Difficulties (PD), Speech, Language and Communication Needs (SLCN), Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD).

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

All pupils are admitted to school with an Education, Health and Care Plan. A Local Authority assessment determines the 'banding' of individual students based upon identified needs linked to specific criteria. All requests for places are made via the Local Education Office. They decide which school can best meet the pupil's need, based upon the EHCP and also consider the locality where they live.

Parents of pupils with an EHCP who live in the locality of school are encouraged to arrange a NPV (Non-Prejudice Visit) with the school.

All new pupils are invited into school to meet with the Headteacher/ Deputy Headteacher with the class teacher and, where necessary, the school nurse. An introduction to the Family Liaison Officer is also made. These meetings provide parents/ carers with the opportunity to ask essential questions and alleviate any anxieties they, or their child, may have. This visit serves to provide the parents with a point of contact prior to the child starting school in order to establish a close working relationship.

Pupils will also be visited at their original setting by one of the Class teachers. This provides an ideal opportunity for a 'getting to know you' session with the pupil and to share information with professionals.

All pupils have an EHCP which includes long term outcomes. These are reviewed annually or every six months for pupils up to the age of 5 years.

If a pupil presents with an additional need whilst at school that has not been addressed in their EHCP, staff will follow procedures to refer them to the appropriate service.

Where appropriate we will provide evidence and recommend changes to their 'band' during a review of their EHCP to enable school to provide the additional support required. This links directly to the funding mechanism (Weighted Pupil Number) for each individual pupil and subsequently the budget available to school.

Baseline assessments are completed within the first term of a pupil joining the school. An Individual Learning Plan (ILP) with targets linked to the EHCP Outcomes is completed within 6-8 weeks with a focus on the identified key areas of learning to include Communication, Language and Literacy, Mathematical Development, PSED/ Life Skills, Behaviour for Learning, Physical/ Sensory Skills, Computing and Scientific Enquiry. ILP targets are evaluated each term and new targets set accordingly in liaison with parents and the child, where appropriate. Parents' receive an overview of their child's progress via a termly report and discussed in more detail during Parent/ carer evenings and EHCP review meetings.

Pupils at the school are assessed using the White Ash Progression Documents for EYFS, KS1 and 2. These track the progress of pupils working within each of the 5 curriculum pathways which are EYFS, Informal, Pre Semi-formal, Semi Formal and Formal pathways.

We continue to follow the Primary National Curriculum for coverage of all subjects, differentiating the content to ensure it meets the needs of all our pupils. All subjects have a Curriculum Map and subject specific Skills Progression document to track the progress of pupils working within Phase 7-12.

Pupils who have PMLD, MSI and more complex sensory learning difficulties have targets set and assessed by the use of the White Ash Sensory Curriculum – an assessment tool created by specialist teachers at White Ash using a combination of Routes for Learning, Development Matters and the MSI curriculum. It focuses on four areas of learning including Conceptual and Cognitive, Communication, Personal and Social and Tactile and Motor at the very early stages of development and in very small steps.

Pupil progress is tracked termly by class teachers. The Assessment Lead collates and scrutinises the data three times a year with the Headteacher, in December, March and July. The findings are discussed with the assessment lead governor and reported to all governors during the termly meetings. The end of the EYFS, Key Stage 1 and 2 are also reported annually to the Local Authority and the DfE.

Pupil Progress meetings take place in January, April and July with each Class Teacher to celebrate pupil progress and discuss any data anomalies or areas of concern that require further support. Appropriate interventions are planned in liaison with specialist teachers and/ or teaching assistants and may include communication, reading, numeracy, sensory processing and physical therapy to improve progress.

These interventions are tracked by class teachers and the Assessment Lead. Parents can request additional support during the annual review process and class teachers liaise closely to provide this. This often includes home access for online reading/ phonics, useful Apps and

games to enhance their child's learning. Parent workshops are also offered on Communication, phonics and reading, Behaviour, Specialist ICT/ AAC, iPad and Online Safety, Sensory Learning, Sensory Processing and Sleep.

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

White Ash has an active combined Pupil Parliament, RotaKids and Eco Club with members from each of the KS2 classes and facilitated by KS2 teachers. The pupils have allocated roles as voted for during the annual election process. The group meet on a half termly basis and are actively encouraged to represent their peers and provide ideas for discussion. The school also has a RotaKids and Eco Club group which focuses on improvement projects within school, the local and global communities.

ILPs are child centred and consist of 'I can' statements which are displayed in each classroom for pupils to see. Individual pupil progress is tracked closely by the class teacher and scrutinised by the SLT. Pupils are encouraged to become active participants when setting targets and reviewing their progress towards these. The school has consistent assessment and marking systems which are child friendly and allow the pupils to clearly see their progress and provides them with next steps for learning.

Pupil's views are sought during the EHCP Review process and shared with parents and other professionals during the meeting. Pupils' are encouraged to attend their annual EHCP review meeting to provide their views and share their work with parents/ carers. Appropriate action is taken to meet any requests for support. Pupil questionnaires are completed annually using child friendly questions and communication support. The results are analysed and responded to where necessary.

Pupils are listened to at all times by all members of staff, whenever there is a need. Staff are trained in effectively listening to pupils both inside and outside of the classroom. Through using Team Teach strategies and strategies relating to safeguarding, staff will follow procedures to ensure any needs relayed to them are met. School is implementing the Thrive approach throughout school to meeting the emotional wellbeing of all pupils in a timely manner.

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/young people's education?

Parents' views are sought regularly through EHCP reviews, parent/ carer open events, feedback at events, parental questionnaires. There is also strong parental membership on the governing body.

As part of parent partnership school encourages parents to attend PEEP (Parents as Early Education Partners) sessions to develop their knowledge and skills in order for them to support their child's learning at home. Examples of PEEP sessions include Communication, phonics and reading, Emotion Coaching, Specialist ICT/ AAC, Physical development and MOVE.

The school website, Facebook page, half-termly newsletters and teachers2parents system are used to inform parents of school policies, forthcoming events and celebrations. The website also includes information half termly and class timetables.

All teachers use Class Dojo for daily communication with parents. Staff report daily on issues that are specific to each pupil. The nature of what is written in the message will be dependent on the needs of the child. We also use Class Dojo to send parents pictures and blogs of their child's learning in school. 'WOW' moments are also shared with parents and has become a two way process to celebrate pupil achievements. Parents are invited to respond too and include photographs of activities or 'WOW' moments at home. All important messages are sent via letter or telephone. The school has an 'Open Door Policy' where parents are encouraged to make an appointment to come into school to discuss any concerns they may have.

Bi lingual support is given to all families who require it to ensure they receive and understand information regarding their children. Parents are able to contact school via telephone, and more often than not get an immediate response. If any parent ever wishes to come into school to discuss their child then staff will be made available to meet with them.

The school nurse works holistically with associated health professionals, parents, carers, the Senior Leadership Team and school staff to ensure we all work together in the best interests of our children to keep them safe, healthy and able to access the learning environment and curriculum. This is especially significant for those children with complex and profound SEND.

Parents are invited into school for formal parents' consultations at annual or 6 monthly (under 5s) EHCP review meetings. This provides parents with the opportunity to review their child's Education, Health and Care Plan and discuss progress towards their Individual Learning Plan.

Parents' open evenings are held in October and July which gives parents the opportunity to discuss their child's progress with all professionals involved. This includes the class teacher, specialist staff for swimming/ Hydrotherapy, Rebound Therapy, MOVE, sensory ICT, Family Liaison Officer, School Counsellor, School Nurse and Speech and Language Therapists.

The school welcomes parents to all events including Christmas productions, summer and winter fairs, awards celebrations and discos, Macmillan Coffee morning etc. Our parent/ carer Helping Hands group also have informal coffee mornings which is a valuable opportunity for parents to meet informally to seek advice and support from each other. This includes parents from within the local community. Parents/ carers are also invited into school to share their child's achievement in our weekly celebration assemblies for Key Stage 2 pupils.

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

The school operates a personalised approach to each individual pupil by establishing a personalised learning programme to encompass each child's particular learning needs and resource provision to support them.

At White Ash Primary School, we aim to meet the needs of the 'whole child' through a curriculum which is designed to meet the individual needs of every child. We believe that our curriculum should be adapted for our learners, rather than our children adapt to the curriculum.

The curriculum at White Ash Primary School is broad, balanced, creative and has a multisensory approach. It is appropriately challenging and builds upon prior learning which engages and enhances natural curiosity. At White Ash School we view 'Cultural Capital' as the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their life. We ensure that all our children are exposed to a wide range of experiences which will develop their cultural capital and give them the skills to continue their lifelong learning journey. There are 5 curriculum pathways which are EYFS, Informal, Pre Semi-formal, Semi Formal and Formal pathways.

Our children are learning to learn, and the smallest of steps are celebrated. Lessons and activities are planned carefully through our curriculum maps to engage the children. The Engagement Model is used to assess the progress for our Informal and Pre-semi-formal learners and those learners who are accessing non-subject specific learning activities. The Engagement Model assesses linear and lateral progress for learners as well as their consolidation and maintenance of knowledge, skills and concepts in the following five areas of:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Each child has an Individual Learning Plan which is shared with parents /carers. The ILP has SMART targets for each area of the curriculum which are reviewed formally on a termly basis.

The Early Years children follow the Early Years Foundation Stage Curriculum which is delivered through practical mediums incorporating hands on approaches with a high level of staff support as required by individual children.

In Key Stage 1 and 2 the curriculum is delivered in mixed ability year group classes differentiated to meet the individual needs of all the students within a class group. The curriculum allows for progression within subjects and across key stages.

All children take part in Learning Outside the Classroom throughout the year encompassing Educational Visits, Forest Schools, Physical development activities/opportunities and community based learning. As a school we believe that our children should be an inclusive part of the community and learn skills for life both inside and outside of school. The Headteacher and Deputy Headteacher work closely with specialist teachers and teaching staff to ensure appropriate risk management assessments are undertaken and children are supported safely when learning outside the classroom. Physical support and environmental influences are considered as a matter of routine for all children. All children are fully included in all activities offered throughout the school curriculum. All visits and learning outside the classroom opportunities are risk assessed and subsequently approved by the Headteacher or Deputy Headteacher, both of whom are EVCs.

Children who present with the most complex profound and multiple special educational needs follow a highly differentiated, multi-sensory, experiential curriculum. These children receive a high level of support from specialist teaching and support staff utilising technology and specialist physical resources to support their complex needs

School provides qualified, experienced staff who are committed to and have expertise in working closely with children who present a wide range of learning difficulties and disabilities. Each class group's learning is led by a teacher and supported by an appropriate number of teaching assistants, reflecting the individual needs and abilities of the group. Where appropriate children

receive individual 1:1 or 2:1 support to enable them to access specific learning activities as identified in their personalised learning programme.

All staff participates in regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEND and CLDD; subject specialisms; Safeguarding and health and safety.

We have a specialist MSI teacher in school who works closely with all pupils and advises class staff. We also have a highly experienced teaching assistant who liaises closely with the MSI teacher and works on a 1:1 basis with identified children with sensory needs. The school has several trained Intervenor to support pupils who are Multi-Sensory Impaired. The Headteacher is also a Specialist Leader in PMLD and Assessment. The school has an experienced unqualified teacher who specialises in MOVE and sensory ICT particularly using specialist ICT equipment eg Sensory Room, Eye Gaze and the Omi interactive projector.

The school has a Specialist Practitioner for children with Communication difficulties who is highly trained in Makaton. We have 2 Speech and Language Therapists who work closely with parents and carers, class staff, HLTA and specialist teacher to ensure continuity of approach throughout school and in the home. The specialist teacher supports parents and carers with Makaton workshops and resources for use in the home.

The school employs specialist teachers for pupils who are Hearing Impaired or Visually Impaired. They support children with these difficulties for assessment and guidance as required.

In school there are four Team Teach tutors and two Moving and Handling Trainers who are qualified to train staff and risk assess children in school.

Each of our pupils has an Individual Learning Plan (ILP), which is delivered to them in a variety of approaches and contexts. Their ILP is derived from a combination of sources: - their Education, Health and Care Plan (EHCP), observations and assessments by teachers, discussions with parents, inputs from therapists and other professionals involved with them. All of this information is then combined to produce priority areas of learning for each pupil. Each plan is reviewed and updated on a termly basis. This allows us to individualise their learning programme as the priority areas of learning provide individual foci within the group and individual teaching sessions the pupil takes part in.

The school uses a 'total communication' system for all its pupils, including the use of objects, symbols, photographs, pictures, smells, sounds, signs including on the body TASSeLs, technological communication aids and the spoken word catering for the individual pupil's needs.

All lessons are presented in a multi-sensory way, differentiated to meet the individual needs of the pupils.

The school provides a focused, purposeful, relevant, realistic and balanced curriculum that is age appropriate and suitably differentiated to meet the needs and abilities of all the pupils. The curriculum aims to raise standards of achievement whilst at the same time be highly motivating and fun for the pupils. The curriculum provides opportunities for all pupils to learn and achieve.

For further information, please refer to our SEN policy and Curriculum policies – available on our website www.whiteash.lancs.sch.uk

How accessible is the school environment?

The school is fully wheelchair accessible. There is an external ramped walkway to access the gym on the lower floor.

The main playground is accessible for school transport to drop off and pick up pupils. We also have parking for four school vehicles plus one disabled space on the school car park and a further two nominated for visitors or parents.

The visual environment in each of the classrooms is adapted accordingly to meet the needs of individual pupils following advice from the MSI specialist teacher.

There are hygiene suites to meet the personal care needs of pupils attached to most classrooms with a separate boys and girls changing areas in the upper school. In addition to this, there are several disabled toilet facilities for pupils and adults.

There are automatic doors at the entrance of the school to ensure safe and easy movement of pupils, particularly those who are wheelchair users.

Rooms are clearly marked around school with each room/ area having a tactile and visual cue including object of reference, Makaton sign and Braille to make them accessible to all.

Class groups are generally grouped by age and considerations are made in terms of the physical environment to meet their needs. Specialist equipment is provided for pupils with physical/medical needs who require it, eg. height adjustable tables, specialist seating, standing frames, walking aids, acheeva beds, personal care equipment etc. School staff are advised by Occupational and Physiotherapists on the provision of any specialist equipment.

All lessons are presented in a multi-sensory way, differentiated to meet the individual needs of the pupils.

There are ceiling hoists in all classrooms, hygiene suites, soft play and multisensory rooms. There is also a mobile hoist for activities taking place in areas without ceiling hoists.

The school has three minibuses, each with tail-lifts and a specialist car suitable for wheelchairs. This enables weekly educational visits for all pupils. The minibuses also enable our pupils to access the community for swimming/ hydrotherapy, sporting activities and extended curriculum activities.

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

How is the decision made about the type and quantity of support my child/young person receives?

The SLT undertakes an annual evaluation of the school and its effectiveness to produce a summary Self Evaluation Form (SEF). This is shared and scrutinised by the governing body who analyse and challenge where appropriate. The governing body and whole staff are involved in

the review and revision of the School Improvement Plan on an annual basis, during which judgements are made of the achievements of the school, the impact on the pupils and provides information to populate the SEF.

The school operates a personalised approach to each individual pupil by establishing a personalised learning programme to encompass each child's particular learning needs and resource provision to support them. Each pupil has an Individual Learning Plan which is shared with parents /carers. The ILP has specific targets for each area of the curriculum which are reviewed on a termly basis. Parents can request additional support during the Annual EHCP Review Process, Parent Open Evenings or at any other time throughout the school year.

The Headteacher, Assessment Lead and nominated governor analyse ILP pupil progress data at the end of each term. This analysis is shared with subject leaders and teachers in pupil progress meetings and informs curriculum planning and organisation to ensure that the needs of all pupils are met.

Intervention strategies and new approaches to learning are considered as we constantly strive to maintain high quality, effective provision across the range of our learners. The provision map ensures that all children are accessing the relevant intervention groups.

The Pupil Parliament and Rotakids group are also given an opportunity to request additional resources.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Parents are kept regularly informed of their child's progress through Annual EHCP Review meetings, Parent/ carer open evenings, Coffee Mornings and through informal discussions within our 'Open Door' policy. We use Teachers2Parents text and email system which most parents prefer. We continue to send paper letters for those who request this. Class teachers will telephone parents where necessary.

Class DOJO is utilised for daily communication between home and school. Teachers can send parents pictures and blogs of their child's learning in school and parents are able to reciprocate by sharing information, weekend news etc. 'WOW' moments are also shared with parents and has become a two way process to celebrate pupil achievements.

Parents' open evenings are held in October and July which gives parents the opportunity to discuss their child's progress with all professionals involved. This includes the class teacher, specialist staff for swimming/ hydrotherapy, Rebound Therapy, MOVE, sensory ICT, Family Liaison Officer, School Nurse and Speech and Language Therapists.

ILPs are sent home at the beginning of each term which includes strategies to support the child's learning at home. Parents are given the opportunity to review these and request amendments. Homework is set in consultation with parents. Our reading scheme The Bug Club can be accessed online to support their child's learning at home. Reading books are also sent home where appropriate.

The school website, facebook page, half termly newsletters are also used to share school news and celebrate pupil progress. Parents are also invited into school to share their child's achievements during weekly celebration assemblies on a class rota basis.

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?

We value our staff highly and provide an effective system of Continuing Professional Development. Staff appraisal systems are embedded and there is a strong ethos of coaching and mentoring.

Staff training is clearly identified on the School Improvement Plan, including curriculum requirements as outlined in Subject Leader Action Plans. Professional Review Meetings are also used to identify training needs.

All 15 teachers, including the Headteacher, are qualified to degree level, many have additional qualifications in special educational needs, these include, Special Educational Needs and Early Years, Language and Communication difficulties, Multi-Sensory Impairment. The Deputy Headteacher has recently completed the National Qualification for Headteachers. 3 teachers have also achieved National Professional Qualifications, 2 in Leading Behaviour & Culture, 1 in EYFS.

We also have four Team Teach trainers, two Moving and Handling trainers, seven Intervenors (7) for Sensory Interaction.

We also have 1 teacher qualified at degree level without QTS, who specialises in the delivery of Sensory ICT and MOVE.

There is 3 Higher Level Teaching Assistants (HLTA) and 11 Teaching Assistants (TA) Level 3 who all have either an NNEB/ BTEC qualification or an NVQ Level 3 qualification in childcare or equivalent. Many of the TA level 1 and 2 staff have NVQ level 3 qualification or higher.

All staff have accredited Team Teach, First Aid, Rebound Therapy training alongside a whole package of in house training opportunities for new and existing staff. The large majority of TAs are qualified as paediatric first aiders.

Several TAs are trained by medical professionals to undertake gastrostomy or naso gastric tube feeding, plunge feeding and keto diet management. All staff are trained to administer buccal midazolam for pupils with epilepsy who require it. They are all also trained in resuscitation procedures.

Under the supervision of the physiotherapist, occupational therapist and MOVE lead staff expertly follow daily physiotherapy and MOVE programmes with many pupils. Each class has a practitioner who is responsible for the delivery of MOVE.

All staff are skilled in effectively working together as a team and liaising with external agencies as appropriate.

Most staff are trained in the use of PECS (Picture Exchange Communication System), Makaton and Words First (Sign & Shine) which are widely used to develop communication and/ or reading with many of our pupils. Staff who work with our most complex pupils are also trained in the use of TASSELS on the body signing.

All staff have been trained in the use of Intensive Interaction, Jabadao, Deep Pressure and Listen & Move – a practical approach to develop interaction and social skills for pupils with people with learning disabilities and sensory processing disorders.

We have an enhanced provision for pupils with PMLD and a sensory curriculum is delivered by staff who have many years of experience in this field. This includes Sensory stories, TacPac, Massage stories, Wheelchair Dancing and the use of multi-sensory rooms.

We have several trained members of staff to deliver Rebound Therapy throughout school which the PMLD pupils extremely benefit from.

Pupils with PMLD also receive Hydrotherapy swimming sessions on a rota basis. We have a Halliwick specialist swimming instructor and 6 trained in pool rescue.

The school promotes multi-agency working and works very closely with all the therapy services, Early Help Team, Social Services, Police and Health Providers.

There are five Designated Senior Leads (DSLs) for Safeguarding and Child Protection. This includes a Family Liaison Officer who works closely with the other DSLs on a daily basis to ensure the safety and wellbeing of all pupils. If concerns are raised the DSLs will act on this and call a family welfare meeting. If additional support is required from trained professionals a referral will be made to the relevant service.

The Headteacher is a Specialist Leader in Education and we also have several Specialist Practitioners in KS1 and 2. This team provide School to School support as and when requested from local Primary Schools that have children with additional needs. They observe and provide practical advice on Autism, Sensory Profiles, behaviour regulation strategies and communication. We also offer work shadow opportunities and training.

For further information please refer to our local offer.

The phase leaders and other specialist teachers within school provide training to local mainstream providers through our outreach offer. This includes Team Teach and Behaviour Regulation, ASD and Communication, Sensory Integration and classroom management.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

All new pupils coming into school will be invited to a starting school meeting with either the Headteacher/ Deputy Headteacher with the class teacher and, where relevant, the school nurse. An introduction to the Family Liaison Officer is also made. At this meeting the Induction Pack, which is sent home prior to the meeting, will be discussed and provide the opportunity for

essential questions to be answered and hopefully any anxieties addressed. This visit serves to provide the parents with a point of contact prior to the child starting school in order to establish a close working relationship.

Transitions within school are planned carefully to ensure the process goes as smoothly as possible. Class teachers, Teaching Assistants and Early Years' Key Workers liaise closely to pass on pupil progress records, likes and dislikes, methods of communication and any health or therapy programmes. Class teachers have the opportunity to observe their new intake and 'get to know' them by visiting them within their familiar surroundings (class). Teachers are also given the opportunity to network and 'handover' on nominated days after school.

For pupils entering the EYFS or main school classes, we liaise closely with nurseries, child minders, Health professionals and mainstream schools. The class teachers visit the new pupils in their setting prior to transition to observe and gather essential information. The class teacher also attends all transition meetings for these new pupils. Entry into the EYFS is phased to allow each pupil to settle and ensure the curriculum is tailored to their specific needs.

When a pupil moves to secondary school, the transition programme is developed on an individual needs basis. Pupils will visit their new school, supported by a member of our staff. The frequency of the visit will depend on the needs of each individual pupil.

White Ash School has links with Broadfield School which is our feeder Secondary Specialist School for pupils with Generic Learning Difficulties. We attend regular events at the school, mainly with our year 5 and 6 pupils and are developing stronger transition links. Staff from the transition school may observe the pupils in class if appropriate. We sometimes have pupils who are from another area within East Lancashire and return to their locality at High School. This includes Pendle Community High School, Ridgewood in Burnley and Tor View in Rossendale. Currently, our Year 6 pupils get the opportunity of experiencing taster days at their chosen school in the summer term before they leave us.

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

We offer a 2 week Summer Holiday Club and a 1 week Easter Holiday Club organised and delivered by our own staff. This utilises the knowledge and skills of our specialist staff who are also familiar to the children. The clubs involve taking the pupils on a range of visits, inviting specialists into school to deliver arts/ crafts and activities using the facilities within school such as rebound therapy. We also provide monthly Saturday Clubs and a weekly trampoline After School Club. These are also run and staffed by experienced members of the school team.

We provide opportunities for our KS2 pupils to participate in adventurous outdoor activity days using local providers both onsite at school and offsite through the NRTG. Residential visits for pupils in upper KS2 are also offered. This includes outdoor education centres such as Bendrigg Lodge. The cost of the residential visits varies dependant on funding available. Parents are asked to make a contribution to the cost of the visit although we strive to make this affordable. Pupil Premium funding/charity funds may be used if appropriate.

All classes in school arrange a variety of educational visits designed to support teaching and learning inside/outside the classroom. Every child is included on these visits.

All educational visits are risk assessed and the appropriate staffing levels are identified. These risk assessments are undertaken by many different staff and approved by senior leaders and the EVC co-ordinators.

Any child with a care plan and medication is required a named member of staff who will sign for it to be taken off site. If any medication is administered on the visit it is recorded and countersigned. In the event of a medical emergency, the care plan is followed, base contact informed and ambulance called if required.

What support will there be for my child/young person's overall well-being?

A school nurse is on site for 3 days per week plus a Health Care Assistant as required. We also have the support of a Band 6 school nurse for Child Protection and Safeguarding.

The school employs a full time Family Liaison/ Safeguarding Officer who works closely with parents/carers and all external agencies involved with the pupils on a regular basis.

All staff are trained in emergency resuscitation procedures and the administration of emergency rescue medication for pupils with epilepsy. Any medical emergency that was not identified on a care plan would result in a call to 999. If necessary, staff would follow emergency resuscitation procedures with all pupils whilst waiting for an ambulance

We have two de-fibrillators in school and most staff are trained to use these if necessary.

Several of the pupils at our school require support for medical interventions, e.g. Gastrostomy. Staff supporting these pupils will receive specialist medical training from the school nurse which is updated regularly. Several pupils at school have epilepsy and all staff have epilepsy and rescue medication training on an annual basis

All staff receive Asthma awareness training and how to administer inhaler therapy for pupils who have a diagnosis of asthma.

Staff are trained in moving and handling techniques with specific children. The majority of staff are trained in Team Teach – a positive handling approach to behaviour management.

Any child who experiences high anxiety levels and may present with challenging behaviour will have a Behaviour Regulation Plan. These are written by the class teacher in close liaison with the class team, Behaviour Lead and the parent / carer.

Bullying is addressed as part of the PSHE curriculum and we have a friendship week dedicated to anti-bullying during the school year. The Anti-bullying policy and policies relating to this can be requested from the school office.

Staff are trained to support pupils with their personal care/hygiene routine, i.e. moving and handling trained, feeding programmes etc. The PSHE curriculum places emphasis on developing pupils' independence skills.

Guidelines for the health and safety of all pupils and staff at White Ash can be found in the school Health and Safety Policy. This can be found on our website or a paper copy can be obtained from the school office.

We have a trained Mental Health First Aider and Senior Emotional Coaching Practitioner who is a member of the SLT. Mental Health and Wellbeing is a priority throughout school with daily opportunities to support this. We also have regular whole school planned events including Acts of Kindness, Friendship week, end of term wellbeing days, staff treats etc.

All staff have completed Attachment and Trauma training and feel confident and competent to support the emotional wellbeing of pupils. Wellbeing activities are delivered each day by all classes and the use of Emotions Cards have been implemented within all classes to use where appropriate.

Emotional coaching is used throughout school. Emotional Coaching aims to support children to become reflective; to notice when they are beginning to feel an emotion and to access the best response for them in that moment. In order to do this staff need to train the children (coach them) to recognise how different emotions present physically in the body and through thought, action and behaviour. All Staff have had EC training and there are visual prompts and examples presented throughout school.

We also have a staff wellbeing team with representatives from the senior leadership team, teachers and teaching assistants. They who work collaboratively to introduce new initiatives to ensure the needs of all staff are met.

At break and lunchtimes there is a high adult to pupil ratio with teachers and teaching assistants on duty to supervise and work closely with the children. All teaching assistants follow a lunchtime rota to support individuals who require supported or assisted feeding arrangements or to supervise play activities. Additional welfare staff assist with feeding support and supervision over the lunchtime period to ensure the safety of the pupils at these times.

During all school activities there is a high staff to pupil ratio, currently approximately 1:2. During any educational visit, additional adults support the pupils if deemed necessary. Staff are continually undertaking on the spot risk assessments to ensure the safety of pupils at all times.

All staff have annual child protection and safeguarding training including Online Safety, Prevent training every 2 years and receive regular updates on new policy legislation throughout the year.

All policies, guidance and procedures relating to safeguarding and child protection, security, safety and support including behaviour and anti-bullying are available on the school website or via the school office.

The school has in place all statutory risk assessments based upon the Local Authority model risk assessments and guidance, relatively adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific equipment, individual students, educational visits etc. They are the responsibility of the Head Teacher (or other appropriate personnel such as educational visits co-ordinators) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), parents and carers wherever appropriate. These are all reviewed within appropriate timescales.

All classes must submit a full risk assessment on Evolve for all visits which requires approval from the HT or the Assistant Headteachers, all of whom are designated EVCs, and from the Local Authority if an adventurous or residential activity.

The school has an agreed and supervised transport drop off and collection procedure that highlights where minibuses, taxis, passenger assistants, and parents should drop off and collect children at the start and end of the day. School staff meet and collect individuals at the start of the day and escort to collection points at the end of the day wherever required. Children who are capable of developing their personal, social and independence skills are encouraged to find their way to and from classes and given small responsibilities within school to perform.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The SLT undertakes an annual evaluation of the school and its effectiveness to produce a summary self evaluation. This is shared and scrutinised by the governing body who analyse and challenge where appropriate. The governing body and whole staff are involved in the review and revision of the School Development Plan on an annual basis, during which judgements are made of the achievements of the school, the impact on the pupils and provides information to populate the summary self evaluation.

The school operates a personalised approach to each individual pupil by establishing a personalised learning programme to encompass each child's particular learning needs and resource provision to support them. This is based upon the Education Health Care Plan which is reviewed annually with parents and outcomes for their children are discussed.

Each pupil has an Individual Learning Plan which is shared with parents /carers. The ILP has specific targets for each area of the curriculum which are reviewed on a termly basis. Parents also receive a termly report of their child's progress in school.

The Headteacher and Assessment Lead analyse data collected from assessments of pupils' ILP progress three times a year. This analysis is shared with subject leaders and teachers in pupil progress meetings and via 'Insight' on Evidence for Learning (EFL) which provides valuable insights around the data, interactions and evidence collected through EFL. This then informs curriculum planning and interventions to ensure that the needs of all pupils are met. The data is scrutinised to highlight any areas for improvement and informs the priorities of the School Improvement Plan.

Intervention strategies and new approaches to learning are considered as we constantly strive to maintain high quality, effective provision across the range of our learners.

Pupils are regularly consulted on their ideas for improving the school through the Pupil Parliament with members from each of the KS2 classes and facilitated by KS2 teachers. Pupils also complete an annual questionnaire with the results shared and acted upon by the SLT.

We value the views/opinions of our parents and strive to involve them in school life wherever possible. The annual parent questionnaire is consistently positive in the outcomes.

The School Wellbeing Team includes representatives from across the staff team. They meet regularly to discuss any issues relating to the school and how we can improve the wellbeing of all our staff.

All staff members complete an anonymous questionnaire annually and the results are consistently positive.

The governing body are provided with a summary of all questionnaires.

Pupils are listened to at all times by all members of staff, whenever there is a need. Staff are trained in effectively listening to pupils both inside and outside of the classroom. Through using Team Teach strategies and strategies relating to safeguarding, staff will follow procedures to ensure any needs relayed to them are met.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

The school can access a range of other bodies including health and social care and voluntary organisations to meet the needs of our pupils. Our Family Liaison/ Safeguarding Officer works collaboratively with all health and children's social care professionals. As a result of this, the FLO has an extensive knowledge of the local services available and will signpost parents to the appropriate services or make the appropriate referral.

Staff are proactive in identifying and referring pupils who require additional advice and support to a range of specialists including Educational Psychologists, Clinical Psychologists, Paediatric Learning Disabilities Team and CAMHS plus services such as Action for ASD and Children & Family wellbeing service. Where further support is needed for pupils to meet the outcomes within their EHCP, funding is used to provide more specialist input e.g. specialist teachers for Vision/ Braille, Hearing, etc.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

We have an Open Door Policy and encourage parents/ carers to contact school immediately if they have any concerns. They can ring school to make an appointment to see the appropriate member of staff. Most concerns can be addressed quickly by acknowledging the concerns and addressing where appropriate or by staff explaining clearly the school course of action. If parents are not happy with the explanation they may wish to make a complaint. Our complaints procedure is available on the school website or the school office will provide a hard copy.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Parents should either contact their child's class teacher, Family Liaison Officer Catherine Swindlehurst, Deputy Headteacher Angela Hill, or the Headteacher, Sarah Holt (01254 235772). Any one of these members of staff will be able to offer support to the parent or signpost them in the right direction.

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

Our Local Offer - Insert link to your establishments Local Offer

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

Further details on all aspects of this SEN Information report can be found by visiting the website www.whiteash.lancs.sch.co.uk or ringing the school office on 01254 235772. The Local Authority's local offer and further information on Special Educational Needs and Disabilities (SEND) can be found at www.lancashire.gov.uk/SEND

Sarah Holt, Headteacher

September 2025