



Fly high. Soar

SEND Local Offer 2025 - 2026

Approved by: Stacey Clark

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Last reviewed on: July 2025

Next review due by: September 2026

Getting it right.

Our Ethos/Vision

Carleton Green Community Primary School is a larger than the average sized primary school with a positive, inclusive ethos. Relationships and behaviour management within the school are good. The number on roll in September 2025 is 304. Due to admitting 45 pupils annually, our pupils are taught in mixed age classes that are also mixed ability. There are eleven classes in school and our pre-school Little Chicks.

Carleton Green aims to create a stimulating, caring and harmonious environment in which all individuals feel valued and are encouraged to strive to realise their potential. Children are encouraged to gain knowledge, confidence and independence and achieve the highest standards in all aspects of school life. We strongly believe in tailoring our teaching and learning to meet the needs of all of our pupils regardless of age, gender, race and disability. Every teacher is a teacher of every pupil including those with special educational needs and disabilities.

At Carleton Green we are striving for our children to be:

Confident in their own ability

Achieve their full potential

Responsible and reliable

Life-long learners

Energetic and healthy

Trustworthy

Organised

Nurturing

Accessibility and Inclusion

What the school provides

- The lower floor of the school building is fully wheelchair accessible.
- The school has car parking spaces reserved for disabled parking, which are close to the school building.
- All doorways and corridors are wide enough to allow for wheelchair access and ramps to ensure access to and from the building.
- The office desk is at a suitable height for wheelchair users.
- There is a disabled access toilet and shower area. The school has an accessibility plan.

- School information can be found on the school website, through email access or paper copies by request through the school office.
- Weekly information is provided through the school newsletter.
- Policies are available through the website or can be requested from the school office.
- The office will always try to accommodate the needs of parents if the format of the information needs to be adapted.
- Classrooms are well labelled using words and pictures to ensure children can access resources independently.
- The height of classroom furniture is in line with the age of the children, but where necessary specialist furniture is needed, this can be accessed.
- Font size can be increased to aid visually impaired readers. It can be arranged for documents to be translated into other languages should the need arise, and a member of staff can meet with parents who have difficulty accessing school information in written format.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. We use resources in our classrooms according to the needs of the individual children.
- We use visual timetables to support all children, including children on the Autistic Spectrum, and for those children who display memory and processing issues. We ensure lessons and activities cater for all types of learners (visual, auditory and kinaesthetic styles of learning).
- Writing slopes, writing grips and alternative scissors are available for children to use.

Teaching and Learning

What the school provides

- Teachers plan to meet the needs of all the learners in their classes. They look at where the child currently is in their learning, where they need to move on to and how they can enable children to do this. Therefore, we look at children as individuals and tailor the learning to the individual needs. This can often mean that a variety of different teaching styles are used, resources, approaches and equipment alongside differentiated activities and the use of targeted teaching assistant support.
- Pupil progress meetings are held each term to evaluate / track the amount of progress each child has made in maths, reading and writing. Concerns about progress are challenged by the senior leadership team and the reasons are discussed and acted upon where appropriate. Any extra provision that is in place is evaluated and adjusted accordingly in conjunction with the class teacher, SENDCo, parents and with appropriate other outside agencies.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

- Early identification is vital and outside agencies can help identify specific educational needs and advise on the provision of intervention strategies.
- Staff always try to maintain an open dialogue with parents through our open-door policy so that any concerns either side have can be looked at and assessed quickly and effectively.
- If it is felt that an assessment is needed to identify specific areas for development, then the school buys in the services of specialist teachers or other appropriate agencies.
- SEN and disability and awareness training is delivered by the school nurse or other outside agencies when required.
- We have a Family Learning Mentor in school. Through her role in school, she has accessed a wide range of training such as: ELSA, using the PSED tool kit, supporting children with ADHD, ASC, transition and supporting children with their emotional and social development.
- Some teaching assistants have had training in specialisms such as speech and language, autism, Down Syndrome, diabetes, fine and gross motor development and we continue to grow our teachers and teaching assistant's expertise and confidence to deliver high quality support and intervention for pupils with SEND.
- All teachers are appraised annually, and training needs are identified through this process.
- Medical training such as diabetes, asthma and EpiPen training is led each year in accordance with our school nurse and other medical professionals.
- We buy in support from specialist teachers, where needed, including teachers from SEND services and Inclusion solutions (MLD, SPLD, VI, HI, counselling) and receive support when required from Stepping Stones Short Stay School for EBD. We are also supported by our school Educational Psychologist and SENDO (case manager) provided by Lancashire County Council.
- Testing - When sitting examinations, children with SEND can be supported in various ways e.g. application for additional time, rest breaks, use of a reader in certain subjects, scribing and sitting exams in a suitable setting.
- Our school Provision Maps outline the children as an individual and the level of support in place for any additional needs. It identifies SMART targets or outcomes and how these will be met.
- Carleton Green is committed to the learning and development of all staff. The SENCo regularly assesses staff competencies and ensures that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing children with SEND. The SENCo also uses their NPQ training to inform CPD and drive improvements in SEND practice across the school. All teachers and support staff receive annual update training for asthma and anaphylaxis/epi-pen in line with guidance from the school nursing team or via e-learning.

Reviewing and Evaluating Outcomes

What the school provides

- Each child on an Education Health Care Plan (EHCP) has an annual review meeting. We aim to give parents and other professionals up to 6 weeks' notice of the meeting and ask them to contribute to the meeting ideally in both written and verbal form.
- The child is also asked to contribute to the meeting and express his / her feelings of how they feel they are doing and what they hope for in the future. This can be done verbally, in written format, through the use of IT or another format that the child is comfortable using. Following on from the meeting the parents and other professionals are provided with a summary of the meeting which outlines targets for the future, any actions to be taken as a result of the meeting and recommendations about any changes in the support going forwards.
- The school SENDCo has a monitoring cycle in place to evaluate the effectiveness of the provision in place for children with additional needs which is outlined in the SEND action plan. This includes termly pupil progress meetings, monitoring provision maps, talking to children, looking in books and looking at teachers planning. The school keeps a list of children who require extra help / support in school whether this is for medical, disability, learning, pastoral or any other need. The list is updated each term and the children on the list are monitored for the amount of progress they are making using our school systems.
- Pupil progress meetings are held each term to evaluate the amount of progress each child has made. The provision for that child is also reviewed to see if it is being used effectively and to see if it is impacting upon the child's progress and adjusted accordingly.
- Children with additional needs may have a provision map or SALT program which summarises the child's areas of strength and also targets for development. It then outlines support / interventions in place for them to help achieve these targets. These documents are written in conjunction with the class teacher, SENDCo, TA (if appropriate), outside agencies and parents. They are monitored and evaluated regularly.

Keeping Children Safe

What the school provides

- Generic whole-school Risk Assessments are carried out annually by the Headteacher e.g. swimming.
- Subject Specific Risk Assessments are carried out by the Headteacher/Subject leaders e.g. Science, DT, etc.
- Class Teachers complete the Risk Assessments for any Educational Visits or offsite activities using Lancashire Evolve and monitored by the EVC coordinator.
- Careful attention is paid to adult / children ratios on school visits and children with specific needs have appropriate adult support identified.

- General handover procedures are dependent on the age of the child. However, if a child requires it a member of staff will act as a key person to handover.
- If the needs of the child require it, there are parking facilities on the school site for dropping off/collecting children.
- During morning and afternoon break, there is always a Teacher and Teaching Assistant on duty, and a designated member of staff may accompany an individual child as needed. At lunchtime there is a team of Welfare Staff.
- Parents can access the anti-bullying policy via the school website or on request from the school office.
- Whistle blowing policy
- DSL (designated safeguarding lead) – update and training and Governor DSL trained.
- Door lock system – secure building.
- DBS checks are carried out on all staff and helpers in school.
- All staff have regular safeguarding training and all policies are updated in accordance with new legislation.
- Files are kept in accordance with GDPR policy.
- The Headteacher ensures all relevant documents with regards to KCSIE 2025.

Health (including Emotional Health and Well-being)

What the school provides

- The school has a medicine policy (Lancashire), which sets out how medicines will be kept and administered in school. This policy is available through the school office and web site. School will administer medicines at a set time of the day (lunchtime) and only prescription medicines with an accompanying letter from the parent / carer giving the school permission to do so.
- Diabetic training, asthma and EpiPen training are delivered in accordance with the school nurse and other medical professionals.
- Fire alarm training and regular testing is carried out.
- If a child has a long term medical need that requires medication that does not adhere to this policy e.g. insulin, inhaler, epi pen etc. then this would be agreed with the parents, school and school nurse and set out in their individual care plan. The parents, SENDCo, class teacher, Family Learning Mentor and school nurse and any other relevant agencies meet to discuss the needs of the child and to formulate a care plan. This plan is then shared during a staff meeting and also shared with welfare staff. The care plan outlines the emergency procedures if there is a medical incident in school and the other requirements that child might need to ensure their safety and wellbeing during their time in school.
- Our school nurse updates staff on training needs. Particular training can be accessed where necessary depending upon the needs of the child. Various

teaching assistants have areas of specialism in school: speech and language, fine motor skills, Makaton signing, ASC and school has a Family Learning Mentor.

- The school has regular contact with (after referrals) other specialisms such as Speech and Language Therapy, Occupational Therapy, Physiotherapy and Audiology.

- Health and Safety, including first aiders matrix is kept and monitored by the Headteacher.

Communicating with Parents

What the school provides

- The school staff are listed on the school web site alongside the class they teach and their areas of responsibility. All contact details are on the school's web site.

- There are photos of all the staff in the school entrance.

- Induction evening – parents are invited to meet the staff and vice versa. Each year at the end of the academic year, the school hosts a – Meet your teacher night, this allows parents the opportunity to meet their class teacher.

- The children have a number of opportunities to visit the school in the summer term through induction and 'stay and play' sessions. Parents are invited to stay with their child and meet the staff who will be working within the Foundation Stage. The induction process may also include a home visit and talking to local nurseries / preschool settings.

- The school uses Class Dojo, where classes share their learning and information.

- Children with additional needs that have been identified by their nursery / preschool education are invited to a transition meeting before the child starts in September.

- The school operates an 'open door' policy and staff always try to make themselves available to parents either in person or over the phone.

- The school holds three parents' evenings each year and produces an end of year progress report.

- Children who have provision maps or SALT programs have regular meetings with the class teacher to discuss the progress being made towards the targets and to set the future priorities for their child.

- The school has a series of 'open days' each autumn for new starters.

Throughout the year there are themed weeks and activities that parents, carers and grandparents are invited to participate in such as: D&T projects (make a salad), celebrating our learning (Egyptian afternoons, illuminations), Harvest, Christmas and Easter celebrations, stay and play sessions and sporting events.

- The school has a pastoral support facility run by a Family Learning Mentor.

- Parents provide us with feedback in a variety of ways: through emailing the office or Headteacher, speaking to school staff, parental questionnaires, working parties and feedback opportunities.

- Each year all our children are involved in 'moving up' activity sessions where they start to get to know their new class teacher and the new classroom environment.
- A regular weekly (Friday) newsletter is sent to all families and available as paper copy on request.

Working Together

What the school provides

- The school has a very active school council which consists of 2 representatives from each class. There are suggestion boxes in around school which are monitored by the school council.
- Older children act as reading buddies, friendship buddies, ECO councillors, worship leaders, reading ambassadors, buddy champions and play leaders, all of which instil in the children a sense of responsibility and commitment to helping others and our school community.
- The children have an opportunity to complete a pupil questionnaire as a means of sharing their thoughts and ideas about how we can improve our school further in the future.
- Parents and Grandparents are welcomed into school to help with all aspects of school life such as joining us on visits, listening to readers, gardening, sewing, themed weeks and getting involved with a variety of different projects.
- The school has a pastoral support facility run by a Family Learning Mentor. The SENDCo provides information for parents who would like to access support with all social and emotional issues. There is a named SEND / child protection governor who liaises with the SENDCo. Health and Safety Governor who meets on a regular basis with the Headteacher.
- Home school agreement shared with parents during the induction process.

What help and support is available for the family?

What the school provides

- Support is available from either the class teacher, SENDCo or Family Learning Mentor to help parents filling in / completing forms and paperwork. This support is available by contacting the school office.
- The school newsletter which is published weekly on Fridays is used to signpost parents to other groups, facilities and support that may be available within the local area.
- The school does not normally deal with travel plans as this has not been relevant so far to our school. These would need to be looked at on an individual basis as and when the need arose.
- The school encourages safe travel to and from school. There are facilities to enable children to cycle or scoot to school (bike racks outside the KS2 classrooms).
- Appropriate road safety and cycle training is planned into the school curriculum

Transition to Secondary School

What the school provides

- Each year pupils visit their forthcoming Secondary School for taster sessions and Secondary Teachers from the local schools visit to help ease the transition from Year 6 to Year 7.
- When a child has specific Special Needs, additional visits can be made where a member of school staff will visit the setting with the child and additional preparations made for transition can be put in place e.g. taking photographs, looking for rooms etc.
- Members of Secondary Staff are invited to SEND transition meetings. Class teacher provides transition documents to the high school once places are finalised. Class teacher liaises with transition staff from the high schools to share relevant information. Class teacher liaises with SENDCo to share information about children with Special Educational Needs.
- Throughout the year, high schools work on collaborative projects with either visits to high school settings or visiting teachers from high school settings. ○ PSHE work focuses around supporting children with transition. The Family Learning Mentor may also be involved with supporting specific children.

Extra-Curricular Activities

What the school provides

- There is a Breakfast Club (7.30 – 8.55) and After School Care Club (3.30 – 5.30pm) both of which take place on the school premises and children from age 4 upwards are able to attend.
- The school newsletter, which is published weekly on a Friday, will also signpost opportunities for holiday clubs that are run locally in the area.
- There are a range of extra-curricular activities available to our children. Some are available to all children where others are age-specific activities. Some of the activities are run by school staff and therefore there is no charge whilst others are run by external providers. Examples of our extra-curricular activities include football, cricket, netball, gardening, yoga, multi skills and chess club.
- The school also provides opportunities for our children to learn a musical instruments. These are provided by peripatetic teachers, and a charge is made for lessons and if necessary for the hire of the instrument.
- To help children make friends, they are encouraged to participate in the clubs and activities provided, Year 5 and 6 pupils act as buddies during lunchtime.
- For children who require it, extra interventions and support can be put into place to help support social and emotional development and build friendships.
- The importance of friendship is also reiterated in PHSE work in the classroom.

Feedback

What is the feedback mechanism?

- If parents would like to discuss their child's social, emotional or academic development, then they are first to contact the class teacher through the school office, either by email or phone call. Staff endeavour to respond the same day but usually within 2 working days.
- The school open door policy (drop off and pick up at the classroom door) can be used for informal or quick conversations.
- Where appropriate and necessary parents / carers can also meet with the SENDCo and Headteacher.
- The school asks for parent's views through the parental questionnaire.