Cockerham Parochial CE Primary School

"Where a love of learning grows"

Growing in knowledge • Growing in faith • Growing in God's love

SEND Information Report

2026–27

Information for parents and carers

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Contents

Section	Page
1. What types of SEND does the school support?	
2. Which staff support children with SEND?	
3. What should I do if I think my child has SEND?	
4. How does the school identify additional needs?	
5. How will my child's progress be assessed and reviewed?	
6. How are parents and carers involved?	
7. How are children involved in decisions?	
8. How is teaching adapted for children with SEND?	
9. What additional interventions and support may be available?	
10. How are resources and additional provision decided?	
11. How will my child be included in school activities?	
12. How does the school support accessibility and admissions?	
13. How does the school support wellbeing and emotional development?	
14. How are transitions supported?	
15. What support is available for looked-after and previously looked-after children with SEND?	
16. What if I am unhappy with SEND provision?	
17. Where can families find further information?	
Glossary	

The report follows a question-and-answer format to help families find information quickly.

1. What types of SEND does the school support?

Cockerham is a small, mainstream Church of England primary school with mixed-age classes. We support children with a wide range of needs. The four broad areas of SEND are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

Children may have needs across more than one area. We look at each child's needs and work with families and professionals to agree suitable support. A barrier to learning does not automatically mean that a child has SEND; for example, gaps in learning, attendance difficulties or English as an additional language may require support without constituting SEND.

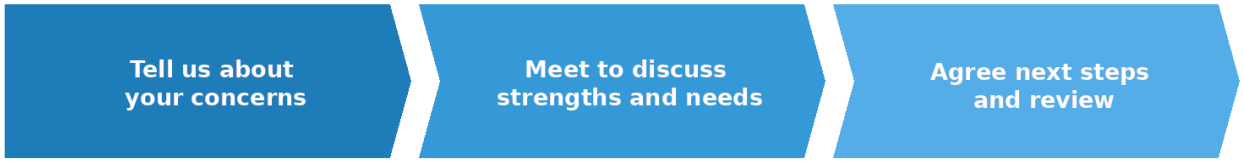
2. Which staff support children with SEND?

The class teacher is responsible for the progress and day-to-day teaching of every pupil in their class. Teachers work with teaching assistants, the SENDco and the headteacher to identify needs, adapt teaching and review provision.

Our SENDco, Lizzie Francis, oversees arrangements for pupils with SEND, advises staff, works with families and liaises with outside professionals. Teaching assistants may provide support in class, individually or in small groups, according to need.

Staff training and specialist advice are considered in response to pupils' needs. Where appropriate, we work with services such as speech and language therapy, educational psychology, occupational therapy and specialist SEND services.

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



Please speak to your child's class teacher in the first instance. We will listen to your concerns, talk about your child's strengths and difficulties and agree the next steps. The class teacher may involve the SENDco.

If it is agreed that your child needs SEND support, we will explain the support proposed and how we will review it. Parents and carers can request a further conversation whenever concerns arise.

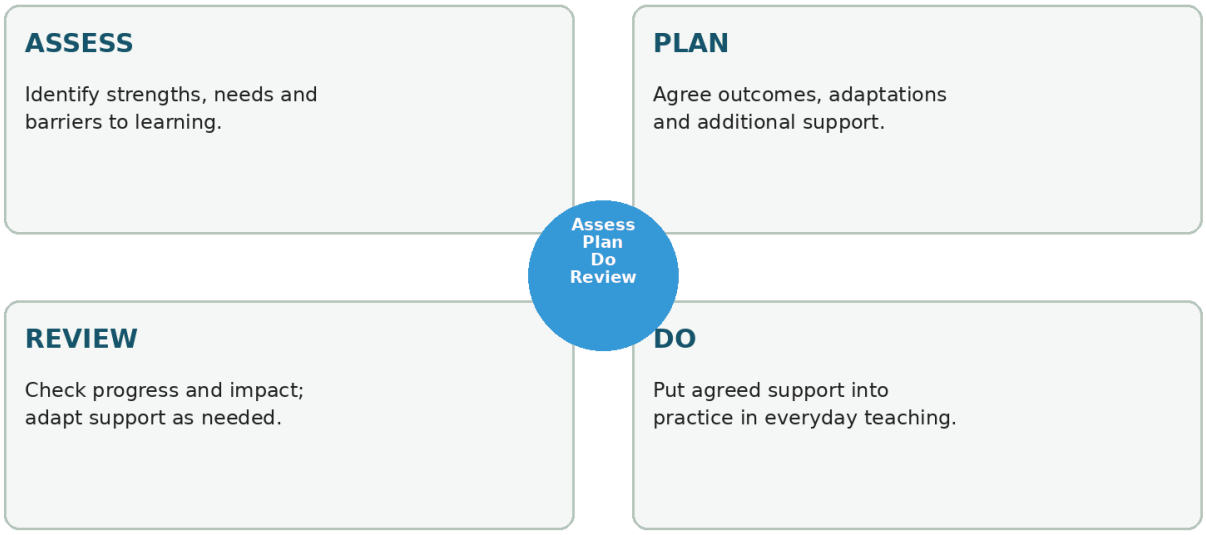
4. How does the school identify additional needs?

We monitor children's learning, progress, attendance, behaviour, communication and wellbeing. We use classroom observations, assessments, discussions with children and families and information from previous settings or outside professionals.

As part of our inclusion work, staff have considered potential barriers to learning for every pupil across the school, not only those already identified as having SEND. Where a concern is identified, we consider whether adaptations to everyday teaching or additional support are needed.

We distinguish between a learning gap that may respond to targeted teaching and a possible special educational need requiring ongoing provision. Where appropriate, the SENDco and external professionals help us build a fuller picture.

5. How will my child's progress be assessed and reviewed?



We use the graduated approach of Assess, Plan, Do, Review. This means identifying a child's needs, planning support, putting it into practice and reviewing whether it is working. The cycle is repeated and adapted as necessary.

Progress is considered through class assessment, observations, pupil work, intervention reviews and the views of the child and family. We look at participation, confidence and independence as well as academic progress.

The school currently uses Pupil Overview Profiles (POPs) and is developing a more concise Individual Education Plan (IEP) format. This transition will be phased. Plans should identify key barriers, practical classroom strategies, relevant targets and how progress will be reviewed.

6. How are parents and carers involved?

We keep in regular contact with families. Parents can discuss progress through school consultations, SEND reviews and conversations with the class teacher or SENDco.

When additional provision is planned or reviewed, we seek parents' views about their child's strengths, needs and experiences at home. We aim to agree practical next steps and share relevant information in a clear, manageable format.

Families do not need to wait for a scheduled meeting if they have a concern.

7. How are children involved in decisions?

Children's views are important in understanding what helps them learn, what they find difficult and what support feels useful. We ask children for their views in ways that suit their age and communication needs.

Where appropriate, children contribute to targets, reviews and decisions about classroom strategies. We also listen to pupils about their sense of belonging, wellbeing and participation in wider school life.

8. How is teaching adapted for children with SEND?

High-quality teaching is our first response to pupils' needs. Teachers adapt explanations, tasks, resources, pace and the classroom environment so that children can access an ambitious curriculum.

Approaches may include pre-teaching vocabulary, visual prompts, additional processing time, practical resources, smaller steps, targeted adult support and carefully planned opportunities to practise and revisit learning.

Support is planned around identified barriers rather than a diagnosis alone. We want children to become more independent and avoid relying on adult help when it is not needed.

Area of need	Examples of support
Communication and interaction	Visual timetables, vocabulary pre-teaching, communication aids and speech and language support
Cognition and learning	Targeted phonics or reading work, practical resources, smaller learning steps and additional practice
Social, emotional and mental health	Trusted adult support, Peace Room, structured play therapy and planned transitions
Sensory and/or physical	Adapted environments, sensory resources, accessible materials and specialist advice where appropriate

9. What additional interventions and support may be available?

Depending on identified needs, pupils may receive targeted support for phonics and reading, speech and language, communication, mathematics, social and emotional development or other areas of learning.

The school also offers pastoral support, including the Peace Room and structured play therapy. Other therapeutic or specialist provision is considered according to individual circumstances and availability.

Interventions are reviewed to check whether they are helping the pupil make progress or participate more fully. Specific programmes and staffing arrangements may change over time.

10. How are resources and additional provision decided?

The class teacher, SENDco and headteacher consider what support or resources are needed, taking account of assessments, advice from professionals and the child's individual circumstances.

Support may involve adapted materials, specialist equipment, staff training, teaching assistant time, interventions or advice from external services. The school uses its delegated resources, including its notional SEND budget, to help meet identified needs.

Where a child may require provision beyond what is ordinarily available, the school will discuss possible next steps with the family, including seeking additional advice or considering an Education, Health and Care needs assessment where appropriate.

11. How will my child be included in school activities?

We want all children to participate in the wider life of the school, including educational visits, residential opportunities, sport, clubs, performances and school events.

We make reasonable adjustments and work with families so that children with SEND and disabilities can take part alongside other pupils wherever possible. We also consider barriers arising from cost, confidence or other circumstances.

12. How does the school support accessibility and admissions?

We consider the accessibility of teaching, information, classrooms and the wider school environment and make reasonable adjustments in response to individual needs. Our Accessibility Plan sets out our wider approach.

Admissions arrangements are governed by the school's published admissions policy and relevant statutory requirements. Families are encouraged to discuss any accessibility or support needs with us when considering a place.

13. How does the school support wellbeing and emotional development?

Positive relationships and a sense of belonging are central to our approach. Staff seek to understand the reasons behind difficulties with emotional regulation, attendance or behaviour while maintaining clear expectations and consistent boundaries.

Support may include a trusted adult, pastoral conversations, the Peace Room, structured play therapy, planned transitions and work with families or outside professionals.

Children with SEND are encouraged to contribute to school life and pupil leadership opportunities. Concerns about bullying or safety are addressed through the school's relevant policies and safeguarding procedures.

14. How are transitions supported?

We work with parents, previous settings and receiving schools to share relevant information and plan support when children join Cockerham, move between classes or transfer to secondary school.

Depending on need, arrangements may include additional visits, familiarisation activities, meetings between staff, visual information or a personalised transition plan. We involve children and parents in identifying what would make a transition easier.

15. What support is available for looked-after and previously looked-after children with SEND?

The school works with carers, the local authority, relevant professionals and the designated teacher to understand the needs of looked-after and previously looked-after children.

For looked-after children, the Personal Education Plan (PEP) should complement any SEND support arrangements or Education, Health and Care Plan (EHCP), so that support is coordinated and appropriate.

16. What if I am unhappy with SEND provision?

If you have concerns, please speak to the class teacher or SENDco first so that we can discuss them and try to resolve them. If a concern remains unresolved, parents can follow the school's published complaints procedure.

Parents can also seek independent information and advice from Lancashire SEND Information, Advice and Support Service (SENDIAS). Rights relating to EHCP decisions, disability discrimination and other matters depend on the issue and may involve separate statutory routes.

17. Where can families find further information?

For information about school provision, contact the school office, class teacher or SENDco. Lancashire's SEND Local Offer provides information about services available to children and young people with SEND and their families.

Useful sources include:

- Lancashire SEND Local Offer – www.lancashire.gov.uk (search "SEND Local Offer")
- Lancashire SENDIAS – www.lancssendias.org.uk
- Department for Education SEND Code of Practice (0 to 25 years) – www.gov.uk
- School SEND Policy, Inclusion Strategy, Accessibility Plan and Complaints Policy – available through the school website

Glossary

SEND – Special Educational Needs and Disabilities. SENDco – Special Educational Needs Co-ordinator. EHCP – Education, Health and Care Plan. POP – Pupil Overview Profile. IEP – Individual Education Plan. PEP – Personal Education Plan for a looked-after child.

Graduated approach – the ongoing cycle of Assess, Plan, Do, Review used to plan and evaluate support. Reasonable adjustments – changes made to reduce disadvantage for disabled pupils.