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SEND INFORMATION REPORT

Document Control

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website, <https://www.coalclough.org/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1.0 What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2.0 Which staff will support my child and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Richard Burbery.

She has 6 years' experience in this role and has worked as a SENCO in a previous school for 15 years prior to that. He is a qualified teacher.

He has achieved the National Award in Special Educational Needs Co-ordination in 2018

Assistant SENDCO

Our Assistant SENDCO is Mollie Turner.

She is a HLTA and has 6 months experience in this role. She is a qualified Emotional Literacy Support Assistant, has qualified as a teacher and is currently undergoing the National Professional Qualification for SEND which replaced the NASEN Award this year.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 8 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision including an Emotional Literacy Support Assistant (ELSA) as stated above.

We have a number of teaching assistants who are trained to deliver interventions such as Lego Therapy, Drawing and Talking and Literacy / Numeracy

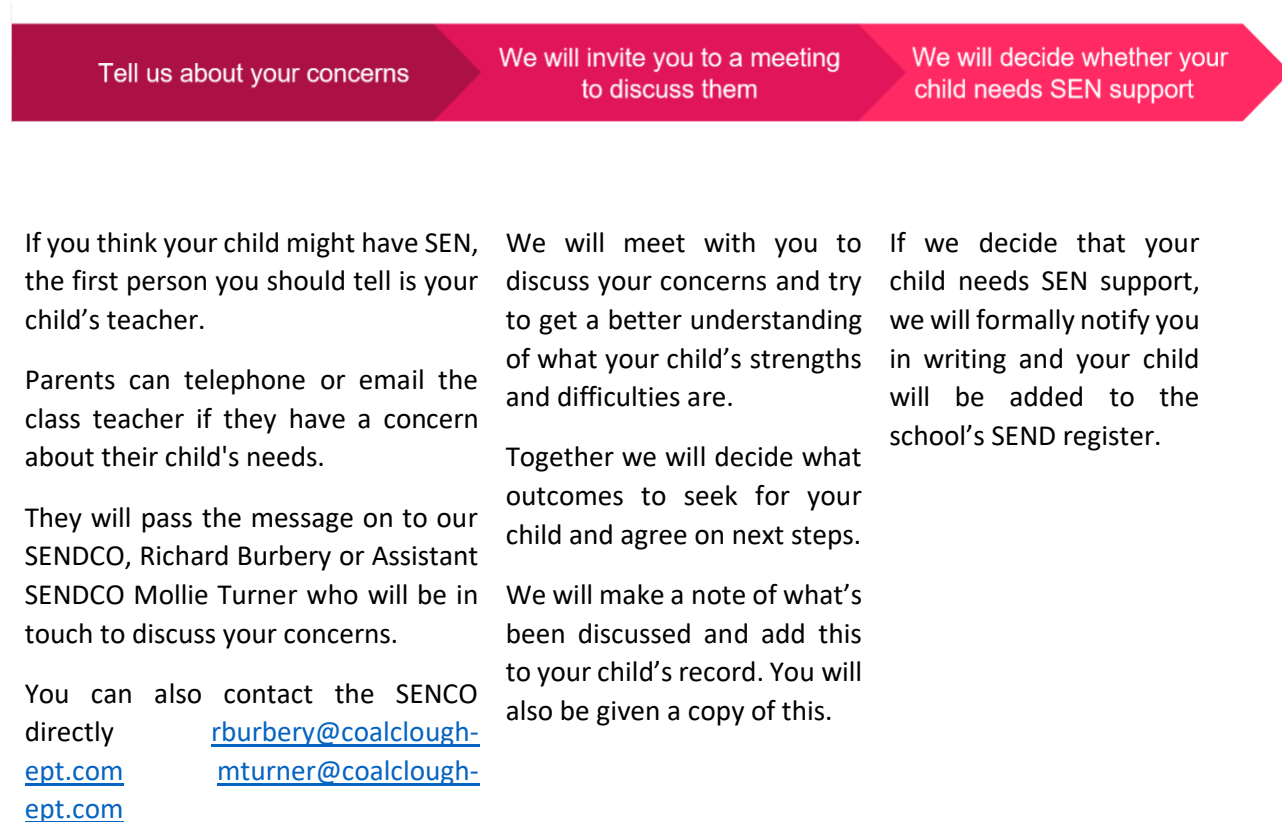
In the last academic year, staff have been trained in Mental Health First Aid, Sensory needs, Speech, Language and Communication, as well as a number of in-house training sessions around reading and literacy and behaviour/conduct.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Special teachers or support services
- Educational psychologists
- Counselling services
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)/ELCAS
- Social services and other LA-provided support services
- Pupil Access Team
- SEND Information, Advice and Support Service (Parent Partnership)
- LA Inclusion Team including SEND Case Manager/s
- Brook
- Burnley Football Club
- Voluntary sector organisations

2.0 What should I do if I think my child has SEN?



4.0 How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO/Assistant SENCO may observe the pupil in the classroom and socially to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

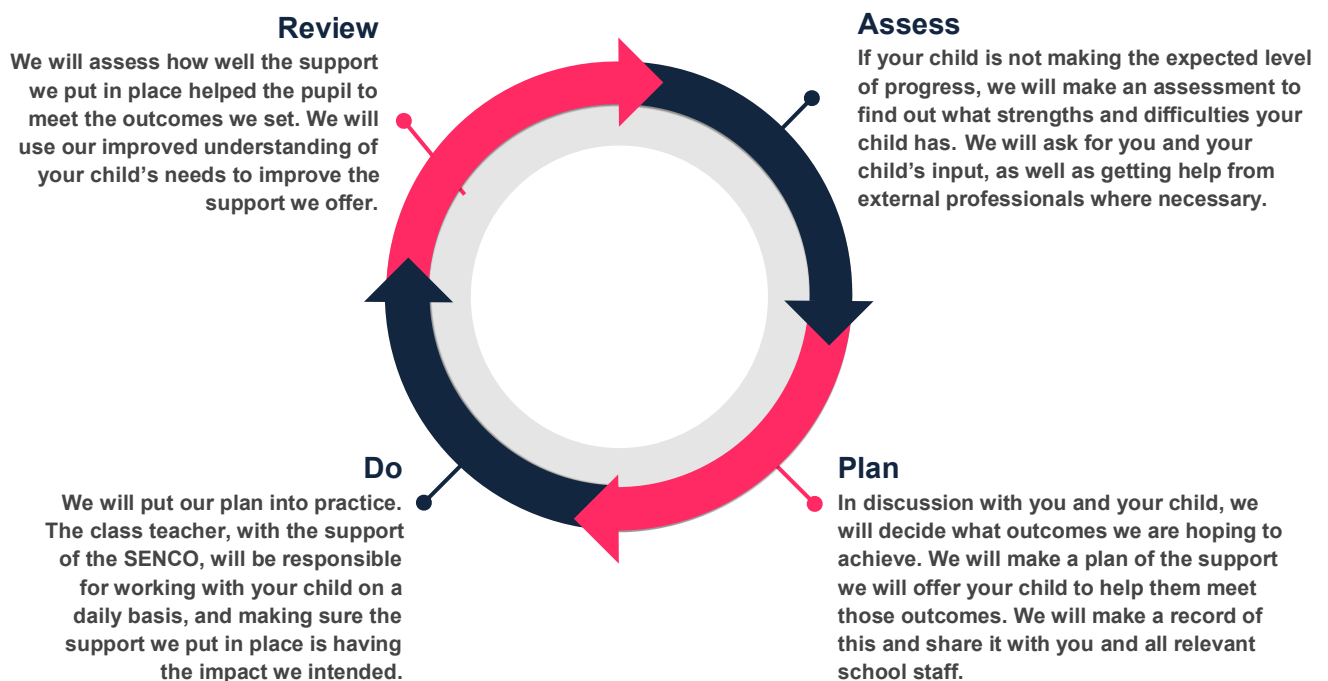
Based on all of this information, the SENCO will decide whether your child needs SEN support and this will be discussed with you.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan for them.

5.0 How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6.0 How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress

Your child's class/form teacher will meet you at a minimum 3 times a year at our Parent Consultation Days held at the end of each term. There will be an opportunity to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the class teacher.

7.0 How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

- We may seek your child's views by asking them to:
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8.0 How will the school adapt its teaching for my child?

Your child's teacher/s is/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 your child's needs. We will make sure that your child has access to an ambitious, broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best and to fill any gaps that are identified in your child's learning. There is no '1 size fits all' approach to adapting the delivery of the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting the delivery of our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or activities set in the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support key pupils on a 1-to-1 basis when the SEND team feels that the students require more intensive additional support within a class following early in house SEND identification/concerns and Educational Psychologist Education and/or Health and Care Plan recommendations.
- Teaching assistants will support pupils in small groups when the SEND team that the students require additional support following early in house SEND identification/concerns and Educational Psychologist Education and/or Health and Care Plan recommendations.
- The school's accessibility plan can be found here: www.coalclough.org
- We may also provide the following interventions:

AREA OF NEED		HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social skills activities including social stories
	Speech and language difficulties	Social skills activities including social stories Lego Therapy Drawing and Talking
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Planning session with the student around In class support using a writing slope, assisted technology – laptops, overlays, use of visual instructions Additional reading sessions Phonics Additional numeracy sessions Handwriting
	Moderate learning difficulties	As above

Social, emotional and mental health	ADHD, ADD	ELSA sessions (Emotional Literacy) SEMH – Art and Music External sessions – We are Noise, Fishing Anger Management Mentoring – In house and BFC Counselling
	Adverse childhood experiences and/or mental health issues	As above
Sensory and/or physical	Hearing impairment	Specialist teacher advice and support for both student and staff. In class adaptations including class seating
	Visual impairment	Specialist teacher advice and support for both student and staff. In class adaptations including class seating, limiting displays, whiteboard modifications
	Multi-sensory impairment	As above Regular updates on sensory assessment to complete Sensory Diet
	Physical impairment	Specialist teacher advice and support for both student and staff to Accessibility Plan. Fine and Gross Motor Skills sessions

9.0 How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10.0 How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is needed, we will seek it from our local authority.

11.0 How will the school make sure my child is included in activities alongside pupils who don't have SEND?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including any residential trip(s)
- All pupils are encouraged to take part in sports day/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12.0 How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Coal Clough Academy is an Equal Opportunities non-discriminatory school and therefore welcomes applications for admissions for young people from diverse backgrounds and with varying needs.

The school operates a fair objective and transparent admissions system which includes a complaints procedure (available on request)

Coal Clough Academy will provide education for

- Students who are showing a level of disengagement from mainstream provision which is placing them at risk of exclusion.
- Students with an EHCP where Coal Clough Academy is named on their plan
- Students causing significant concern in school which is affecting their progress and would benefit from alternative provision to re-engage them.

In the case of oversubscription of applications, the trustees will refer to these criteria in priority order:

- Young people with and EHCP
- Looked after Children including adopted children who were previously in care and children who leave care under a special guardianship or residence order
- Young people who are permanently excluded from mainstream school
- In the likely incidence a decision cannot be reached using these criteria, the trustees will offer places to those whose needs will be best met by placement at Coal Clough Academy

13.0 How does the school support pupils with disabilities?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs such as games, drama and art club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by [insert your provision]
- We provide additional support and interventions under the direction of our Emotional Literacy Support Assistant.
- We have a 'zero tolerance' approach to bullying.

14.0 How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of [name of] club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by [insert your provision]
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15.0 What support will be available for my child as they transition between classes or setting or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ensure all staff are fully aware of the needs of young people coming into their group.
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16.0 What support is in place for looked-after and previously looked-after children with SEN?

Nathanial Eatwell neatwell@coalclough.org Lizzie Ashworth eashwoprth@coalclough-ept.com is the designated teacher for looked-after children and previously looked-after children here.

Nathanial Eatwell neatwell@coalclough.org will work with Richard Burbery, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17.0 What should I do if I have a complaint about my child's SEN Support?

Where parents have concerns about our school's SEND provision, they should first check the Complaints Policy on the school's website: www.coalclough.org They can also raise their concerns informally with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/dispute-resolution-mediation-and-appeals/> You can request mediation by contacting Lancashire County Council.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

18.0 What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. Lancashire publishes information about the local offer on their website: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: <https://lancssendias.org.uk/about-us/>

Local charities that offer information and support to families of children with SEND are:

<https://www.lancashire.gov.uk/media/946199/send-newsletter-autumn-2023.pdf>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19.0 Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

ADHD – Attention Deficit Hyperactivity Disorder

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

ASD / C – Autistic Spectrum Disorder / Condition

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

ELCAS – East Lancashire Community and Adolescent Services

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SEMH – Social, emotional and mental health

SENDCO – the special educational needs and disability co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

SPLC – Speech, Language and Communication

Transition – when a pupil moves between years, phases, schools or institutions or life stages