



SEND Information Report 2024-25

Date of last review: September 2024

Parbold Douglas CE Academy

SEND Information Report [Last updated: September 2024]

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A message from Mrs Heather Wainwright, SENCO

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Information Report', which you are reading now.

Further information about the Local Authority's Local Offer can be found [here](#).

At Parbold Douglas Church of England Academy, provision for children with additional needs is extremely important to us. Our statement of equality is simple; we provide equal opportunities and a broad and balanced curriculum for all, regardless of gender, race, creed or ability. Just like our school motto, we want all children to 'let their light shine'. This guide aims to detail our offer to children and families who have an interest in, or need for SEN provision. Further information can also be found under the SEND section of our [website](#). Of course, should you require any additional information, please feel free to contact myself or your child's class teacher – we would be more than happy to discuss with you any questions, you may have.

Firstly, what is SEND?

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'life long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example they may have additional needs due to dyslexia, a hearing impairment, sensory processing difficulties – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

Our school has a variety of key policies which directly affect upon our provision for children with SEND, which are all available as part of our school website, which include:

- [SEND Policy](#)
- [Admission Arrangements](#)
- [Anti-Bullying Policy](#)
- [Accessibility Policy and Plan](#)

What type of school is Parbold Douglas Church of England Academy?

Parbold Douglas Church of England Academy is a mainstream school with a private nursery attached. We are an inclusive, happy school, providing equal opportunities and a broad and balanced curriculum for all, regardless of gender, race, creed or ability.

Our vision is clear and is deeply rooted in our Christian faith: **We nurture children, equipping them with the vision, passion and skills needed to go forward and transform society.** We want children to be 'fired up' about building God's Kingdom here on Earth, enacting positive change and going one step further in the service of others..

God's Kingdom is one of peace, love, joy, unity, equality, respect, forgiveness and compassion. It is a Kingdom where all can flourish, finding belonging, purpose and fulfilment. It is a Kingdom where we receive God's love and the promise of 'life in all its fullness' through Jesus (John 10:10).

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Our motto – **let your light shine** (Matthew 5:16) – is all about transforming society. When we let our light shine, we let the light of Jesus radiate from within us to transform lives and communities around us. When we let our light shine, we shape society with the peace, joy and compassion of Jesus. When we let our light shine, we pursue love and unity.

Our vision of a world transformed by a generation of ‘Kingdom builders’ fuels our passion for primary education.

What type of SEND do we provide for?

Pupils with SEND will be admitted to Parbold Douglas Church of England Academy in line with the school’s admissions’ policy. We can make provision for children with a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We take the advice of specialist teachers and other professionals to help us further support the children in our care.

What are the arrangements for the admission of SEND pupils?

Pupils with SEND will be admitted to Parbold Douglas Church of England Academy in line with the school’s admissions policy. Please find further information on our [admissions](#) page. The school is aware of the statutory requirements of the SEND Disability Act and will meet the Act’s requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND within the early years.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavour to collect all relevant information and plan a relevant differentiated curriculum.

How does Parbold Douglas Church of England Academy know if a child needs extra help?

All staff at Parbold Douglas Church of England Academy have high expectations and ambitions for children and young people with SEND. We place significant emphasis on the early identification of pupils experiencing difficulties in accessing learning and school life opportunities. We use a variety of ways to identify possible SEN, usually a combination, which may include the following:

- Concerns raised by parents
- Concerns raised by teachers
- Liaison with previous school or pre-school setting
- Liaison with external agencies e.g. speech & language therapists, occupational therapists
- Child’s assessment results being consistently below ‘age expected’ levels
- Use of standardised assessments within school
- Liaising with Educational Psychologists and/or specialist teachers

The attainment of and progress of all children is carefully tracked and monitored throughout the school year by the class teachers. The process is overseen by the Head teacher, Senior Leadership team and SENCO who analyse the data. This data can include in classroom observations and book looks.

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If school staff have any concerns regarding a child in their class, they will discuss these with the SENCO. Parents may then be contacted and teachers will complete an initial concern form.

From the initial concern form, an action plan will be created to support the child and identify target areas for the child to work towards. The progress the child makes towards these targets will be assessed and this will be shared with the child's parents and SENCO. If it is felt that further support is required, the SENCO will liaise with outside agencies such as specialist teachers or educational psychologists to seek further support and guidance.

If you continue to be concerned that your child is not making progress, you may wish to speak to the SENCO Mrs Heather Wainwright using the contact details at the start of this document.

The Code of Practice states that:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.... He/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools’

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.’

How do we involve children and their parents in their child's education?

If a SEND need is identified we respond in a personalised way; as we work with the child and their family from the onset to assess their needs, we understand more about the gaps in their learning, and barriers they are experiencing. Our parents are viewed as partners in their child's education as they know their child best and have a clear picture of their child's needs. We keep parents fully informed of any changes in their child's progress, behaviour, or provision within the school. To keep parents informed, we have a comprehensive website with a specific SEND section. We also have two parents' evenings per year and one annual report.

Our approach to the graduated response follows a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Support Plan (ISP). This process will happen at least termly, involving staff, parents and the child. Parents will be contacted by their child's class teacher to discuss the review, talking through progress made, new targets and how they can support their child at home.

The majority of children with SEND will have their needs met within the school effectively at 'school level' as part of quality first teaching. This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention. If the child is able to maintain good progress without the additional and different intervention he or she will no longer be identified with SEN and be removed from the SEN record.

Children and parents of children who have an EHCP will be asked for their point of view both when the application is made or annually as part of the review process. We endeavour to include children as much as possible during the annual review process and encourage children to be there whilst the review is taking place.

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School operates an open-door policy with regards to any concern a parent may have. School hold two parent's evenings a year to provide parents with opportunities to discuss the progress of their child, alongside one written report. Parent questionnaires are given out at times to gather parent's views and suggestions.

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

You should speak to the class teacher first if you have concerns about your child's progress. You may then be directed to the SENCO / Head teacher.

A list of class teachers can be seen below:

Reception	Miss Anna Crompton
Year 1	Miss Hannah Apter
Year 2	Mrs Beverly Bradley-Baker
Year 3	Mrs Rebecca Beaumont & Mrs Jessica Churchward
Year 4	Mrs Heather Wainwright (SENCO)
Year 5	Miss Emily Johnson
Year 6	Mr John Boden & Mrs Kate Jonker
Class Teacher	Jade Cooney [Maternity]

The class teacher is responsible and accountable for providing Quality First Teaching including:

- High quality teaching which is differentiated to each child's individual need
- Adapting the learning environment to meet individual needs
- Monitoring the progress of pupils and identifying, planning and delivering any additional support/intervention
- Devising and updating ISPs to prioritise and focus on the next steps required for individual pupils to make progress

How will the curriculum be matched to meet my child's needs?

Our school follows the SEN Code of Practice's approach to meeting the needs of all learners. If a child in our school is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches which are provided as part of high quality teaching. As part of the Code of Practice 2015, we will engage in the four stage graduated approach process: **Assess, Plan, Do and Review**.

Assess:

The teacher identifies if there are pupils with learning needs in their class; this involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services will also be considered. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period.

Plan:

Planning will involve consultation between the teacher SENCO and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Support Plan (ISP) with a clear date for review. Parental involvement will be sought, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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Do:

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can help identify their particular need. Parents will receive an ISP pack that has target appropriate resources and work that can be used to support ISPs at home. The impact on progress, development and or behaviour that is expected will be recorded by the class teacher and other staff and summarised on the ISP in preparation for the termly progress review.

Review:

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. To track a child's long term progress and level of intervention he/she will be included on the SEN record by the SENCO. Children will be involved when we review and in the writing of new ISP targets. Parents will be informed of progress made. If, appropriate this will take place in a meeting.

A range of facilities are used to enable pupils to access all areas of the curriculum including the following:

- Trained and experienced staff supporting children
- Every child with identified needs has their own ISP with 'SMART' targets to enable them to make progress in key areas
- Work is differentiated appropriately according to the needs of the individual child
- Access to technology to support learning
- Alternative ways of recording learning
- A range of appropriate equipment is provided to enable all children to access all aspects of the curriculum
- Support from outside agencies, including health care professionals, who visit school regularly
- Support from a Specialist Teacher and an Educational Psychologist where appropriate
- The school building and grounds are adapted to be as accessible as possible for children with additional needs

How accessible is the school environment?

The school is wheelchair accessible. To enable access for all pupils, parents and staff with disabilities the school has ensured that all doorways and entrances to the school are on a single level, wide enough to accommodate a wheelchair if necessary. There are stairs to access the KS2 classrooms and hall, however KS2 can be easily accessed via external doors. There is an accessible disabled car parking space available for parents, visitors and staff. There is a disabled toilet with changing facilities if required.

In classrooms and around the school the furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. All resources are labelled with pictures or writing, depending on the class and their needs. When required, we use TEACCH workstations, PECS (Picture Exchange Communication System) and timers.

We have a range of Computing programs and equipment available for children with SEND (for example, IDL) in addition to laptops, iPads (one to one in KS2), computers, CTouch screens and Interactive Whiteboards. In EYFS and KS1, the Interactive Whiteboards are positioned at an appropriate height for the learners to access. Teachers ensure that classrooms are dyslexia friendly and allow children to be independent learners through tabletop and in class resources to support learning.

Our school Accessibility Plan can be found on our school [website](#).

How are the school resources allocated to match children's SEND?

We endeavour to teach in ways that appeal to all types of learners. Some children's needs may be met through differentiated work, classroom adaptations and /or targeted support in class. Examples may include: focus group work with the class teacher or TA, classroom positioning, organisational aids, coloured overlays, pencil grips etc. Our inclusive approach to provision means that the majority of children have their needs met through Quality First Teaching. Class teachers have the responsibility for enabling all pupils to learn. To achieve this they:

- Have high expectations for all pupils
- Plan appropriate work/activities for their pupils
- Ensure support is available for all children by adapting their planning to take into account different learning styles, interests and abilities
- Ensure all children can be included in tasks and activities
- Celebrate achievements of all in class
- Identify those children who require additional to or different from support in order to make progress
- Set targets through discussions with pupils and parents

Our school adopts a flexible approach to SEN provision and this provision can fall into the following categories:

- Support in the classroom
- Focused small group or 1:1 work away from the classroom

Teaching Assistants, Teachers or external agencies, may provide this support.

We have and continue to build a bank of resources to assist children with additional needs and continually evaluate and update this to meet the needs of the children we have in school. Other children may have access to targeted and time-limited group interventions (usually withdrawal from the classroom for limited periods).

A very small minority of children will require a fully bespoke curriculum or alternative means of recording their learning journey. This will depend on the needs of the child but could include having their learning 'chunked' into smaller sessions and tasks and the range or depth of learning is adjusted to suit the needs of the child.

Access arrangements for National Curriculum tests are in line with DfE guidelines, which are issued every year. i.e. extra time, scribes or readers for tests.

If a child has an EHCP school will more often than not, receive additional funding from the local authority. In order to access these funds, the school produces a costed provision map detailing the child's provision and the cost to the school. The use of additional funds from the EHCP are discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

When it is decided that a child needs extra resources allocating to support them in their learning, the SENCO, SLT or class teachers will meet to discuss the best way to meet these needs, taking on board parental views and,

if appropriate, specialist advice. It is possible that outside agencies or Lancashire County Council are contacted in supporting school to allocate specific resources.

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How will both you and I know how my child is doing and how will I be helped to support my child's learning?

Pupils' progress is monitored throughout the school. The SENCO and key staff assess and evaluate the progress of children with SEND in line with the school's assessment cycle, ISP review stage or when necessary, adapting provision accordingly. Parents are kept informed at all times.

School hold two parent's evenings a year to provide parents with opportunities to discuss the progress of their child, alongside one written report sent home at the end of the summer term.

ISPs with individual targets are set for all children who are on the SEND register and these are reviewed termly. An ISP home pack may be sent home to support parents and children with their ISP targets at home.

If your child has an Education Health Care Plan, the SENCO will arrange review meetings, inviting parents, agencies and professionals involved with the child, completing all relevant documents prior to the review meeting. Pupils contribute to their own reviews at their own level. EHC Plans review meetings will be held:

- Early Years- every 6 months
- KS1 and KS2- yearly

Children with an EHCP will still have termly ISP reviews.

What training have the staff supporting children with SEND had or may they have?

Training needs of staff and the school are identified through the School Development Plan, the appraisal cycle and individual pupil needs. Support staff and teacher appraisals and professional discussions identify individual training needs. Training is put into place in response to these discussions.

The SENCO regularly attends training to keep up to date with local and national updates in SEND and provides feedback to staff.

We have very good links with a range of other outside agencies including health and therapy services, educational psychologist and family support agencies. We have regular contact with the School Nurse who can either give support for individual children/ families or help with staff training. The School Nurse will also come into class to support any relevant topics e.g healthy eating, hygiene, tooth care.

School currently has staff that have attended training to support those with Autism, SEMH needs and PECS. We liaise effectivity with external agencies to support and advise on the provision of intervention strategies; the School Nurse, CAMHS, Occupational Therapy, Speech and Language and any other relevant agencies.

How will the school prepare and support my child to join the school or transfer to a new school?

Transition between classes, key stages, schools and nurseries is an anxious and challenging time for all pupils, and especially those with additional needs and/or SEND. Therefore, steps are taken to enable this transition to be as smooth and positive as possible- for the pupil and their family.

For those children joining our school where an additional need has already been identified, a transition review will take place prior to the pupil's admission. The parents will also have the opportunity to meet with the class teacher and SENCO to plan the transition, provision or support needed for their child.

If your child is moving schools, we will always contact the new school's SENCO and share information about the type of provision that is required to address your child's needs. If appropriate, additional transition visits can

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be arranged for your child so they can experience their new school before moving. This will be arranged with the new school. All information we have on record will be passed on to the new school even if your child is no longer requiring SEN support – this is standard practice for all pupils, including those without SEND.

When moving to a new class in the same school, information sharing sessions will take place with the new class teacher. Regular opportunities will be provided in the summer term for your child to meet their new teacher and, if appropriate, a transition book will be completed. In some cases, multi-agency meetings may be arranged to create a more detailed transition plan.

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

Activities and school trips are available to all and children with SEND are welcomed and actively encouraged to go on trips and attend clubs. Where appropriate, parents will be consulted and all reasonable adaptations and adjustments are made to ensure that children with SEND can safely access and enjoy the social skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing, extra time or amendments to the activity.

Activities within and outside school are covered by a risk assessment. These are carried out by either the head teacher or member of staff responsible for the activity or trip. Additional risk assessments are carried out for specific children, depending on the level of their needs. This assessment will take into consideration advice from outside agencies such as occupational therapy, the school nurse etc.

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

We are a nurturing school with a strong Christian ethos. We have strong links with professionals such as educational psychologists and CAMHS. We have a dedicated policy for supporting children with medical needs, including the administration of medication. Within school, children are taught about bullying, friendships and staying safe, through a combination of age appropriate PSHE, (personal, social and health education) lessons, circle time and worship. We identify vulnerable children and assign a pupil champion to check in with them to further support identified children with their emotional wellbeing. In addition, where further support is required we are able to offer session with Confident Minds and Stable Lives. We also have a dedicated Wellbeing Coach on site providing pastoral and wellbeing support to pupils throughout school – for further information, please contact the school. We also have on-site wellbeing rooms which allows children to have an appropriate space and nurturing environment to speak to adults if they so wish.

To promote understanding of children's needs class teachers may deliver whole class social stories or awareness sessions. Within school there is an active school council which meets formally twice a month. All pupils are invited to contribute to these meetings, to reflect upon their daily life in school, to identify what they like/dislike, to raise suggestions of what they may wish to change and to raise concerns they may have.

The school has a Designated Safeguarding Lead (DSL) and a Deputy DSL to deal with issues to child protection and safeguarding and all staff, volunteers and governors attend safeguarding training.

What measures does Parbold Douglas Church of England Academy take to prevent bullying?

Parbold Douglas Church of England Academy is extremely proud of the behaviour of children in school and works hard to deliver a curriculum that encourages children to reflect on the issues surrounding bullying from Reception through to Y6. Our Anti Bullying Policy shows the steps that are taken to ensure and mitigate the risk of bullying of vulnerable children in our school. We recognise that children with SEND are at particular risk of being bullied. The school Anti Bullying Policy can be found in the [policy section of our school website](#).

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

All SEND children either have an EHCP or ISP (Individual Support Plan) if they are on the SEND Register. All these are reviewed regularly, as outlined above.

The SENCO regularly completes audits of SEND provision and resources in school, gaining child, parent and staff views. The SENCO regularly feeds back to governors following audits of provision. Monitoring and evaluating arrangements promote an active process of continual review in school and improvement of provision for all pupils.

The SENCO analyses tracking data during the school's assessment cycle for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (observations, book looks, learning walks) to make judgements on its effectiveness.

The SENCO regularly meets with the SEND governor to share the effectiveness of the provision with a formal SEND report being presented to governors termly.

To ensure the quality of our SEND provision, the school will conduct regular audits involving all members of staff. This will involve:

- Lesson observations and learning walks
- Observation of interventions
- Book looks and proof reading of Individual Support Plans
- Data analysis of targeted intervention and progress of pupils with SEN
- Seeking of parent and pupil views
- Staff audits
- Monitoring the continuing professional development of staff

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

We have established links with key outside services aimed at promoting the well-being of our children and their families including, health and therapy services, the school nurse, special advisory teachers, educational psychologists and family support agencies.

We may use the Common Assessment Form (CAF) process and Team Around the Family (TAF) meetings to facilitate links with other agencies. More information about CAF and TAF meetings can be found [here](#).

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

For more information, our complaints policy can be found on our school [website](#). If any parent/ carer has any concerns regarding the education of their child with SEND they should contact the school immediately and make an appointment to see the child's class teacher. If the matter is not resolved, a meeting will be made with the SENCO, Mrs Heather Wainwright.

Our school 'Complaints policy' is available on our website. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

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

Our school website has all the relevant information and links needed for parents to seek additional support. These include:

- A link to the Lancashire Local Offer <http://www.lancashire.gov.uk/send>
- Like the 'Facebook' Lancashire Local offer <https://engb.facebook.com/LancashireLocalOffer/> • School nurse details <http://www.pda.lancs.sch.uk/send/>
- 'FIND' termly newsletter- This contains lots of information for parents about what is happening in Lancashire (for example, support groups, events, activities). <http://www.lancashire.gov.uk/send>
- The Independent Advisory Service (IAS) can provide information and support and advice service to parents or carers about their child's SEN needs: 03001236706 or visit:
- <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/disabilities/help-for-parents-and-carers/information-advice-and-support/>
- IPSEA – Independent Parental Special Education Advice: <https://www.ipsea.org.uk/>

The above extends the advice and information beyond just our own school to provide a more holistic support offering.

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

- Lancashire County Councils Local Offer: <http://www.lancashire.gov.uk/send>
- Like the 'Facebook' Lancashire Local offer: <https://engb.facebook.com/LancashireLocalOffer/>

How is my child supported during periods of remote learning?

Our full remote learning policy can be found [here](#). The support your child receives will be in response to the type of remote learning and will change depending on whether it is a period of individual isolation or a whole class isolation period. In summary, if your child has an identified SEND, the class teacher will take account of their needs when planning for providing work to be completed at home.

This may include:

- Suggesting different ways in which children can present/record their work
- Giving more detailed instruction
- Providing parents with suggestions to make tasks more practical in nature
- Providing targeted, adapted work which is targeted at their level of need

The SENCO may contact the family by telephone and or email regularly to check in and offer support as necessary. In some instances this may mean offering sending home paper copies of work or offering a school place for the child.

Policy review

Last review date: September 2024

Next review date: September 2025