

# Calder Vale St John's Church of England Primary School

## SEND Information Report

**Academic Year:** 2025–2026

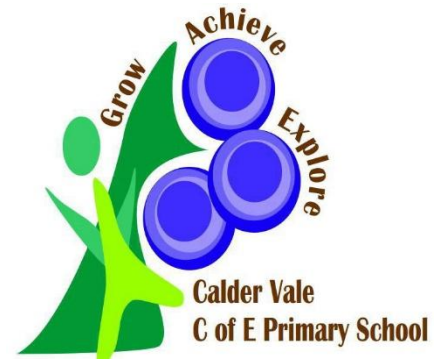
**School Address:** Calder Vale, Garstang, PR3 1SR

**Telephone:** 01995 603016

**Website:** [www.caldervale.lancs.sch.uk](http://www.caldervale.lancs.sch.uk)

**Headteacher & SENDCo:** Rebecca Scholz

**Email:** [head@caldervale.lancs.sch.uk](mailto:head@caldervale.lancs.sch.uk)



---

## Our Vision and Ethos

At Calder Vale St John's CE Primary School, our Christian vision underpins everything we do:

- **Reach Up** – We reach up to God to show us the way
- **Reach In** – We reach inside for the courage and wisdom of the Holy Spirit to help us reach God's goals for us
- **Reach Out** – We reach out to everyone with the kindness and compassion of Jesus

We are a small, rural mainstream primary school serving pupils aged 3–11. We are committed to inclusion and believe that every child is unique, valued and entitled to achieve their full potential within a nurturing, supportive and aspirational environment.

---

## The Kinds of SEND We Provide For

Calder Vale St John's CE Primary School is a mainstream school. We support pupils with a wide range of special educational needs and disabilities, including:

- Communication and Interaction needs (including Autism Spectrum Condition)
- Cognition and Learning difficulties (including Dyslexia)
- Social, Emotional and Mental Health needs (including ADHD and attachment difficulties)
- Sensory and/or Physical needs (including visual impairment and epilepsy)

We adapt our provision in response to the needs of individual pupils and work closely with families and external professionals to ensure appropriate support is in place.

---

# Identifying SEND and Supporting Early Intervention

## How do we know if a child needs extra help?

Early identification of SEND is a priority at Calder Vale. We use a graduated response, beginning with **Quality First Teaching**, to ensure that all pupils' needs are met.

Concerns may be identified through:

- Ongoing teacher assessment and observation
- Termly pupil progress tracking
- In-house and standardised assessments
- Information from previous settings
- Parental concerns
- Pupil voice
- Advice from external professionals

If a child is not making expected progress despite targeted classroom strategies, the class teacher will discuss concerns with the Headteacher/SENDCo and parents at the earliest opportunity.

## What should parents do if they are concerned?

Parents are encouraged to speak initially with their child's class teacher. Further discussions can be arranged with the Headteacher/SENDCo. Parents are involved at every stage of the process.

Where appropriate, support from external agencies may be requested, and an Early Help Assessment (EHA) may be initiated in line with Lancashire's Continuum of Need.

---

## Consulting and Involving Pupils with SEND

We believe that children should be actively involved in decisions about their education.

- Pupils contribute to setting and reviewing their own targets
- Pupil Passports capture strengths, needs and pupil voice
- Children are supported to understand their needs in an age-appropriate and sensitive way
- Pupils with EHCPs are encouraged to contribute to review meetings where appropriate
- All pupils can take part in School Council, Eco Council and other leadership roles

---

## Consulting and Involving Parents and Carers

We value strong partnerships with parents and carers and operate an **Open Door Policy**.

- Twice-yearly parents' evenings

- Annual written reports
- Termly review of Pupil Passports
- Annual Review meetings for pupils with EHCPs
- Additional meetings arranged as required

Parents are fully involved in decision-making and are encouraged to share their views, aspirations and concerns.

---

## Matching the Curriculum to Pupils' Needs

Our curriculum is inclusive, flexible and ambitious. We:

- Differentiate teaching to meet individual needs
- Use practical, visual and multi-sensory approaches
- Break learning into manageable steps
- Provide targeted interventions where appropriate
- Ensure high expectations for all pupils

Support is delivered by class teachers and teaching assistants under the guidance of the SENDCo.

---

## Accessibility of the School Environment

- The school is mainly on one level and is wheelchair accessible
- Disabled parking is available near the school entrance
- Classrooms are accessible and well-resourced
- Specialist equipment is provided where needed following professional advice

Currently, the school does not have an accessible toilet or separate changing facilities. Reasonable adjustments are made wherever possible to support pupils' needs.

---

## Allocation of Resources

The Governing Body oversees SEND funding. Decisions about support are made by the Headteacher/SENDCo in consultation with staff, parents and external professionals.

Resources may include:

- Teaching assistant support
- Intervention programmes
- Specialist equipment
- External agency involvement

For pupils with EHCPs, additional funding is used to meet the specified outcomes.

---

## Monitoring Progress and Supporting Learning at Home

We follow the **Assess, Plan, Do, Review** cycle.

Progress is monitored through:

- Teacher assessments
- Standardised tests (e.g. PIVATS, NFER)
- Termly tracking in reading, writing and maths
- Pupil progress meetings

Parents are kept informed through meetings, reports, ClassDojo and home-school communication where appropriate.

---

## Staff Training and Specialist Support

All staff receive regular SEND training. Recent areas include:

- Autism Spectrum Condition
- ADHD
- Speech, Language and Communication Needs
- Attachment and SEMH

We work closely with external professionals, including:

- Educational Psychology Service
  - Speech and Language Therapy
  - Occupational Therapy
  - Specialist Teachers
  - School Nursing Team
  - Therapeutic counselling services
- 

## Supporting Transitions

We carefully plan transitions:

- Nursery to Reception
- Year group transitions
- Primary to Secondary school

Additional visits, transition books and liaison with receiving schools are arranged for pupils with SEND. EHCP reviews support transition planning.

---

## Inclusion Beyond the Classroom

All pupils are included in:

- Educational visits
- Extra-curricular clubs
- Residential and off-site activities

Risk assessments and reasonable adjustments ensure access for all pupils. Parents are involved in planning where appropriate.

---

## Supporting Well-being

We provide strong pastoral support through:

- High staff-to-pupil ratios
- Zones of Regulation approach
- Therapeutic counselling support
- Anti-bullying procedures

Medical needs are supported through individual healthcare plans, staff training and safe administration of medication.

---

## Evaluating SEND Provision

The effectiveness of SEND provision is reviewed through:

- Pupil progress data
- Reviews and meetings
- Pupil and parent feedback
- SEND reports to Governors

Provision is adapted where outcomes are not being met.

---

## Working with Other Agencies

We work collaboratively with health, social care, local authority services and voluntary organisations to support pupils and families.

---

## Complaints Procedure

Concerns should initially be discussed with the class teacher or Headteacher/SENDCo. If unresolved, concerns may be escalated to the Governing Body in line with the school's Complaints Policy, available on the school website.

Parents may also seek independent advice from SEND Information, Advice and Support (IAS).

---

## Further Information and Local Offer

- **School SEND Local Offer:** [www.caldervale.lancs.sch.uk](http://www.caldervale.lancs.sch.uk)
- **Lancashire County Council SEND Local Offer:** [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

---

*This SEND Information Report is reviewed annually in partnership with pupils, parents, staff and governors.*