

Special Educational Needs and Disability Information Report

September 2026- September 2027

The new SEND code of practice came into force on 1 September 2014.

The vision for the SEND reforms is that the views of children, young people and parents are at the heart of the system, and that education, health and care services are joined up to ensure that we achieve the best possible outcomes for children. This is our goal at Intack Community Primary School.

At Intack we provide for all areas of SEND, including cognition and learning, speech language and communication needs, emotional and social development needs and sensory and physical needs.

Our Accessibility Plan and SEND policy is available through our school website.

The persons responsible for managing SEND provision are Fiona Salisbury, Headteacher and Sian Scott SENDCo, our interim SENDCA is Hawa Vasyat.

SEND Governor: Abdul Qadoos

1. Introduction

Welcome to our SEND information report, which is part of the Blackburn with Darwen Local Offer for Learners with special needs.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

At Intack Primary School, we embrace the fact that every child is different.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher, Mrs S Scott (Assistant Headteacher and SENDCo), Mr Taylor (Deputy Head) or Mrs Salisbury (Headteacher).

Intack Primary School believes that every child is entitled to a curriculum that enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment. The curriculum is the key to promoting our aims for all children. The school believes that the education of the children is very much a partnership between the school, the child and the home. The school aims to cater for the learning needs of every child whilst also recognising

the need for specialised provision to ensure access to all aspects of the curriculum for all children. The school also recognises that pupils of any ability can underachieve at times. Through matching work to the needs of the children, the staff at Intack Primary School give children every opportunity to overcome their difficulties.

Intack Primary School is an inclusive school where we respect all members of the school and the wider community. Our Nursery provides morning and afternoon sessions for children, part time, from 3 years of age. We have 393 children on roll (including Nursery – 45 children) and 22% of pupils are on our Special Educational Needs Register. We have 7 pupils with EHCP's in school who are all supported by a special support assistant. **JULY 2026 figures**

	N	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
# pupils	45	37	42	49	50	53	60	60
SEND year group			13	13	10	10	15	10

We are committed to inclusion and raising standards for all who attend our school. We are 'Proud to Belong' at Intack and this shows greatly through the positive relationships between staff, children and parents. We provide a positive, stimulating and challenging learning environment through a broad and balanced curriculum, where children play an active role in their learning.

2. Responsibilities

SENDCo (Special Educational Needs and Disabilities Coordinator)

The SENDCO: is responsible for:

- Providing professional guidance to colleagues and works closely with staff, parents/carers and other agencies.
- Overseeing day to day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Advising on a graduated approach to provide SEND Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively

- Liaising with parents/carers of pupils with SEND
- Liaising with EYFS providers, other schools, the local authority, EP, health and social care professionals and independent or voluntary bodies
- Managing the transition process for children with SEND
- Ensuring school keeps the records of pupils with SEND up to date
- Working with the Senior Leadership Team and school governors with regards to reasonable adjustments and access arrangements
- Writing the SEND Information Report which MUST be published on the setting website and updated annually

It is the SENDCo's responsibility to ensure that all staff understand the needs of our pupils with SEND and that the staff are fully equipped to provide a fully inclusive education to all our pupils. We look to provide all appropriate and relevant training to ensure the development needs of the school staff are identified and staff training is coordinated. We also ensure that the annual medical training for asthma and additional training for medical needs is up to date and attended by the appropriate staff. We have a first aid team of staff, who receive annual training.

The Head Teacher:

Is responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Regularly reviewing staffing structure, ensuring that appropriate provision and adult support is in place

The SEND Governor:

Is responsible for...

- Making sure that the necessary support is given for any child with SEND who attends the school.
- To support and challenge the Head teacher and SENDCO with regards to SEND within the school.

3. What to do if you think your child has a Special Educational Need or Disability.

On application to school, parents/carers are encouraged to share information in relation to any learning or medical needs their child may have. If you think your child may have a special educational need or disability please contact school and ask to speak to the SENDCo. It is the responsibility of the SENDCo to follow up any additional information required by the school, by contacting the previous school and/or other professional services involved. All teachers are trained and supported to identify any additional needs once a child has started at our school.

Some special educational needs and disabilities can develop over time: these are identified through observation, the tracking of progress and a graduated response to learning needs. Through discussions with parents/carers, the teacher and the SENDCo will plan the next steps to support the child. All teachers are trained and supported to identify any additional needs once a child has started at our school.

The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) 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 or mainstream post-16s institutions.”*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made. If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Scott (lower school lead) or Mr Taylor (KS2 Lead) Mrs Millner (UPKS lead) to discuss your concerns further.

4. Implementation of the SEND Policy

Identification and assessment of pupils with SEND

The school places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The SENDCo liaises closely with the class teachers and assessment co-ordinator to analyse data and individually track pupils experiencing difficulties. The data is used to inform the school of any pupils who may require early intervention strategies. The class teacher completes an initial cause for concern form indicating the concerns relating to individual pupils and this is discussed with the SENDCo. Parents/carers are informed at the earliest opportunity in order to ensure they play a crucial role in all decisions involving their child.

The school has adopted a policy of high-quality adapted planning to accommodate a wide range of pupils with varying abilities. Pupils will only be placed on the SEND record if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities.

If a learner is identified as having SEND need, we will provide support that is additional to or different from the adapted approaches and learning arrangements normally provided as part of high-quality inclusive learning.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a SEND Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. This stage then informs the next cycle.

Staff at Intack Primary School value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.

There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Teaching pupils with additional special educational needs and disabilities is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, high quality teaching and assessing to ensure that the curriculum is adapted to meet the needs of all children.

Teachers consider the different learning styles of the children in their class, adapted work is provided to ensure that work is matched to the needs of the children.

Assess, Plan, Do, Review Plans (APDR's) are reviewed by the class teacher, every half term. These are shared with the child and parents/carers. Ongoing monitoring and assessment by the class teacher (and TA where appropriate) feeds into the evaluations and next steps. Parents/carers are provided with copies of their child's APDR. The regular and ongoing monitoring of all pupils (through termly year group meetings and termly SEND monitoring), including pupils with SEND, ensures that the provision for children with SEND is constantly assessed, its impact measured and next steps put in place. Provision maps are used to record the type of intervention a child is receiving and the member of staff delivering it.

EHCP – Annual reviews

Annual review meetings are timetabled well in advance, ensuring that all timescales are adhered to. Paperwork is completed and shared with all invited professionals and contributors. Parents/carers and the children involved complete relevant advice forms, which are a key component of the annual review process. The paperwork following an annual review is completed and distributed to all contributors swiftly, ensuring any actions discussed can be followed up.

How will early years setting / school / staff support my child/young person?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the SENDCo know as necessary.
- Writing APDR Plans where it is deemed appropriate once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents/carers to meet with their child's class teacher and SENDCo to review the short-term targets and to discuss the progress the child has made. We also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Key Stage Leader and SENDCo every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are formally assessed using SAT papers provided by the Government. SATs at KS2 are a legal requirement.
- The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review Meetings with all adults involved with the child's education.
- The Senior Leadership Team and SENDCo will monitor the progress made by SEND children in their class work and any intervention that has been put into place.
- Regular book scrutiny and lesson observations will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- We send regular whole school newsletters with information including events and updates. Information can be found on the school website including useful links.
- Whole school collection of data and the tracking of pupils is in place to ensure that we know how well all our pupils are achieving.
- We hold two parents' evening a year, these are designed to inform our parents about their children's progress. Parents' are encouraged to contact school if they have any concerns about their child's progress. We have an open-door policy and we actively seek parental involvement in their child's learning.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

New pupils to Intack Primary School

Foundation Stage staff will meet with parents/carers prior to pupils starting school there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENDCo. Where necessary the SENDCo will arrange a further meeting with parents/carers, the previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENDCo will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents/carers, pupils and staff to ensure these transitions run as smoothly as possible.

Transition meetings are held in school for children between each class, key stage and when moving school. Additional strategies such as extra visits and transition booklets / work will also be used to support children with SEND to use in school and at home with parents/carers.

Teachers hold transition meetings within school and children participate in a transition morning where they see their new classroom and meet the staff they will be working with.

Intack also have close links with the local secondary school for all pupils transferring at the end of Year 6. Our teachers will meet with staff to discuss and transition matters that will help support the needs of the child.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupils with SEND will be planned according to individual need by the SENDCos of the current and future schools.

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

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer

- Social awareness games and activities
- Lunch time and play time support / play partners

- Access external agencies and professionals and follow their advice
- We employ a full-time Family and attendance manager, Mrs Parkinson, who works with all the families in school and supports the children's well-being. Mrs Parkinson also helps to organise the breakfast and after school clubs and sign posts any children who may wish to attend.
- We also have a Nurture Group that runs in the Nest and is led by Mrs Kennedy. In the Nest, children will access a variety of group or individual sessions to support their emotional and social wellbeing in school. Support is available throughout the day for children including playtimes and lunchtimes to ensure children who need support can access it.
- Forest School is another area that Intack have invested in to support pupil's well-being and mental health. Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment.
- The school offers a wide variety of clubs, either at lunchtime, before or after school. All extra – curricular activities are available to **all** children. Opportunities are provided for all children in KS1 and KS2 to attend clubs.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents/Carers. As part of the curriculum the school plans specific activities during Kindness week each year.

Any pupils with additional medical needs are well catered for at Intack Primary School. All medical requirements are requested from parents/carers prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. Antibiotics are stored in the fridge in the First Aid room, which is locked. For those pupils needing medicine regularly, we complete an individual health care plan, with the School Nursing Team, which is reviewed annually. Each classroom also has their own bag which includes emergency first aid and any prescribed epi-pens and asthma inhalers. Intack endeavours to keep school owned epi-pens and inhalers in the First Aid room for cases of emergencies.

What specialism services, experience, training and support are available at or accessed by school?

- Wide range of Literacy and Numeracy small group interventions delivered by TA's or designated teacher.
- ICT support in the form of reading, phonic and maths programmes.
- Higher Level Teaching assistant offering social skills and anger management support.
- Lunch-time nurture groups to support children with social development.
- Speech and Language support and intervention programmes
- Sensory Room

Local Authority provision available:

- SEND support Service – SpLD, ASD, HI, VI, PD and SEMH advisory teachers
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)

Health Provision available:

- School nurse
- ELCAs/MHST

What training are the staff supporting children and young people with SEND had or are having?

Staff training is coordinated so that we continue to meet the learning needs of all our pupils. Our staff have undergone training in a number of supportive strategies and approaches to enable them to support a range of learners within the classroom. We aim to ensure that we continue to develop expertise according to the needs of the children in our school.

All teaching staff have had training for supporting SEND children with numeracy and literacy difficulties. Some staff and support staff have had specific training for supporting children with speech and language concerns, social skills, gross and fine motor skills and attachment issues.

Staff are trained to teach pupils in a variety of different learning styles to meet the needs of learners in their classroom. This can be visual approaches, hands on and physical learning etc. Visual timetables, prompts, and adapting lessons are all part of support that can be offered.

Advice from the Educational Psychologist or SEND Support Service will also support teaching staff to adapt teaching and approaches further.

- Speech and Language training
- Supporting pupils with social and communication difficulties (ASD and Autism)
- ACEs
- Safeguarding
- Motor Skills
- Supporting pupils with attachment disorder

How accessible is the school environment?

- The school is compliant with DDA requirements.
- The main building has easy access, double doors and ramps.
- The Yr6 and Yr 2 buildings can be accessed across the playground and up the ramps.
- There is a disabled toilet and a changing facility.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The Head Teacher manages a SEND budget and works with the SENDCo to ensure that all pupils have access to the very best equipment.
- Before/After school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The school has an outside learning area which is our Forest School.
- The school has an up to date accessibility plan which is considered every 3 years and whenever there is building work.

Interventions, equipment, resources that school allocates to match children's special educational needs?

- Clicker software
- Widgit visuals
- IDL computer programme – reading and writing
- Specific Ipad Apps for individual pupils/needs
- See and Learn teaching programme.
- Black Sheep Speech and Language resources
- WellComm speech and language resources
- Memory skills programme
- Sensory resources
- Little Wandle (Phonics and Reading)
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5. Further Information

The school has a SEND policy, accessibility plan and local offer which is available from the school, on the school website or via the Blackburn with Darwen local offer under the primary schools section.

If you require any further information or help in relation to Special Educational Needs and Disability in school, please look at the school website and the local offer or contact the school directly where we will be happy to help with any enquiry you have.

The Governors have adopted the Blackburn with Darwen complaints procedure. We hope to resolve, any complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Local Education Authority.

Please see the complaints policy on the school website:

[Statutory Policies | Intack Primary School](#)

This report details our annual offer to learners with SEND. If you have any comments, please contact Mrs Salisbury Headteacher.