

Special Educational Needs and Disabilities Information Report 2025/26



Number of pupils and SEND pupils

Total number of pupils on roll	219
Total number of pupils on SEND register (September 2025)	32

Provision

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD) and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Parent and Pupil Voice

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and learning support assistants who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Transition to Secondary School

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

Teachers 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 pupils who have SEN. This will be differentiated for individual pupils.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Additional support for learning

We have learning support assistants and special needs assistants who are trained to deliver a range of interventions across the curriculum. This support can be on a 1:1 basis or in small groups.

Our Staff

We have a team of 19 Learning Support Assistants (LSAs), including 2 Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision.

Securing equipment and facilities

Equipment to support and enhance learning for pupils with SEN is provided as and when it is necessary. This can be following the advice of professionals or following observations by the class teacher and SENDCo.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with Education Health Care plans.

Providing opportunities for all

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip to Winmarleigh Hall.

All pupils are encouraged to take part in all aspects of school life including sports day, class assembly and Christmas productions.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

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

- All pupils are encouraged to have a voice.
- The well-being of all pupils is a priority. Pupils are monitored closely and personalised support is provided whenever necessary.
- We have a zero tolerance approach to bullying.

Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Woodbridge SEND Service
- Behaviour Support Service
- Educational Psychologist
- Speech and Language Therapy
- School Nurse
- Children's Opportunity Group (COG)
- Schools Advisory Service

Raising Concerns and Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Bolton Information and Advisory Service for SEND: (01204) 848722
SEN Strategy and Development, Paderborn House, Bolton: (01204) 338612
Bolton Parent Carer Consortium, Commerce House, Bolton BL2 1DW 07701 305 782
Email: enquires@bpcc.org.uk

The local authority local offer

Our local authority's local offer is published here: www.mylifeinbolton.org.uk