

SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

Welcome to our SEN Information Report which is part of the Bolton Local Offer for learners with Special Educational Needs (SEN).

All governors of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information is updated annually.

What is a Special Educational Need or disability?

Children have Special Educational Needs (SEN) if they have a difficulty which calls for special educational provision to be made for them. Children have a learning disability if they have:

- A significantly greater difficulty in learning than the majority of children of the same age
- Or have a disability which prevents or hinders them from making use of the available educational facilities provided for others of the same age in school.

Special Educational Needs or Disability can be considered to fall under four broad areas, all of which are catered for at Prestolee to ensure all pupil's needs are met. These are:

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

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

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What should I do if I think my child has a Special Educational Need?

Some children come to school with a special need or disability that has already been identified. We fully understand that parents/carers have a good knowledge of their child's needs and know what is needed to best support them.

Sometimes when children start school parents/carers may feel that their child has a special need which has not yet been identified. School will work quickly to address this. We feel that communication between parents/carers and staff is invaluable as part of the identification process. At Prestolee, we pride ourselves on working closely with all families to support the needs of all pupils.

Where a child is not making adequate progress in learning, targeted group interventions will be implemented by the class teacher. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn and the outcomes monitored.

If a child appears to make very little or no progress with interventions then the child will be placed on the SEND register, in collaboration with parents/carers.

Where a child is identified as having SEND, the school will provide support that is **additional to**, or **different from** the differentiation already provided through high quality teaching.

If you require any further support please contact the Special Educational Needs Coordinator (SENDCo), Miss Thorpe

What is the school ethos/approach to SEN and Disability?

At Prestolee Primary School, all children, with or without SEND, including those pupils who are looked after by the local authority, receive equality of entitlement, whether curricular or extracurricular. As a school we ensure that special provision is made whenever necessary so that children are able to learn in an environment best suited to them. It is very important that we work in close partnership with parents/carers to provide the best support so that the best outcomes can be achieved.

The broad and balanced curriculum at Prestolee is adapted and made accessible for all children, through quality first teaching and differentiation by our expert teaching teams. Support and

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challenge are provided for all pupils to ensure outstanding progress is made from individual starting points.

How will I know how well my child is doing at school?

Parents/carers will be informed whenever a child requires SEND support. Regular meetings will take place to review the child's progress towards set outcomes, captured on an Individual Support Plan (ISP). These are written and reviewed in conjunction with the SENDco, class teacher, TA, parents/carers and the pupil. These meetings will take place at least on a termly basis.

Where a child has an Education, Health & Care Plan, a Local Authority Annual Review will be carried out. All professionals including external agencies, parents/carers and the pupil submit advice to evidence and monitor progress against EHCP targets. Regular reviews and conversation with all involved with the child take place continually.

In addition, there are termly opportunities to meet with the class teacher to discuss progress. This is also an opportunity for school to report on various interventions such as spelling tests; optional SAT tests; reading of high frequency words, etc.

Annual reports are sent out to parents reporting a child's progress throughout the year. For children with SEND there are other agency reports that will also be sent out informing parents/carers on their child's progress.

However, Prestolee Primary School has an open door policy so all parents are welcome to make an appointment with the school, at any time, if they have any questions or concerns.

What support will there be for my child's overall well-being (Reg 3g: in particular the development of their social and emotional skills)?

The well-being of every child is always a priority at Prestolee. All members of the staff team will be ready to listen to any child needing to speak about concerns, being prepared to take appropriate action and ensure measures are in place to prevent bullying, in line with the school's safeguarding and behaviour policies.

At Prestolee Primary School, all teachers and support staff, who work alongside the SENCO (Miss Wright), offer support and guidance to children who have social, emotional and mental health

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needs. This may be in the form of a personalised intervention, working alongside an outside agency to deliver support or liaising with parents/carers to offer support within the home environment. This is in addition to delivering a well-rounded PSHE curriculum, embedded across the school. All parents are fully informed of any support and assessments carried out and regular meetings with the SENCO and class teacher are scheduled.

As part of the school curriculum, Philosophy for Children (P4C) lessons are weaved through the curriculum enabling children to spend time reflecting, developing social skills and communication and supporting children in managing feelings and emotions.

Children with additional needs are included in all activities that take place both inside and outside of the classroom. This includes swimming, residential trips, after school clubs etc. School carefully consider the Risk Assessments for these activities and work with parents/carers and support staff to ensure that full access and opportunity is given.

Prestolee Primary School has a number of staff who are appropriately trained to administer First Aid. We also have members of the school team who are trained in Mental Health First Aid. Miss Wright has the National Professional Qualification in Special Educational Needs and a Deputy SENDco is currently being mentored and supported to take on the SENDco role as a maternity cover. Regular CPD sessions are delivered to all of the teaching team, along with bespoke training for different areas of need are resourced and disseminated to all staff.

At present, our school is accessible to all children in wheelchairs. The school also has a disabled toilet facility.

How does Prestolee Primary School involve children and parents/carers in their education and in the decision making process?

The curriculum at Prestolee has been designed and adapted to ensure it is accessible for all pupils' including those with SEND. Differentiation, in the form of 'support and challenge', personalised planning and resources are provided for all areas of the curriculum. Our teachers work closely with external agencies to adapt teaching styles and strategies to ensure pupils' with SEND achieve the best possible outcomes. Personalised Curriculum Overviews are shared with parents/carers of children who have a special, educational need or disability. The purpose of these

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is to inform parents/carers on the learning taking place within the classroom so they are able, where possible, to support at home.

There will often be specific meetings centred around a child with SEND. Parents/carers will always be informed of these meeting and will be invited as a valued member of that working team. Parents/carers will be fully involved in the process of Assessing – Planning – Doing – Reviewing for their child, alongside professional agency workers.

Wherever it is possible and appropriate for the child to be a part of the decision making process then this will happen. It is important that all professionals and parents are fully aware of the child's feelings and opinions about their provision and learning experiences. Teachers will regularly have discussions with the child around progress and targets; this will include next steps for children so that they can work towards more challenging targets.

Who, outside of school, can I turn to for advice and support?

Information & Advice Service (previously known as Parent Partnership) Lowndes Street Day Nursery
Bolton BL1 4QB
01204 848722

Where can I find information about Local Authority provision for children and young people with SEN?

The Local Offer website can be found at:

<https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs---local-offer>

How should complaints regarding SEN provision be made and how will they be dealt with?

If a parent/carer has any concerns around the provision and progress of a child with SEN then there is a clear complaints procedure to follow, in the hope that any issues will be resolved as quickly as possible. The complaint should first of all be raised with the class

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teacher of the child. If the concern remains, then the school's SENCO/Headteacher should be consulted. If, after this, the situation and concerns are still unresolved then the parent/carer should contact the school's SEND Governor, Mr Philip Evans, who will deal with the complaint.

How do I get a copy of the school SEND policy?

You are welcome to download a copy of our SEN policy from the school's website under Statutory Publications.

<https://www.prestolee.bolton.sch.uk/Our-School/Ofsted/>

Alternatively, a hard copy of the SEN policy is always available from the school office.

Who do I contact for further information?

The Prestolee SENCO Miss L McLaughlin

Tel: 01204 333140

Email: prestolee@prestoleetrust.org

Needs Specific Information

Area of Need	Wave 1 Universal Offer for All Pupils	Wave 2 Pupils who do not have an Education, Health and Care Plan - SEN Support (in addition to Universal Offer)	Wave 3 Pupils with an Education, Health & Care Plan (in addition to Universal Offer)

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Cognition & Learning	• Quality First Teaching • Differentiated curriculum planning, activities and outcomes matched to the child's needs • Flexible grouping arrangements • Developing listening and attention skills • Targeted Teaching Assistant support in class for small groups or individuals • Involvement of all pupils in the planning, target setting and evaluating of their work • Promotion of the use of independent strategies • Specific short term interventions linked to the child's identified needs • Daily access to reading through a variety of curriculum areas • Access to the school library • Individual reading with an adult • Phonics teaching using RWI programme with regular assessments • Reporting to parents / carers – Parents' Evenings (November and March) and written report (July)	• Concern noted by class teacher and then strategies and intervention to be put in place. Progress monitored regularly to assess the effectiveness of the intervention • Parents / Carers informed of the need for SEN support and invited to meetings to review provision and progress taking place at least termly • SEN support Provision Mapping (Individual Support Plan) • Advice / support from SENCO and / or other agencies • Ladywood Outreach small group work • Daily individual reading support with a TA • Specific interventions according to need ENGLISH Reciprocal Reading / ECAR / Supplementary phonics work (RWI) / Sounds Write MATHS Catch up programmes / Century	• Individual Costed Provision Maps • Meetings with parents / carers, child and other agencies to review provision and progress towards outcomes in EHC plan termly, annual person centred review of plan • Advice / support from SENCO • Purchase of specific resources to support the child's individual needs • Ladywood Outreach support (Individual and / or Small Group support) • Educational Psychologist Assessment Advice and Recommendations • SENCO, class teacher and 1:1 support meet termly to discuss progress and needs
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	☐ Teaching & Learning Policy ☐ SEN Policy		
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	□ Regular and supportive use of writing frames / scaffolds / word banks to enable children to make progress in writing □ Quality access to ICT provision □ Clear classroom routines supported by visual cues / timetables □ Access to extra-curricular clubs		
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Communication & Interaction	□ Differentiated curriculum planning / activities / delivery / outcomes □ Delivery of spoken language/ speaking and listening objectives which are progressive across the school □ Structured class routines □ Modelling of good communication and language skills from staff	□ Concern noted by class teacher and then strategies and intervention to be put in place. Progress monitored regularly to assess the effectiveness of the intervention □ Parents/carers informed of the need for SEN support and invited to meetings to review provision and progress taking place at least termly □ SEN support Provision Mapping □ Advice / support from SENCO and / or other agencies □ Speech & Language Therapy (SALT) in clinic □ Ladywood Outreach Small Group / Individual work □ ELKLAN trained staff □ Speech & Language programmes delivered by key staff with the support and guidance of SALT □ Additional visual resources to support learning □ BSCIP referral	□ Individual Costed Provision Maps □ Meetings with parents / carers, child and other agencies to review provision and progress towards outcomes in EHC plan termly, annual person centred review of plan □ Speech & Language Therapist work in school □ Ladywood Outreach (small group and individual work)
Social, Emotional &	□ Whole school rewards and sanctions □ Consistent whole school	□ Concern noted by class teacher and then strategies and intervention to be put in	□ Individual Costed Provision Maps □ Meetings with

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Mental Health	approach to high expectations and aspirations (be ready, be safe, be respectful) ☐ Friday Celebration Assemblies ☐ Circle time ☐ Peer Mediators ☐ Lunchtime Play Leaders ☐ SCARF work delivered throughout school during PSHE lessons (Social & Emotional Aspects of Learning) ☐ Mindfulness Colouring Club ☐ Head Space app ☐ Refer to Whole school Behaviour Policy ☐ Refer to Anti-Bullying Policy ☐ Refer to Child Protection Policy and procedures in place ☐ Refer to E-safety Policy ☐	place. Progress monitored regularly to assess the effectiveness of the intervention • Parents / Carers informed of the need for SEN support and invited to meetings to review provision and progress taking place at least termly • SEN support Provision Mapping • Educational Psychologist Assessment, Advice and Recommendations • Behaviour Support Service for advice on supporting the child both in school and at home, including PPP (Positive Parenting Programme) • CAMHS Assessment (Child and Adult Mental Health), Advice and Recommendations	parents / carers, child and other agencies to review provision and progress towards outcomes in EHC plan termly, annual person centred review of plan • Advice / support from SENCO • Purchasing of specific resources to support social, emotional and mental health issues • Educational Psychologist Service • Behaviour Support (individual / group work) • CAMHS • COG (Children's Opportunity Group)
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Sensory and / or Physical	□ Register of Sensory and / or Physical needs Staff □ are made aware of implications of physical or medical impairment and any necessary medication, precautions to be taken or emergency treatment and procedures Staff are appropriately trained in First Aid (Paediatric First Aider and / or First Aider at Work) □ Administration of Medicines Policy □ Risk assessments carried out for individuals □ Resources to support physical requirements, such as pencil grips, enlarged print	• Concern noted by class teacher • Implementation of different strategies by class teacher and TAs • Use of recommended specialist equipment • Progress monitored regularly • Parents informed for SEN support and meetings to take place to regularly review provision and progress towards outcomes at least termly • SEN Support Provision Mapping Involvement of Outside Agencies • Occupational Health Service to work with the child, parents and school • Health Professionals such as School Nursing Team,	• Individual Costed provision Mapping • Meetings with Parents / Carers, child and other agencies to review provision and progress towards outcomes in the EHC Plan on at least a termly basis • Advice and support from school SENCO • Purchasing of specific resources to support children with sensory and / or physical needs Involvement of Outside Agencies • Occupational Health involvement • Assessment, Monitoring, Advice
		□ GPs, Paediatricians, Physiotherapists, etc. Teachers will work with TAs to support and guide them on recommendations given from professional agencies	and □ Recommendations Health Professional involvement □ School staff fully follow up recommendations made to school regarding the needs of the child

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Transition	□ Close working relationships with Secondary Schools to ensure the child has the opportunity to participate in various activities, including New Intake days □ Class teacher will meet with Secondary School Transition Lead □ Year 6 Admissions – LA □ Admissions / Visiting of Secondary Schools on offer to parents □ Passing on of relevant data □ Transition days for each year group across school □ Transition Story Time with the new class teacher in the new environment.	□ TA to support child into Secondary School through supplementary visits □ Support given to parents/ carers, including opportunities to discuss any concerns with SENCO of Secondary School □ Meetings held to establish specific provision of offer to the child from Secondary School setting □ Specific plans around transition for children with SEND - increased transition arrangements □ Transition booklets to be shared at home □ Ladywood additional visits for children on case load □ Additional Transition Story Time with the new class teacher in the new environment.	□ Individual and / or small group visits to Secondary School to support the transition □ Ladywood Outreach to support the child as they move to Secondary School □ SENCO to support parents with Secondary School visits where needed □ Additional transition visits. Supporting booklet to be taken home over the summer holidays for parents to help prepare their child for the next school year
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