



SS SIMON AND JUDE CE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) INFORMATION REPORT January 2022

General Information/Frequently Asked Questions

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

SS Simon and Jude CE Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life.

'Teachers and leaders are adept at identifying pupils who may have special educational needs and/or disabilities.' OFSTED October 2021.

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

If you have any concerns regarding any aspects of your child's education, contact your child's class teacher in the first instance. Further discussions with the school SENCO and/or senior leadership team may then be arranged, depending on the nature of your concern. If you have a concern related to a medical or health issue, then you may wish to speak to your doctor or health visitor.

How will I know how my child is doing in school? How will I be involved in discussions about, planning for, and involvement in, my child's education?

At SS Simon and Jude CE Primary School we believe that parents should be kept fully informed about their child's progress. Parents and children are invited to attend Parent Conference evenings in the autumn and spring terms. At these meetings the class teacher, parents and child are able to discuss the progress made and share individual targets to further improve learning. In the summer term parents receive a detailed report which highlights progress made, attainment levels along with progress towards the child's personal learning goals. Parents are able to make an appointment to discuss the report further if they wish to do so. Parents may also request information at any time regarding the progress of their child. Throughout the year there are opportunities for parents to attend International Primary Curriculum (IPC) exit points, so pupils are able to share their learning from across different areas of the curriculum. In addition, pupils with an Education, Health and Care Plan (EHCP) will have a Person-Centred Review Meeting once a year. At these meetings the child, parents, school staff and specialist outside agencies can discuss the progress made over the year, agree new outcomes, targets and actions as well as long term aspirations.

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

At SS Simon and Jude CE Primary School the overall well-being of our pupils is a high priority and is monitored closely by all staff. We are very clear about the characteristics of the pupils we are helping to develop. There are 8 key attributes that are embedded in all aspects of daily life in order to prepare all of our pupils for future lives. The 8 personal learning goals that are taught throughout school are adaptable, ethical, respectful, empathetic, communicator, thinker, collaborator and resilient. These are developed alongside our Christian values of hope, compassion, thankfulness, peace, forgiveness, love, justice, reverence, perseverance, faith, trust and friendship. All pupils have weekly lessons in PSHE. The school employs a learning mentor who is trained to support pupils with additional social and emotional needs on a 1 to 1 or within small groups to support pupils. The school has trained first aiders available throughout school to deal with medical incidents. If you are concerned about your child's social or emotional development please speak to your child's class teacher, learning mentor or SENCO.

How does SS Simon and Jude CE Primary School involve children and young people in their education and in the decision making process?

As part of our approach to learning and teaching for all pupils the teacher and child discuss their progress and attainment through one-to-one Learning Review meetings four times a year. Each pupil is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing, mathematics and attitude to learning, helping to identify how they can achieve these targets and evaluating their progress towards the previous targets.

During lessons all pupils are encouraged to evaluate their progress towards the learning objective. Pupils are encouraged to complete self and peer evaluations during lessons to further improve their learning. Our pupils value feedback from staff and time is given for them to respond to marking.

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

Bolton Information and Advisory Service is a community-based, confidential and independent information and advisory service for parents/carers of children and young people with special educational needs.

Telephone 01204 848722

Email iasoutofhours@outlook.com

Website www.iasbolton.com

Paediatric Learning Disabilities Service (PLDS) has specialist knowledge and skills to help children and young people who have learning disabilities/ global developmental delay and an additional health need. The PLDS can provide specialist assessment and intervention in continence issues and toilet training, sleep issues, puberty/ growing up issues, behaviour, issues with eating and drinking, understanding own health needs and health conditions and promoting independence/ self-help skills.

Telephone 01204 463660

Email PLDS@boltonft.nhs.uk

Bolton Parent Carers Provide free workshops on a range of SEND topics to help parents and carers navigate the journey.

Email info@boltonparents.org.uk

Website www.boltonparents.org.uk

Speech and Language Therapy Service (SALT) support children and young people aged 2 $\frac{1}{2}$ - 18 years. Speech and language therapist can provide assessments to reach a diagnosis and provide a package of intervention. Interventions may be 1 to 1 sessions with the child, group interventions for child or young person and/or parent, and parent training sessions.

Telephone 01204 462670

Email Community_therapyadmin@boltonft.nhs.uk

School Nursing Service promote and maintain the good health of all school age children and enable them to reach their full potential. They achieve this by working in partnership with parents, children and young people, school staff and other professionals. The School Nursing team can offer advice and support on a range of issues and has links to other services that work with children and families.

Telephone Great Lever Health Centre -South Team 01204 462468

Educational Psychology Service offers a professional psychological support service for children, young people, their families, schools, communities and other settings. Educational Psychologist's apply psychological theory and research findings to promote the emotional, social, cognitive and educational development of children.

Telephone 01204 338060

Email: epstraded@bolton.gov.uk

Ladywood Outreach Service supports the needs of learners from 2-19 years with a range of cognition and learning needs, speech, language and communication needs and pupils with a diagnosis of Autistic Spectrum Disorder. The service supports the inclusion of pupils with a variety of Specific Learning Difficulties in mainstream school and settings across Bolton.

Telephone 01204 333400

Thomasson Memorial Sensory Support Service support babies, children and young people with a visual, hearing or multi-sensory impairment. The support offered ranges from teaching parents how to best interact and establish communication with a baby to preparing young people for a good life as an independent adult.

Telephone 01204 333120

Email sss@thomason.bolton.sch.uk

Website www.thomasson.bolton.sch.uk

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

The publication of a Local offer outlining what provision is available for children and young people in the Bolton area who have SEND can be found at [Home – SEND Local Offer \(bolton.gov.uk\)](#)

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

SS Simon and Jude CE Primary School has a complaints procedure to ensure we respond to complaints as quickly and effectively as possible. We value all comments about our school, and we will endeavour to address your concerns at the earliest stage possible. A full copy of the School's Complaints procedure can be obtained from the school.

The vast majority of concerns can be resolved informally. There are many occasions when the class teacher, office staff, SENCO or senior teachers can resolve your concerns straight away. If you remain dissatisfied with the outcome the complaint should then be referred to the Principal or the Chair of the LAB, as outlined in the Complaints Procedure.

What is SS Simon and Jude CE Primary School policy for the identification of needs?

SS Simon and Jude CE Primary School has a clear approach to identifying the needs of pupils with SEND with the emphasis being on early identification. School assesses each pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable. Class teachers, supported by the senior leadership team, make regular assessments of progress of all pupils. If a pupil is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the pupil has SEND. At this stage additional information and/or assessments may be requested from specialist outside agencies or medical professionals.

How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

All pupils have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development alongside their academic development.

The school has many extra- curricular clubs at lunchtime and after school. These are offered to all pupils and any responsible adjustments are made to ensure that all pupils can access the clubs of their choice.

To enrich the curriculum, pupils attend various trips throughout the year. Every effort is made to ensure that all pupils can fully participate in their trips. Pupils with additional medical, physical or behavioural needs are included on the trip risk assessment. If required, additional staffing support is provided.

How are equipment and facilities to support pupils secured?

The school budget includes a notional budget for supporting pupils with SEND. Additional funding is provided for pupils with additional needs to ensure they are achieving their full potential. Resources, equipment and training is allocated through careful consideration of the SEND Action plan and whole school priorities for improvement.

How does SS Simon and Jude CE Primary school support pupils with SEND during transition?

As this can be a difficult time for any pupil, we try to ensure that all transitions are as smooth as possible.

To aid transition in the Foundation teaching staff will visit parents and pupils in their own home. Pupils also get the opportunity to visit their classroom with their parents before a phased transition in September.

To aid transition from year-to-year pupils have the opportunity to meet their new teacher on 'Move up morning' and parents have the opportunity to meet their child's new teacher at 'Meet the Teacher Evening'. For pupils who will find transition particularly challenging, additional transition visits and transition booklets can be set up.

Close liaison is made with schools if a pupil moves school within the academic year to ensure that all relevant information is fully shared.

In year 6, the class teachers and SENCO liaise closely with secondary schools. Additional transition is set up for vulnerable pupils or pupils with high levels of need.

How does SS Simon and Jude CE Primary School support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?

At SS Simon and Jude CE Primary school there is a clear vision on the types of pupils we are hoping to develop now and for their future beyond education. Learning focusses on the eight personal learning goals alongside academic attainment.

The school has an enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being. Targeted social skills interventions are put into place where required.

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

The school's SEND policy can be found on the Parents section of the School Website <http://ssj.bolton.sch.uk/about-us/policies/>
Alternatively, a copy can be obtained by contacting the school SENCO or school office.

Who do I contact for further information?

Contact the school SENCO

Miss Elaine Davies

Assistant SENCO

Miss Hannah Murphy

Tel: 01204 333583

Email: sssjoffice@vantageacademies.co.uk

Details of Provision on offer at SS Simon and Jude CE Primary School to support children with Special Educational Needs or Disabilities

Area of SEND	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p>How SS Simon and Jude CE Primary school assess whether a child/young person has a SEND</p>	<ul style="list-style-type: none"> - Ongoing formative teacher assessments - Summative teacher assessments (at least 3 times a year) - Monitoring of progress made across a range of subjects - Learning review progress towards targets - Dyslexia Screening test, Dyscalculia Screening test and IRLENS screening - Assessments by Educational Psychology Service 	<ul style="list-style-type: none"> - Ongoing formative teacher assessments - Summative teacher assessments (at least 3 times a year) - Referral to Speech and Language Therapy Service (SALT) for assessments - Speech and Language Therapy assessments in school (Year 1) -WELLCOMM assessments (early years and primary) - Information from parents 	<ul style="list-style-type: none"> - Boxall Profile assessments - Information from Parents - Observations in class, playtimes, lunchtimes - Analysis of behaviour logs - Analysis of individual reward and consequences charts - Feedback from additional interventions - Assessments by Educational Psychology Service - Discussions with parents 	<ul style="list-style-type: none"> - Sensory Support assessments/ reports - Medical assessments/ reports - Discussions with parents - Discussions with child - SENCO/ Class teacher discussions - Age related checks for hearing and vision - SENCO observations in class, playground, PE lessons

	<ul style="list-style-type: none"> -Assessments by Ladywood Outreach Service - Discussions with parents - Discussions with child - SENCO observations - SENCO/ Class teacher discussions 	<ul style="list-style-type: none"> - Assessments by Educational Psychology Service -Assessments by Ladywood Outreach Service - Discussions with parents - Discussions with child - SENCO observations - SENCO/ Class teacher discussions 	<ul style="list-style-type: none"> - Discussions with child - SENCO observations - SENCO/ Class teacher discussions 	
	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
How SS Simon and Jude CE Primary school evaluate the effectiveness of the provision made	<ul style="list-style-type: none"> - Progress tracked each term in core subjects -Pupil Progress meetings with teacher, SLT and SENCO -Class intervention maps evaluated and reviewed by class teachers - Additional interventions evaluated for impact by SENCO 	<ul style="list-style-type: none"> - Progress tracked each term in core subjects -Pupil Progress meetings with teacher, SLT and SENCO - Class intervention maps evaluated and reviewed by class teachers - Additional interventions evaluated for impact by SENCO - Regular visits from Speech and Language 	<ul style="list-style-type: none"> - Progress tracked each term in core subjects -Pupil Progress meetings with teacher, SLT and SENCO - Class intervention maps evaluated and reviewed by class teachers - Additional interventions evaluated for impact by SENCO - Review of targets 	<ul style="list-style-type: none"> - Progress tracked each term in core subjects -Pupil Progress meetings with teacher, SLT and SENCO - Regular visits from external agencies to monitor progress - Observation of interventions by SENCO/ lead teaching assistants -Individual provision maps for children with high

	<ul style="list-style-type: none"> - Observation of interventions by SENCO/ lead teaching assistants - Regular visits from external agencies to monitor progress - Individual provision maps for children with high needs to be reviewed and updated regularly -Early Help Assessment meetings -Feedback from child in Learning review meetings 	<p>Therapy Service to monitor progress of children who receive programmes in school</p> <ul style="list-style-type: none"> -Updated Speech and Language therapy assessments in clinic - Observation of interventions by SENCO/ lead teaching assistants - Individual provision maps for children with high needs to be reviewed and updated regularly -Early Help Assessment meetings -Feedback from child in Learning review meetings 	<ul style="list-style-type: none"> - Observation of interventions by SENCO/ lead teaching assistant - Individual provision maps for children with high needs to be reviewed and updated regularly -Monitoring of additional behavioural systems set up for individual children - Early Help Assessment meetings - Feedback from child in Learning review meetings 	<p>needs to be reviewed and updated regularly</p> <ul style="list-style-type: none"> -Early Help Assessment meetings - Feedback from child in Learning review meetings
	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
How SS Simon and Jude CE Primary school adapt the	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> -Multi sensory teaching approaches 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> -Multi sensory teaching approaches 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Differentiated planning, learning activities, delivery and outcomes 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Differentiated planning, learning activities, delivery and outcomes

curriculum and school environment for pupils

- Differentiated planning, learning activities, delivery and outcomes
- Learning scaffolded to meet the needs of the child
- Teaching assistant/ teacher targeted support in class
- Co-operative learning structures
- Learning Review System
- Structured school and classroom practices
- High interest Low ability reading scheme
- English and maths intervention groups e.g. Better Reading, additional phonics, Rapid Maths, Rapid Read etc.
- Practical equipment/ activities/ games
- Laptops/ tablets
- Effective use of ICT
- Writing frames
- Coloured overlays/ reading strips
- Learning Mentor support

- Differentiated planning, learning activities, delivery and outcomes
- Learning scaffolded to meet the needs of the child
- Teaching assistant/ teacher targeted support in class
- Co-operative learning structures
- Learning Review System
- Structured school and classroom practices
- Instructions/ requests repeated, rephrased and reduced
- Speaking and Listening Intervention Groups e.g. Talkabout, Time to Talk, Socially Speaking etc.
- 1:1 Speech and language programmes from SALT
- Speech and Language Therapist in Year 1 (assessments and specialised group support)

- Learning scaffolded to meet the needs of the child
- Teaching assistant/ teacher targeted support in class
- Co-operative learning structures
- Learning Review System
- Structured school and classroom practices
- Whole School Behaviour Policy
- Personal Learning Goals
- Whole school rewards and sanctions system- 'Good to be Green'
- Individualised rewards and sanctions system
- Social Stories
- PSHE
- Circle Time
- After School Clubs
- School Council
- Learning Mentor providing 1:1 and small group interventions

- Learning scaffolded to meet the needs of the child
- Teaching assistant/ teacher targeted support in class
- Co-operative learning structures
- Learning Review System
- Structured school and classroom practices
- Flexible teaching arrangements
- Staff aware of implications of sensory or physical impairment
- Support/ advice from outside agencies
- Range of specialist equipment e.g., PE equipment, writing slopes, triangular pencils, easy grip scissors, writing slopes etc.
- Radio aid microphone system for children with hearing impairments

	<ul style="list-style-type: none"> - Individualised timetables - Parent workshops and family learning <p><u>Environment</u></p> <ul style="list-style-type: none"> - Visual aids/ use of symbols - Visual timetables - Dyslexia Friendly classrooms - Learning focussed displays - Individual workstations 	<ul style="list-style-type: none"> - Visual aids/ use of symbols - Communication boards - Practical equipment/ activities - Laptops/ Tablets - Effective use of ICT- writing with symbols/ pictures - Development of vocabulary <p><u>Environment</u></p> <ul style="list-style-type: none"> - Communication Friendly Classrooms - ASD friendly classrooms - Careful seating arrangements - Visual aids/ use of symbols - Visual timetables 	<ul style="list-style-type: none"> - Socially Speaking/ Talkabout interventions - Learning Mentor - Parenting support - Visuals e.g., Emotional 5-point scale <p><u>Environment</u></p> <ul style="list-style-type: none"> - Additional working areas - Individual workstation - Calm spaces 	<ul style="list-style-type: none"> - Laptops linked to interactive whiteboard with mirroring software - Individual laptops - Touch Typing interventions - Additional fine and gross motor skills activities - Additional physiotherapy sessions - Additional teaching assistant support during practical lessons e.g., PE, trips, playtimes, lunchtimes <p><u>Environment</u></p> <ul style="list-style-type: none"> - Accessibility of building e.g. ramps, stair lift, lift to KS2 playground and UKS2 classrooms, disabled toilets, handrails - Outdoor Play areas - Environmental assessments from outside agencies e.g. Mobility officer from Sensory Support
--	--	---	--	--

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p>What specialist skills/ expertise do school staff have?</p> <p>What training are the staff teaching and supporting pupils with SEN having/recently had?</p>	<ul style="list-style-type: none"> - Whole staff trained in Kagan (co-operative learning structures) - Educational Psychologist advice and support for teaching staff - Ladywood Outreach Service advice and support for teaching staff - Working memory -Developing Independence, Scaffolding, questioning and modelling (Teaching assistants) -Remote learning 	<ul style="list-style-type: none"> -Whole school ELKLAN training (Communication Friendly Schools)- early years and primary -Speech and Language Therapy Service advice and support for teaching staff - Teaching assistants trained by S&L therapists to deliver specific programmes -Educational Psychologist advice and support for teaching staff - Ladywood Outreach Service advice and support for teaching staff -WELLCOMM training -Social Communication and Interaction in the Early Years 	<ul style="list-style-type: none"> -Learning Mentor trained as Webster Stratton Parenting trainer - Learning Mentor trained in SEALS, Safehands, Winston's Wish, Bereavement counselling, criminal exploitation, Mental Health and Child Protection Level 3 - Whole School training on keeping children safe in education training, prevention of radicalisation training, mental Health, stress awareness, FGM and Child Protection -Supporting Children in Early Years with social communication and interaction needs 	<ul style="list-style-type: none"> - Sensory support advice and recommendations for teaching staff for children with visual and hearing difficulties - Individual training from Physiotherapy and Occupational Therapy Service -Individual training from medical professionals - Trained first aiders - Anaphylaxis training for first aiders -Diabetes training -Evacuation chair training -Moving and handling training

		<ul style="list-style-type: none"> -Aided Language Stimulation in the early years -Supporting Children in Early Years with social communication and interaction needs -Sensory processing in the Early Years -Developmental language disorder -Introduction to Autism Spectrum Disorder - Speech, language and communication needs strategies 	<ul style="list-style-type: none"> -Creating environments that promote positive behaviour in the Early Years -Team Teach -Psychological First Aid -Mental Health First Aiders 	
	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
What external specialist services are accessed by school to meet the needs of pupils and	<ul style="list-style-type: none"> - Educational Psychology Service - Ladywood Outreach Service -Ladywood SpLD Outreach Service 	<ul style="list-style-type: none"> - Educational Psychology Service - Speech and Language Therapy Service - Ladywood Outreach Service - Community Paediatrician -ASD pathway 	<ul style="list-style-type: none"> - School Nursing Service - Health Visiting Service - Paediatric Learning Disabilities Service - CAMHS -ADHD pathway -Community paediatrician 	<ul style="list-style-type: none"> - Physiotherapy Service - Occupational Therapy Service -Sensory Support Service (Hearing Impaired service & Visually Impaired Service) - School Nursing Service

<p>support their families (to include education, health, social care and community/voluntary sector services)</p>		<ul style="list-style-type: none"> - Specialist medical professionals -Speechwise- Independent speech and language therapy 	<ul style="list-style-type: none"> - Educational Psychology Service -I Thrive 	<ul style="list-style-type: none"> - Health Visiting Service -Community Paediatrician - Specialist medical professionals - Paediatric Learning Disabilities Team
--	--	--	---	--