SS Simon & Jude
Church of England Primary School

SEND Information Report for Parents

Reviewed: August 2026
Date of next review: August 2027

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SENDco
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On the following pages you should be able to find the answers for many frequently asked questions relating to what we offer children in our school who have a Special Educational Need or Disability (SEND). If you cannot find what you are looking for, please contact the school office.

VANTAGE
CE ACADEMY TRUST

Welcome to SSSJ

‘I can do all things through him who strengthens me’ Philippians 4:13

Our Vision:

We strive to build a community which nurtures positive relationships that permeate through all aspects of life. A community where barriers do not define us, but instead offer opportunity for growth. No matter our background, through our faith, we will find the strength and courage to flourish as citizens of the future.

Our Mission:

Empowering individuals to flourish together in the image of God.

Our Values:



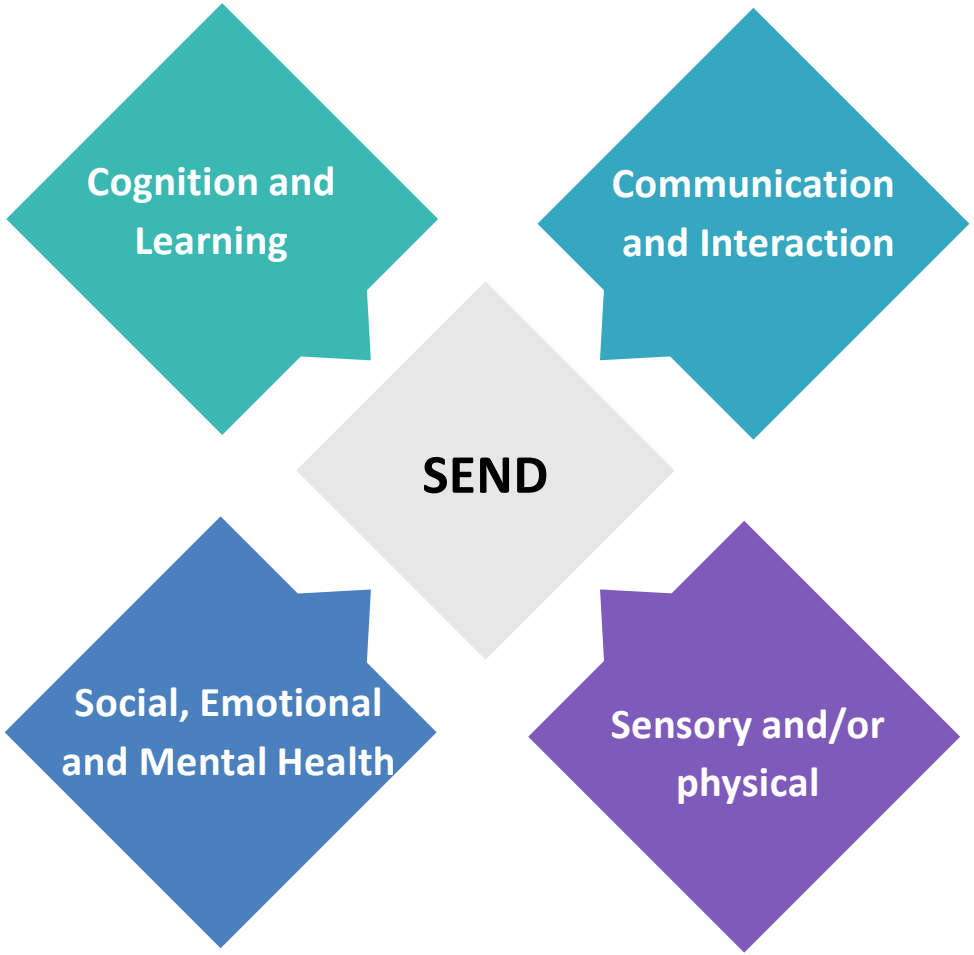
What is the school ethos / approach to SEN and Disability?

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.

‘The school has high expectations for what pupils, including those with special educational needs and/or disabilities (SEND), should achieve. The school has secure systems in place to quickly identify pupils who may have SEND. Pupils with SEND are ably supported by staff to access their learning effectively. These pupils achieve well.’ OFSTED March 2024.

What are the four broad areas of need?

This may include mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.



This may include difficulties speaking, understanding or communicating as well as autistic spectrum conditions.

This may include a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include behaviour you may find challenging, as well as conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

This may include a physical disability (PD) which hinders their ability to access standard provision, this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). It also includes sensory processing difficulties, how children interact with the sensory environment and life skills.

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



Speak to your child's class teacher

A meeting may then be arranged with the school SENDco: Miss Murphy

The SENDco will then provide feedback to the Senior Leadership Team.

If you have a concern linked to a medical or health issue, you may wish to speak to your doctor or health visitor.

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

SSSJ has a clear approach to identifying the needs of pupils with SEND with the emphasis being on early identification.

Class teachers make regular assessments of pupil progress.	Class teacher provides additional support within quality first teaching.	Class teacher implements targeted interventions for small groups or the individual pupil.	Class teacher to complete initial concerns form in consultation with parents and staff. SENDco observes and offer support and additional strategies.	SENDco refers to relevant specialists. School implements suggested interventions and strategies. School continues to work with external agencies.
Pupil is making less then expected progress.	Pupil is still not making adequate progress.	Progress has not improved.	Progress has not improved.	

How does SSSJ adapt the curriculum and environment for pupils?

01 Adaptive Teaching

Adaptive teaching tailors instruction, support, and environment to meet all pupils' individual learning needs.



02 Use of technology

Technology supports learning through interactive tools, personalised resources, and accessible platforms for all pupils.



03 Flexible groupings

Flexible groupings allow pupils to work collaboratively, targeting specific needs and promoting peer-supported learning.



04 Personalised learning

Personalised learning adapts content, pace, and support to match each pupil's strengths and needs.



05 Teacher/TA targeted support

Teachers and TAs provide targeted support through focused interventions, addressing individual pupil needs effectively.



At SS Simon and Jude CE Primary School we complete an accessibility audit. From the audit we create an accessibility plan. This plan outlines how SS Simon and Jude CE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). Further information linked to this can be found on the SEND and Disabilities page.

06 Graduated approach to behaviour

A graduated approach to behaviour uses consistent, stepped interventions to support positive choices and self-regulation.



07 Adaptations to the environment

Classroom environments are adapted with visuals, seating, and resources to support all pupils' learning needs.



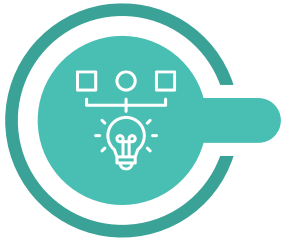
08 Multi sensory support

Multi-sensory support engages pupils through visual, auditory, and tactile methods to enhance understanding and retention.



09 Specialist Equipment

Specialist equipment supports access to learning, meeting specific physical, sensory, or cognitive needs of pupils.



10 Interventions

Interventions provide targeted support to address learning gaps and boost pupils' skills and confidence.



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

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

School tracks the number of pupils attending club and targets those pupils who have not attended a club throughout the first two terms.

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

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.

Singing at Victoria Hall

On Wednesday evening the Y5/Y6 choir attended Bolton Music Festival at the Victoria Hall. They sang two songs on the stage to a huge audience made up of parents and other schools across Bolton. They did an AMAZING job representing SSSJ! What a fantastic group of singers!





Smithills Farm Trip - Reception

Reception class had a wonderful trip to Smithills Farm, filled with excitement and adventure. The children had the chance to meet a variety of animals, including goats, lambs, and cows. One of the highlights of the day was the donkey ride - each child took turns riding a donkey around the paddock, which brought huge smiles. The farm staff were friendly and informative, helping the children learn more about life on a farm. It was a memorable day full of fun, learning, and new experiences for everyone.

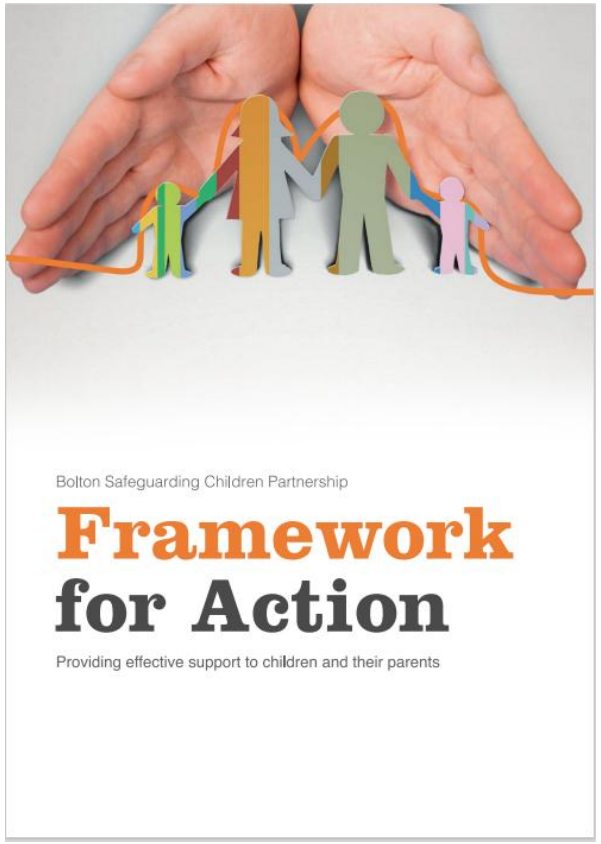


ANIMAL MAGIC



How are equipment, facilities and specialist expertise secured to support pupils?

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 are allocated through careful consideration of the SEND Action plan and whole school priorities for improvement.



School also follows 'Bolton's Framework for Action'.

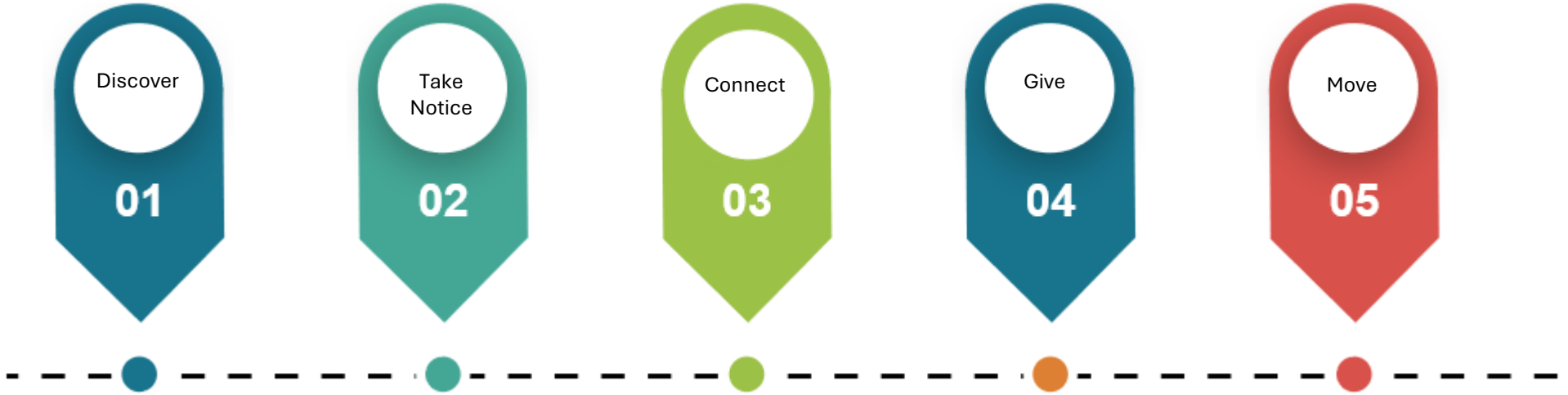
The Bolton Framework for Action outlines how local practitioners work together to safeguard and promote the welfare of all children in our area. It sets out the thresholds that all partners will apply when working with children and their parents. This is to ensure that all children reach their potential.

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

Wellbeing Curriculum

As part of our whole-school approach to mental health and wellbeing, our wellbeing curriculum is intentionally designed to embed the Five Ways to Wellbeing — Discover, Take notice, Connect, Give and Move. These are part of the Kapow wellbeing scheme which is linked to the five ways of wellbeing devised by the Charlie Waller Trust.

These principles are woven through our teaching and learning experiences to help pupils develop lifelong strategies for positive mental health. This approach supports our vision to build a community where positive relationships and personal growth are at the heart of all we do, enabling every individual to flourish in the image of God.

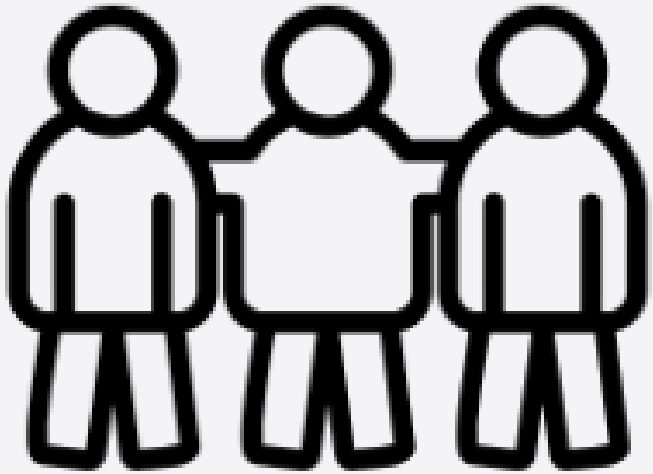


What support will there be for my child's well being?

Health and Wellbeing through Personal, Social and Health Education (PSHE) Curriculum

At SSSJ, we use the Kapow Primary RHE & PSHE curriculum to deliver a comprehensive and progressive programme that supports the emotional literacy, resilience, and wellbeing of every pupil. This is central to our mission to empower individuals to flourish together in the image of God and underpins our whole-school approach to promoting mental health.

The curriculum is taught weekly through a structured spiral model that revisits key themes with increasing depth as pupils progress through the school. The five key areas — Health and Wellbeing, Family and Relationships, Safety and the Changing Body, Citizenship, and Economic Wellbeing — all contribute to promoting good mental health and emotional regulation.



Support Framework for Well Being

More information linked to the support framework can be found in the 'Social, Emotional, Mental Health and Well being policy', which can be accessed via our school website.

SS Simon & Jude
Church of England Primary School



Social, Emotional, Mental Health and Wellbeing Policy

Document Name	Social, Emotional, Mental Health and Well Being Policy
Document written by	Katie Jones
Date for next revision*	June 2026
Responsibility	Principal
Approved by	Local Advisory Board

Version	Date	Reviewed	Approved	Signature

Universal Offer

Tier 1

Targeted Support

Tier 2

Specialist Support

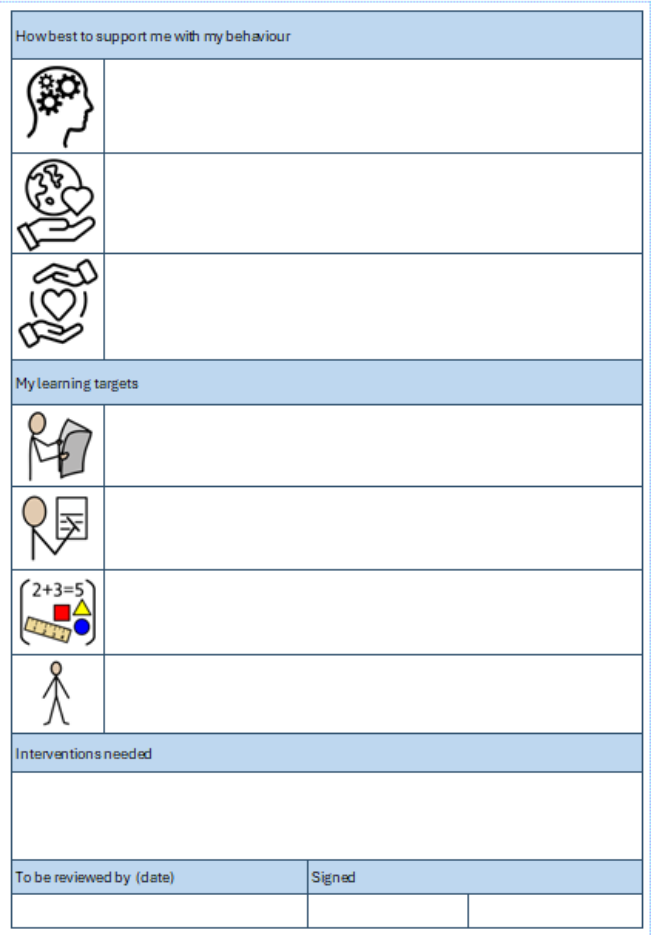
Tier 3

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



Children will be involved in creating and reviewing their single page profile to discuss how they want to be supported.

Children will have individual targets to work towards. They will spend time with the teacher to create these targets together.



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



Children are encouraged to self and peer assess their learning. We often use technology to support pupils in this process.



Pupil voice will be gathered in different ways including talking with the children, inviting them to meetings to discuss support (where appropriate) and presenting their views through posters and/or questionnaires. Pupils will contribute to their EHCP review meetings.

Collaboration is promoted through the use of co-operative learning structures.



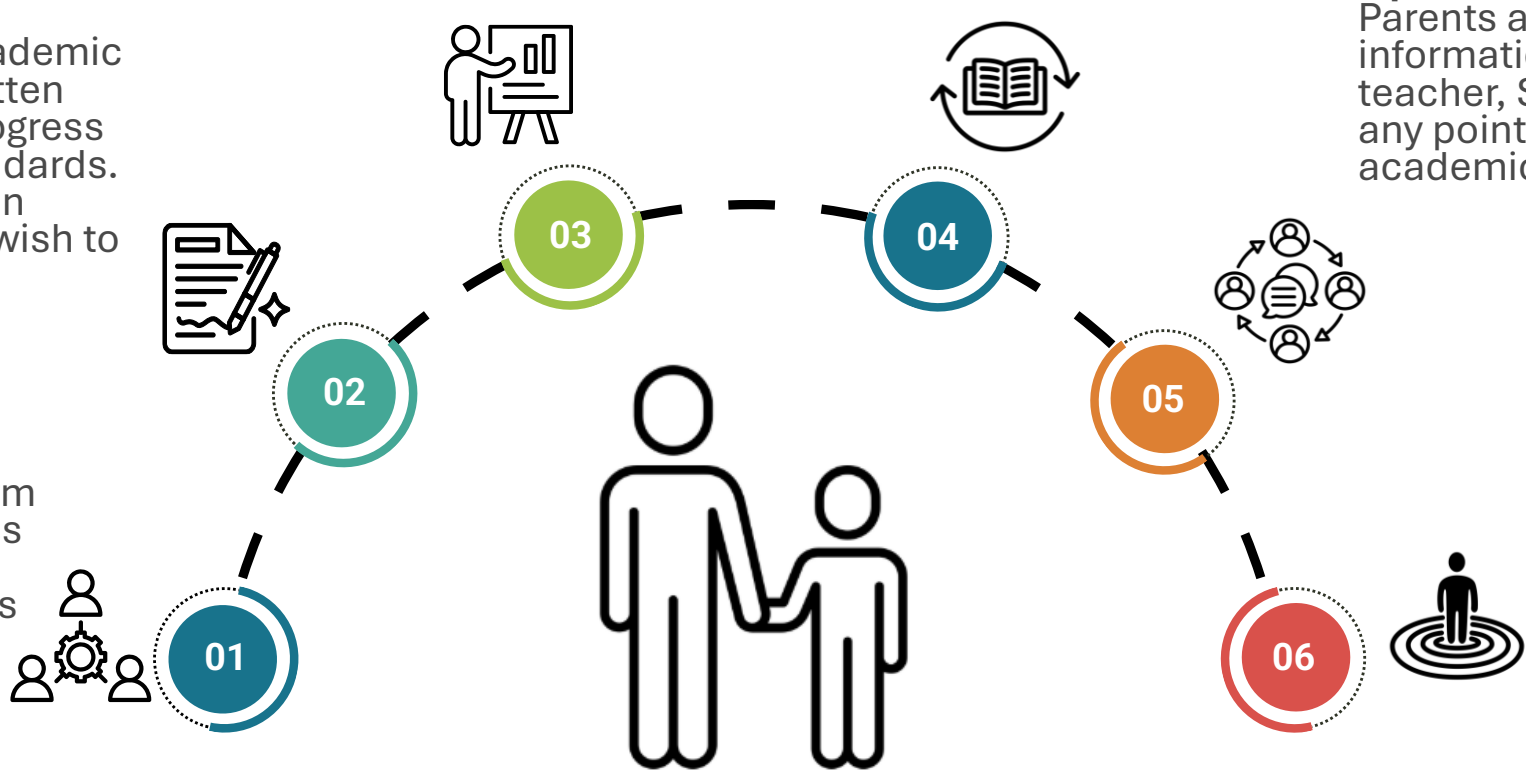
How will I know how my child is doing in school?
How will I be involved in my child's education?

Parent Workshops
Parents are invited to parent workshops which showcase the learning that is taking place within the classroom and provides opportunities for parents to support their child's learning at home.

Learning Showcase Events
Throughout the year, parents are invited to events in school where their child shares their learning in all areas of the curriculum.

Pupil Report
Towards the end of the academic year, parents receive a written report which highlights progress made and attainment standards. Parents are able to make an appointment should they wish to discuss the report.

Open Communication
Parents are welcome to request information or speak to the class teacher, SENDco or Principal at any point throughout the academic year.



Parent Conferencing
Parents are invited to a meeting with the class teacher in the Autumn term and Spring term to discuss their child's progress and attainment. Termly reports are communicated with parents. Parents are also invited to Early help meetings and EHCP reviews if applicable.

Pupils with an EHCP
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.

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



Teaching staff conduct home visits within Early Years. Pupils and parents are invited into school for an induction meeting.

Pupils engage in a phased transition at the start of the new academic year.

Pupils throughout school engage in a 'Move up' morning where they meet their new class teacher. Transition booklets aid this process.

Parents are invited to a 'Meet the teacher' evening where they meet their child's new class teacher.

If a pupil moves school mid academic year, close liaison between school is established to ensure all relevant information is 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.

Pupils are prepared for the next stage of their education through the development of social, emotional and cultural well being.

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:

www.Bolton.gov.uk/sendlocaloffer/

Bolton SEND Local Offer

Your special educational needs and disabilities information hub



Who can I turn to for advice outside of school?



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: 07467943495
Email: isaoutofhours@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 provided 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

Who can I turn to for advice outside of school?



Bolton Parent Carers Provide free workshops on a range of SEND topics to help parents and carers navigate the journey.
Telephone: 07715 201798
Email: info@boltonparents.org,uk
Website: www.boltonparents.org.uk

Speech and Language Therapy Service (SALT) support children and young people aged 2 ½ - 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: Communitytherapyadmin@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 Parent line: 07507331751

Who can I turn to for advice outside of school?

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

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/sensory-support-service/

Woodbridge 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
Website: outreach@ladywood.bolton.sch.uk

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

SSSJ has a complaints procedure to ensure that we respond to complaints as quickly and effectively as possible. We value all comments about school and will endeavour to address your concerns at the earliest stage possible.

5 If dissatisfied with the outcome, you may request that your complaint is heard by the Complaints Committee.

4 If appropriate, you will be invited to a meeting with the principal to clarify your complaint and to discuss possible resolutions. You will receive a written response, including an explanation of the decision and the reason for it.

3  Where you feel there is no satisfactory resolution, you will be asked to put your concern in writing to the principal.

2 Where appropriate, you may be invited to an informal meeting with the member of staff most appropriate for dealing with your concern.

1  Speak to the class teacher to raise your concern.

START HERE

A copy of the Complaints Policy can be found on the school website. You can also request a copy from the school office.

How do I get a copy of the SEND policy?

The SEND and Inclusion policy can be accessed via the school website.
https://sssj.bolton.sch.uk/about-us/policies/

Parents can also request a copy of the policy from the school office.



SEND & Inclusion Policy

Document Name	SEND & Inclusion Policy
Document written by	Elaine Davies
Date for next revision*	July 2026
Responsibility	Trust Inclusion Lead
Approved by	Education Committee

Who do I contact for further information?

Miss Hannah Murphy / Mr James Winteringham ~ SENDco
SS Simon and Jude CE Primary School
Email: sssjoffice@vantageacademies.co.uk
Telephone: 01204 333583