

## **St. Ethelbert's R. C. Primary School**

### **Our Special Educational Needs and Disabilities School Information Report**

*He took a little child and had him stand among them. Taking him in his arms, he said to them, "Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me." Mark 9:36-37*

Welcome to our SEND pages. We hope you will enjoy reading about the variety of ways in which St. Ethelbert's is able to support SEND pupils to reach their full potential.

Our Special Educational Needs Co-ordinator is Joanne Ritchie  
Our Governor with responsibility for SEND is Karen Baxendale

At St. Ethelbert's R.C School we welcome everybody into our community. We believe that our community should reflect God's wish that every child is welcomed and should be provided with the opportunity to achieve his or her full potential.

Every student at St. Ethelbert's has the opportunity to follow the National Curriculum.

We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include short-term intervention learning or other learning interventions developed on an individual needs basis.

If your child has a disability and you would like to know more about what we offer at St. Ethelbert's contact us on 01204 333036 or email us at: [ritchiej@st-ethelberts.bolton.sch.uk](mailto:ritchiej@st-ethelberts.bolton.sch.uk)

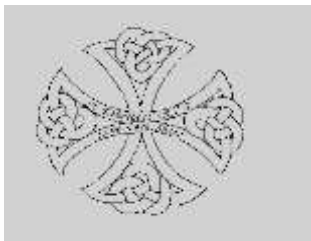
#### **General Information**

*We hope parents will find the information in this document useful. If there is anything further that you would like to know, please do not hesitate to contact the school office to request additional information.*

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

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the school SENCO and/or a senior leader in school may then be arranged, depending on the nature of the concern. If you have a concern related to a medical or health issue, then you may also wish to speak to your doctor or health visitor. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child.

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



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The school aims to support all pupils in making good progress as soon as they start at the school. We aim to have a fully inclusive curriculum, with pupils supported and challenged to achieve highly and to make good progress in all areas.

Pupil progress is tracked very carefully on entry in Nursery and/or Reception and high expectations of progress are set for all pupils. Early identification of any problem helps to ensure that appropriate support and interventions are put in place, so that all learners are able to access education at an appropriate level.

### **How will I know how my child is doing in school?**

Parents are kept well-informed about their child's progress. Parents are invited to attend parents' meetings in the autumn and spring terms, where targets are shared and progress is discussed. Parents receive a detailed report on their child's progress and achievement in the summer term and they are able to discuss this further if they wish to do so. Pupil passports are written for children who have special educational needs and these are discussed fully with parents and pupils. These are reviewed termly. Parents may also request information at any time regarding the progress of their children. Teachers will update parents if they have concerns

Children with Education Health Care Plan (EHCP) will have an annual review meeting where parents will be involved in discussions about reviewing progress and participate in the identification of new targets and actions as well as long term goals.

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

The school monitors pupil well-being carefully and plans to support pupils and their families in the best interest of each child. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil.

In addition to the PSHCE curriculum which is taught to all pupils, the school supports individuals and groups of pupils in a range of ways, including through nurture groups and the use of 1-1 interventions with school staff or external agencies.

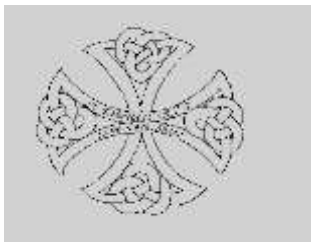
### **How will I be involved in discussions about, planning for, and involvement in, my child's education?**

Parents of children with special educational needs are fully involved in reviewing the progress towards agreed targets and in setting new targets. They are also kept informed of the provision for their child at school and staffs are always happy to discuss suggestions for how parents can best support their child at home.

Those children who have EHCP will have an annual review which will involve all agencies involved meeting to discuss outcomes and aspirations for the child.

### **How does the school involve children and young people in their education and in the decision making process?**

All children are involved in setting their own targets for development, where this is appropriate. Children are involved when pupil passports are reviewed and their ideas and aims are taken into consideration when any new plans are written. The school culture



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supports pupils in sharing any concerns and in discussing their wishes to support pupils in their development.

The voice of the child will be central to the discussions of EHCP.

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

The following service may be able to offer support and advice for parents:

**Bolton Parent Carer Consortium**  
**Commerce House**  
**59 Bridgeman Place**  
**Bolton**  
**BL2 1DW**  
**Telephone: 07715 201798**

**Email: [enquiries@bpcc.org.uk](mailto:enquiries@bpcc.org.uk)**

Other agencies are also available when referrals are made or further advice is sought.

Ladywood Outreach services  
School Nurse  
Social Care  
Speech and Language Therapist  
Occupational Therapist  
Physiotherapist  
CAMHS  
Educational Psychologist

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

The Local Offer is available on the council website or by following the link:

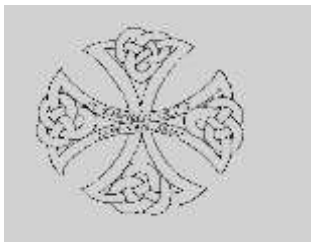
<http://localdirectory.bolton.gov.uk/send.aspx>

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

All complaints are dealt with in line with the school's Complaint Procedure which is available on the website or by contacting the school office. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head teacher or the Chair of Governors, as outlined in the Complaints Procedure.

### **How do I get a copy of the school SEN policy?**

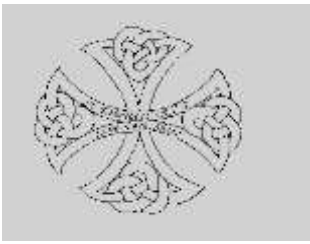
The SEND policy can be found by following the link:



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**Who do I contact for further information?**

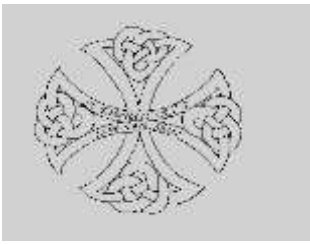
Mrs. Joanne Ritchie is the school SENCO. If you would like to discuss any area of concern with Mrs. Ritchie , please contact the school office to arrange an appointment.



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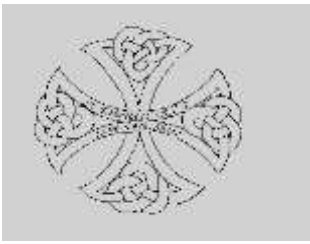
### Details of Provision on Offer at St. Ethelbert's to Support Pupils

Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
How SEN are identified <b>(Reg 2)</b>	<ul style="list-style-type: none"> <li>Formative teacher assessment within class (Early Identification)</li> <li>Use of summative assessments</li> <li>Monitoring of progress made across a range of subjects</li> <li>Ladywood</li> <li>EP Assessments</li> <li>Assess, Plan, Do Review.</li> </ul>	<ul style="list-style-type: none"> <li>Information from parents</li> <li>Information from Speech &amp; Language therapists following referrals in or out of school</li> <li>Formative assessment of communication development</li> <li>Ladywood</li> <li>EP Assessment</li> <li>SALT Assessment</li> <li>Assess, Plan, Do Review</li> </ul>	<ul style="list-style-type: none"> <li>Information from parents</li> <li>Monitoring of progress in related areas in EYFS</li> <li>Observation in class, playtimes, lunchtimes</li> <li>Behaviour logs</li> <li>Boxall Profile</li> <li>Behaviour Support observations</li> <li>Assess, Plan, Do Review</li> </ul>	<ul style="list-style-type: none"> <li>Information from parents/health visitors/school nurse</li> <li>Age-related checks e.g. vision/hearing</li> <li>Observations in P.E. at playtimes</li> <li>Health services assessments</li> <li>Assess, Plan, Do Review</li> </ul>
How a child / young person has a SEN is assessed. <b>(Reg 2)</b>	<ul style="list-style-type: none"> <li>Diagnostic tests linked to specific areas of concern (in-house)</li> </ul>	<ul style="list-style-type: none"> <li>Assessments by Speech &amp; Language Therapists referred by school</li> <li>Ladywood Outreach</li> <li>Health – i.e., school nursing</li> </ul>	<ul style="list-style-type: none"> <li>Concerns raised by class teacher or parent if additional strategies are needed to support the pupil.</li> <li>Boxall profile</li> </ul>	<ul style="list-style-type: none"> <li>Additional support or advice needed to assist pupil to access full curriculum in school.</li> </ul>



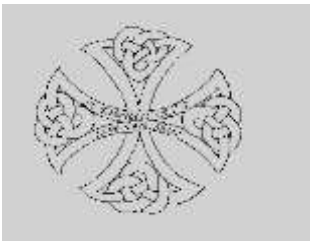
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Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
Type of SEN provision made throughout the school	<ul style="list-style-type: none"> <li>• Assessment by external professionals</li> <li>• Pupil Progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• TOAD</li> <li>• SDQ questionnaires.</li> </ul>	
	Pupils with an Education, Health & Care Plan  Pupils who do not have an Education, Health and Care Plan	<ul style="list-style-type: none"> <li>• Time to Talk</li> <li>• Lego therapy</li> <li>• Nursery/ Reception Narrative</li> <li>• Time to Talk</li> <li>• Socially Speaking</li> <li>• Clicker 6</li> <li>• Sign Along</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture</li> <li>• CAMHS</li> <li>• BSS</li> <li>• Behaviour chart</li> <li>• Individual reward systems</li> <li>• 1:1 sessions</li> <li>• Winston's Wish</li> <li>• Growth Mindset</li> <li>• Yoga</li> <li>• Relax Kids</li> <li>• Thoughtful Thursday</li> <li>• Harmony Project</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory support service</li> <li>• 1:1 sessions</li> <li>• Funky Fingers</li> <li>• Dough Gym</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Wobble cushion</li> <li>• Sensory toys</li> <li>• Sloping boards</li> </ul>
How the curriculum and / or school	Differentiated curriculum planning, activities, delivery and outcomes	Differentiated curriculum planning, activities, delivery and	Whole school behaviour policy Whole school rules	Flexible teaching arrangements



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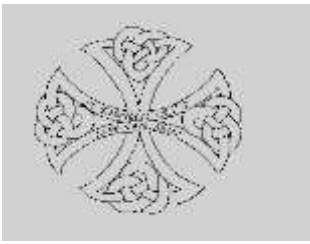
Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
<p>environment is adapted for pupils.</p> <p><i>Wave 1</i> <i>Universal Provision</i></p>	<p>In-class targeted teacher support</p> <p>In-class targeted TA support</p> <p>Increased visual aids/modelling</p> <p>Visual timetables</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Access to homework clubs</p> <p>Access to on-line activities e.g. Times Table Rock Stars</p> <p>Individual or group reading</p> <p>Interventions inc pre-teach sessions</p>	<p>outcomes e.g. simplified language, key words</p> <p>Increased visual aids, modelling</p> <p>Visual timetables</p> <p>Use of symbols / objects of reference</p> <p>Structured school and class routines</p> <p>Sign Along</p> <p>Communication boards</p> <p>Intensive Interaction</p> <p>Hand over Hand interaction</p>	<p>Whole school rewards and sanctions systems</p> <p>Class rewards and sanctions</p> <p>Dojos</p> <p>Extra-curricular clubs</p> <p>Circle Time/Class Assembly</p> <p>PSHE focus work</p> <p>House points</p> <p>Growth Mindset</p> <p>Thoughtful Thursday</p> <p>Yoga</p> <p>Whole class mediation</p>	<p>Staff aware of implications of physical impairment</p> <p>Loop system for hearing aids</p> <p>Pencil grips</p> <p>Brain gym</p> <p>Improved accessibility of building</p> <p>Allergy training/plans</p> <p>Sensory play</p>
<p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 2</i></p>	<p>Catch-up programmes for literacy and numeracy</p> <p>Group teacher input</p> <p>Group teaching assistant input</p> <p>Additional individual reading support</p>	<p>In-class group support for speech and language</p> <p>ICT – Apps</p> <p>Talk for Writing</p> <p>Visual aids</p> <p>Communication boards</p> <p>Now/next boards</p>	<p>Group activities e.g. social skills</p> <p>Nurture groups</p> <p>In-class support for supporting behaviour targets, access or safety</p> <p>Additional group support</p>	<p>Additional keyboard skills training</p> <p>Additional fine motor skills practice</p> <p>In class support for supporting access, safety</p> <p>CAF</p>



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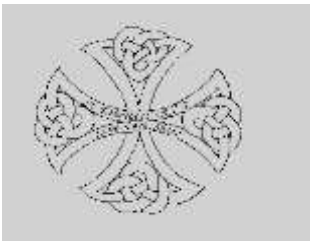
Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
<i>Targeted Group Interventions</i>	Additional guided reading sessions Gifted and talented sessions – literacy, numeracy, other Additional feedback sessions Peer coaching/mentoring Targeted group maths support Targeted group writing support Additional phonics support Pupil passports Early Help IDL- dyslexia software Comprehension Booster Memory Booster	Early Help Assessment	Pupil passports Individual reward systems Triple P- parent involvement Early Help Assessment	Pencil Grips Fine motor skill activities Carpet Areas Blinds Toilets Handiwriter Sloping boards
How the curriculum and / or school environment is adapted for pupils.	Small group or 1:1 literacy and/or numeracy support Daily individual reading support Daily maths support	In-house Speech and Language support S&L support from TA S&L support from teacher EAL support from TA	Small group or 1:1 social skills Nurture groups Individual reward system Advice from EP/specialist teacher	Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes Occupational Therapy programmes





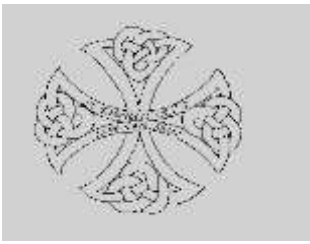
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Wave 3 Targeted 1:1 or Small Group Interventions	Individual/small group phonics support Advice from external agencies Early Help assessment CAM	EAL support from teacher Advice from EP/specialist teacher Targeted parent workshops Early Help Assessment CAM	Behaviour Support Time-out Parent behaviour groups- Triple P Early Help Assessment CAM PRU/Forward centre	Access to iPads Use of appropriate resources e.g. hearing aids/lamps Advice from EP/specialist teacher Early Help Assessment CAM
How the effectiveness of the provision is evaluated. <b>(Reg 3a)</b>	Progressed tracked each half term in core subjects. Pupil Progress Provision Mapping Pupil passports Meetings with parents Meeting with outside agencies	Speech and Language assessments completed Meetings with parents Meeting with outside agencies	Pupil Passports reviewed and updated regularly Boxall reviewed every half term Meetings with parents Meeting with outside agencies	Regular visits from external agencies to monitor progress. Meetings with parents Meeting with outside agencies
How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips	All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and	Visual timetables Transition	Transition Pre teaching	Any additional needs or considerations included in risk assessments Additional staffing ratios where needed



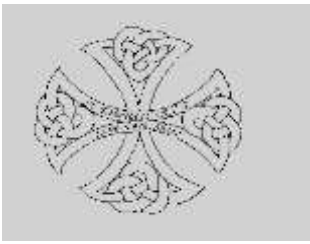
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Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
and after school clubs) (Reg 3f)	cultural well-being and development.			
What specialist skills/ expertise do school staff have? (Reg 5)	Code x- reading recovery Dyslexia friendly strategies Poor Working Memory	Sign Along ELKLAN trained staff ASD training SLCN training Lego Therapy Time to Talk Socially speaking Visual aids The Quiet Child	Positive Behaviour management training Relax Kids Yoga Mental Health First Aider ADHD training Boxall Winston's Wish (Bereavement) Mental Health Suicide	Sensory Support Services to work with children with VI/ HI
What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5)	SMART targets & pupil passports Alphabet Arc Precision Teaching Teaching English –TA Phonics	Language Development ASD	ADHD Training Mental Health	Sensory in mainstream school.



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<p>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)</p>	<p>SENCo- Education, Health Care Plans.</p>			
<p>How equipment and facilities to support pupils is secured. (Reg 6)</p>	<p>Educational Psychologist assessments Ladywood Outreach</p>	<p>Speech, language and communication therapist. Ladywood Outreach Paediatrician</p>	<p>Behaviour Support Service Healthy Schools Team School Nurse CAMHS Early Intervention Education Psychologist Kooth NSPCC Harmony Project</p>	<p>Occupational Therapists Physiotherapists Visual Impaired Services Hearing Impaired Services School Nurse Ladywood Outreach</p>
<p>How pupils with SEN are supported during transition? (Reg 12)</p>	<p>Prior to starting school the school meets with staff from feeder nursery schools to discuss all pupils so they can make the best start at school. Where a child presents with additional needs of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents prior to starting school to identify any additional provision which may need to be made and to discuss any specific concerns.</p>			



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<p>How young people with SEN are supported in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)</p>	<p>When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Progress data and other information are passed on and teachers are able to access any information from previous years.</p> <p>Year 6 pupils will have additional transition days to their high school in liaison with Ladywood Outreach Services when necessary.</p> <p>Assessment documents and other necessary paperwork will be transferred with meetings with high School SENCo and staff.</p> <p>Pupil passports and forms will completed by class teachers for transition to high school.</p> <p>High quality Curriculum            Adapted curriculum (Life skills)            Nurture Groups            Life Bus            Additional transition days to high school            Meeting with high school teachers            All children have access to an enriching curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing</p>			