

Blackrod Primary School

Special Educational Needs and Disabilities Policy SEND Information Report



Approved by: Curriculum, Standards and Safeguarding

Last reviewed on: March 2026

Next review due by: March 2027

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.blackrodprimary.co.uk>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENCO is Mrs Wilson.

I have 5 years' experience in this role and I have worked at Blackrod Primary as a qualified teacher for over 20 years.

I have achieved the National Award in Special Educational Needs Co-ordination.

I am available in my role as Assistant Head Teacher, Designated Safeguarding Lead, Pastoral and Wellbeing lead and SENDCO during the week to support the children of Blackrod Primary School.

Class teachers

All of our teachers receive SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

All of our teachers have recently undertaken Dyslexia Awareness Training (October 2022). They receive regular support and updates by the SENDCO to continue to support children with SEND and Quality First Teaching.

Teaching assistants (TAs)

We have a team of 12 TAs, who are trained to deliver Quality First Teaching and SEND provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Ladywood Outreach
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Behaviour Support
- › Social services/The Integrated Front Door

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Contact the school office in order to make an appointment with your child's class teacher. They will pass the message on to our SENCO, Mrs Wilson who will be in touch to discuss your concerns.

You can also contact the SENDCO directly.
Mrs Wilson

01204 333488

office@blackrod.bolton.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs additional support, then steps will be taken in order to facilitate this. We will discuss this process with you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and will monitor any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing and mathematics.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and on the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEND support. Mrs Wilson will arrange a meeting to discuss the support and actions with you.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND provision map and pupil passport for them.

5. How will the school measure my child's progress?

Graduated Response

Wave 1 – Quality First teaching by all teaching staff.

Wave 2 - Is initiated where pupils have failed to make adequate progress as identified by the class teacher and SENCO following regular assessments.

Criteria for Wave 2 include:

- Low Mathematics / English results in tests and assessments
- 1 year below age related expectations.
- Teacher's observations

Provision from within the school's resources is identified to help meet the pupils' needs. Intervention and support will be put in place. This will be closely monitored to ensure progress is made.

Interventions may include:

- Additional learning programmes such as Toe by Toe or First Class for Number.
- Smaller group sessions focusing on gaps in learning, to enable pupils to 'catch up' with their cohort.
- Mathematics and English booster classes.
- Additional staff training

Wave 3 - Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

All pupils who have been identified as needing Additional Support and Additional SEN Support will receive Wave 3 support and intervention.

They are requested to:

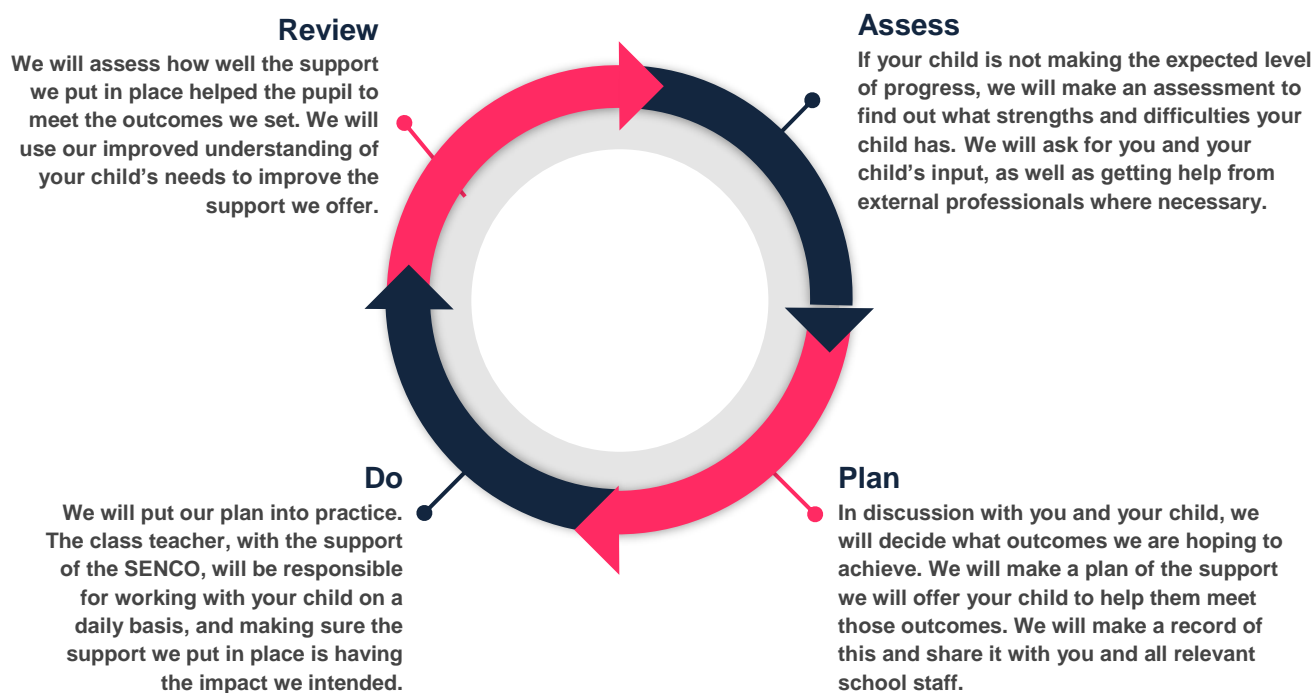
- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

Those pupils on the SEND register who require provision will now receive SEND support.

Pupils who require a higher level of support, will receive Additional SEND Support.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress

Your child's class/form teacher will meet you twice a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will update your child's records, including any actions and support that have been agreed. This record will be shared with all relevant staff. As part of the Early Help process records will be updated and copies given to you.

If you have concerns that arise between these meetings, please contact your child's class teacher.

Contact the school to arrange an appointment or speak to your class teacher directly.

01204 333488/office@blackrod.bolton.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

We adapt teaching, teaching materials and resources, including the use of technology to support children's individual learning needs. Our school building and classroom is arranged to provide accessibility and continuity. This in turn supports children's feelings of wellbeing and familiarity.

We ensure that all pupils can participate fully within the curriculum. Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in a group or 1-to-1 basis when need is identified.

We may also provide the following interventions:

Area of Need	Wave 1 Support (whole class quality teaching)	Wave 2 support (additional support)	Wave 3 (specific/detailed support)
Cognition and Learning	<ul style="list-style-type: none"> Adapted curriculum planning, activities, delivery and outcomes Quality First Teaching TA support Daily Phonics Teaching KS1 (RWI) Individual target setting Use of visual aids Computing resources Blackrod SEMH Offer Universal Level Reading lessons KS2 	<ul style="list-style-type: none"> Intervention groups Small group work 1:1 /Small group phonics teaching/intervention Fresh Start Talk for Number First Class for Number Talk for Number Becoming First Class For Number Hold a sentence intervention 	<ul style="list-style-type: none"> Individually adapted teaching sessions Advice from EP and outreach teachers eg Ladywood Programmes delivered by EP or outreach teachers Dyslexia/ Dyscalculia advice
Communication and Interaction (Including ASD)	<ul style="list-style-type: none"> Adapted curriculum planning, activities, delivery and outcomes Simplified language TA support Daily Phonics Teaching KS1 (RWI) In class targeted teacher support Use of visual aids Use of Computing Resources Blackrod SEMH Offer Universal Level 	<ul style="list-style-type: none"> Increased use of visual prompts and aids (e.g. Now/Next cards, emotion cards/thermometers etc) Home / school communication diary 'Talking Partners' group activities led by trained staff 	<ul style="list-style-type: none"> Advice from EP, SALT or outreach teachers eg Ladywood Programmes delivered by EP, SALT or outreach teachers

Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school Relationships and Behaviour policy School reward and sanction systems; merits, praise postcards Class Assemblies/Picture News PHSE/Wellbeing curriculum Links with School and British values. School has been recognised with Wellbeing Award. Pastoral Pop in with Mrs Wilson Blackrod SEMH Offer Universal Level 	<ul style="list-style-type: none"> Mrs Wilson has undertaken Senior Mental Health Lead and Wellbeing training and works in a pastoral capacity with pupils. Blackrod SEMH Offer School Support 1 	<ul style="list-style-type: none"> Blackrod SEMH Offer School Support 2/3 Advice from Behaviour Support Services and CAMHS. Programmes delivered by Behaviour Support Services Internal exclusion / Time out Individual support or mentoring Individual reward programmes
Sensory and Physical	<ul style="list-style-type: none"> Adapted curriculum planning Pencil grips Accessible building Positive moving and handling training for relevant staff. 	<ul style="list-style-type: none"> Writing slopes Sensory wedge/cushion Overlay screening Chew Buddy Fidget Coloured overlays, whiteboards and paper. 	<ul style="list-style-type: none"> Advice from OT, PT, VIP, ASD, HI Programmes delivered by OT, PT Specialised sensory /physical equipment Ladywood Outreach support eg: (Irlen's Syndrome Test)

These interventions are part of our contribution to Bolton's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions
- Learning Walks
- Pupil Voice
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

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

All pupils are encouraged to go on our school trips, including our residential trips such as PGL.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

<https://www.blackrodprimary.co.uk/page/?title=Admissions&pid=229>

Prospective pupils with SEND are warmly invited to make an appointment to discuss their child's needs with Mrs Wilson (SENDCo).

Please contact the school office on 01204 333488/ office@blackrod.bolton.sch.uk

13. How does the school support pupils with disabilities?

We take active steps to prevent disabled pupils from being treated less favourably than other pupils.

The facilities we provide help disabled pupils access our school. These including the provision of auxiliary aids and services.

14. How will the school support my child's mental health and emotional and social development?

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

Mrs Wilson supports all pupils including those with SEND as Pastoral and Wellbeing Lead.

Pupils with SEND are encouraged to discuss their wellbeing on regular basis to ensure they are happy and settled.

Mrs Wilson provides opportunities including Pastoral Pop in to touch base with children on a regular basis.

Pupil with SEND are encouraged to participate fully in school life, including after school Extra Curricular clubs, which in turn support wellbeing, team work and friendship.

We have a 'zero tolerance' approach to bullying. Please find further information in our Behaviour and Positive Relationships Policy

<https://www.blackrodprimary.co.uk/attachments/download.asp?file=551&type=pdf>

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We fully support the process of transition at any point within a child's school journey.

We support with:

Early Years transition eg from nursery.

Transition from and to new school settings.

Transition to high school.

Transition meetings are scheduled to fully support pupils in their learning journey.

Between years

To help pupils with SEND be prepared for a new school year we:

Schedule meetings with previous and new class teacher to discuss information.

Arrange transition visits/days to support with transition to new year groups.

Provide children with transition documentation eg: my new teacher, my new classroom (if needed) to support the process.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Wilson is the designated teacher for looked-after children and previously looked-after children.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Please see further information in our Complaints Policy.

<https://www.blackrodprimary.co.uk/attachments/download.asp?file=486&type=pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Please find below the link for Bolton SEND Complaints procedure:

<https://www.bolton.gov.uk/downloads/file/1746/send-complaints-procedure>

<https://iasbolton.com/> (Bolton Information and Advisory Service)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bolton's Local Offer. They publish information about the local offer on their website:

<https://www.bolton.gov.uk/sendlocaloffer/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.mylifeinbolton.org.uk/ProviderDetails.aspx?ProviderID=47785>

Local charities that offer information and support to families of children with SEND are:

<https://www.boltonparents.org.uk/>

<https://contact.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages