

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 Claire Postlewaite
Our Governor with responsibility for SEND is Gemma Pendlebury

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.

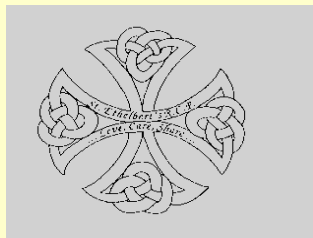
If your child has a disability and you would like to know more about what we offer at St. Ethelbert's contact us on
01204 333036 or email us at: cpostlewaite@stethelberts.stoccat.org.uk

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. This maybe



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done through the completion of an Early Help Assessment and Action Plan to support multi- agency working.

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

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 stage to support their overall development.

We want all children to be able to access learning with their peers, however we recognise that this is very difficult for some children. At St. Ethelbert's, we see our Internal Inclusion Provision (IIP) as part of a child's journey if they are experiencing significant difficulties accessing their mainstream classroom and curriculum due to their particular SEND needs. Our intention is always to fully integrate children back to their peers when appropriate.

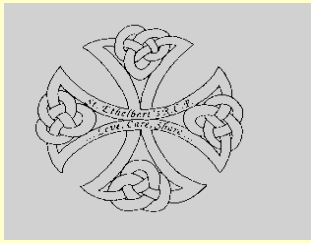
How will I know how my child is doing in school?

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 can 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. Our SENCO also holds drop-in sessions for parents during parents evening for parents to discuss any concerns they might have or queries regarding their child's health, learning and well-being. If your child access school's Internal Inclusive Provision (IIP) then you will be invited into school termly to discuss your child's progress.

Children with an Education Health Care Plan (EHP) 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. From Year 1 upwards, we complete a daily mental health 'check in' with our pupils using our class Blob Trees. These help us to



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monitor and act upon any concerns we may have around a child's social and emotional health needs.

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. Our school also now has a named link Mental Health Practitioner that can deliver direct interventions with children and their families around anxiety and worry. The SENCO meets with our Mental Health Practitioner at least once a term to discuss possible referrals and to review the progress of children who have accessed an intervention through revisiting RCADs (Revised Children's Anxiety and Depression Scale), SDQs (Strengths and Difficulties Questionnaires) or Boxall Profiles.

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. If we feel it is appropriate, and we need a range of agencies to support you and your child then an Early Help Assessment will be considered. Once an Early Help is open, you will meet regularly with the school SENCO (every 8 to 10 weeks) and other professionals, to coordinate and review any multiagency support needed for you, your child and family.

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.

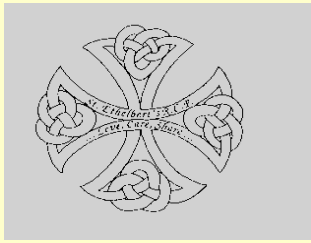
How does the school involve children and young people in their education and in the decision making process?

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. This also includes any reviews for children accessing our IIP. The school culture 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 applications and Annual Reviews.

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 Carers
The Bolton Hub
Bold St
Bolton
BL1 1LS
Email: info@boltonparents.org.uk



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

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

Woodbridge SEND Service (formally Ladywood outreach)
Bolton Behaviour Support Service
Bolton Toy Library
School Nurse
Social Care
Speech and Language Therapist
Occupational Therapist
Physiotherapist
Bolton CAMHs Mental Health Support Team MHST
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:
<https://www.bolton.gov.uk/sendlocaloffer/>

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.

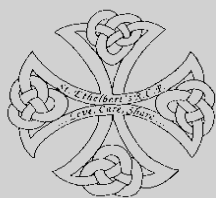
How do I get a copy of the school SEN policy?

The SEND policy can be found by following the link:

[SEND-Policy-2026-2027.pdf](#)

Who do I contact for further information?

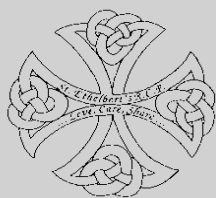
Miss Claire Postlewaite is the school SENCO. If you would like to discuss any area of concern with Miss Postlewaite, please contact the school office to arrange an appointment.



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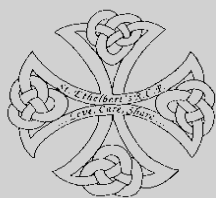
Details of Provision on Offer at St. Ethelbert's to Support Pupils

Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
How SEN are identified (Reg 2)	- Formative teacher assessment within class (Early Identification) - Use of summative assessments - Monitoring of progress made across a range of subjects - Woodbridge SEND Service - EP Assessments - Assess, Plan, Do Review.	- Information from parents - Information from Speech & Language therapists following referrals in or out of school - Formative assessment of communication development - Woodbridge SEND Service - EP Assessment - SALT Assessment - Assess, Plan, Do Review	- Information from parents - Monitoring of progress in related areas in EYFS - Observation in class, playtimes, lunchtimes - Behaviour logs - Boxall Profile - RCADS/ SDQS - Behaviour Support observations - Assess, Plan, Do Review - MHST consultations with SENCO	- Information from parents/health visitors/school nurse - Age-related checks e.g. vision/hearing (Thomasson Memorial School) - Observations in P.E. at playtimes - Health services assessments - Assess, Plan, Do Review
How a child / young person has a SEN is assessed. (Reg 2)	Diagnostic tests linked to specific areas of concern (in-house)	- Assessments by Speech & Language Therapists referred by school - Ladywood Outreach	Concerns raised by class teacher or parent if additional strategies are needed to support the pupil.	Additional support or advice needed to assist pupil to access full curriculum in school.



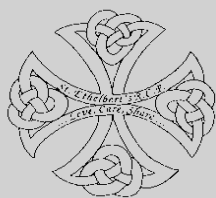
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Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
Type of SEN provision made throughout the school Pupils with an Education, Health & Care Plan Pupils who do not have an Education, Health and Care Plan but receive SEN Support	- Assessment by external professionals - Pupil Progress meetings	- Health – i.e., school nursing - Cambridge Questionnaires	- Boxall profile - TOAD - SDQ questionnaires.	
	-IDL Literacy and numeracy programmes -IDL Dyslexia screener -IDL Dyscalculia Screener -Toe by Toe -Power of 2 intervention -Follow personalised programmes and advice from external agencies -Learning structured using the 1, 2, 3 TEACCH approach	- Talking Partners - WellComm strategies - Lego therapy - Nursery/ Reception Narrative - Sign Along - Colourful semantics - Bucket time - Access to our Internal Inclusive provision IIP	- Daily mental health 'check ins' with the Blob Tree - Access IIP - CAMHS- MHST - BBSS - Behaviour chart - Individual reward systems 1:1 sessions - Winston's Wish - Relax Kids - Thoughtful Thursdays - Sunbeams and Rainbows	- Sensory support service workshops for staff and parents 1:1 sessions- group sensory circuits - Funky Fingers - Dough Gym - Occupational Therapy - Physiotherapy - Wobble cushion - Weighted blankets - Sensory toys - Sloping boards



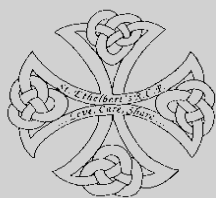
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How the curriculum and / or school environment is adapted for pupils. <i>Wave 1</i> <i>Universal Provision</i>	-Adaptive teaching, curriculum planning, activities, delivery and outcomes -In-class targeted teacher support -In-class targeted TA support -Increased visual aids/modelling -Visual timetables -Use of writing frames -Access to ICT -Access to homework clubs -Access to on-line activities e.g. Times Table Rock Stars - Individual or group reading Interventions inc pre-teach sessions	-Adaptive teaching, curriculum planning, activities, delivery and outcomes e.g. simplified language, key words -Increased visual aids, modelling -Visual timetables -Use of widgeit symbols / objects of reference -Structured school and class routines -Sign Along -Communication boards -Intensive Interaction -Hand over Hand interaction	-Whole school behaviour policy -Whole school rules -Whole school rewards and sanctions systems -Class rewards and sanctions -Dojos -Sensory circuits -Transitional objects/comforting toys -Extra-curricular clubs -Circle Time/Class Assembly -PSHE focus work -Thoughtful Thursday	-Flexible teaching arrangements -Staff aware of implications of physical impairment -Loop system for hearing aids -Support from Thomasson Memorial outreach staff -Pencil grips -Brain breaks -Improved accessibility of building -Allergy training/plans -Sensory play
How the curriculum and / or school	- Catch-up programmes for literacy and numeracy - Group teacher input	- In-class group support for speech and language - ICT – Apps	- Group activities e.g. social skills - Nurture groups	Additional keyboard skills training



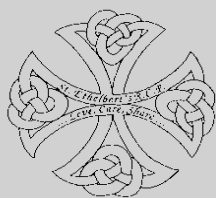
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environment is adapted for pupils. <i>Wave 2 Targeted Group Interventions</i>	-Group teaching assistant input -Additional individual reading support -Additional guided reading sessions -Gifted and talented sessions – literacy, numeracy, other -Additional feedback sessions -Peer coaching/mentoring -Targeted group maths support -Targeted group writing support -Additional phonics support -Pupil passports - Early Help Assessment -IDL- dyslexia software	-Talk for Writing -Visual aids -Sign along -Communication boards -Now/next boards -Early Help Assessment	-In-class support for supporting behaviour targets, access or safety -Additional group support -Pupil passports -Individual reward systems -Parent drop-in sessions with BBSS -Parenting courses via BBSS -Early Help Assessment	-Additional fine motor skills practice -In class support for supporting access, safety -Pencil Grips -Fine motor skill activities -Carpet Areas -Blinds -Toilets -Sloping boards -Early Help Assessment



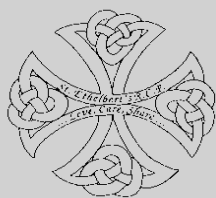
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How the curriculum and / or school environment is adapted for pupils. <i>Wave 3 Targeted 1:1 or Small Group Interventions</i>	-IDL Literacy and numeracy programmes -IDL Dyslexia screener -IDL Dyscalculia Screener -Toe by Toe -Power of 2 intervention -Follow personalised programmes and advice from external agencies -Memory Booster			
	-Small group or 1:1 literacy and/or numeracy support -Daily individual reading support -Daily maths support -Individual/small group - phonics support -Activities structured using the 1, 2, 3 TEACCH approach - Access IIP -Advice from external agencies	-In-house Speech and Language support - Access IIP -S&L support from TA -S&L support from teacher -EAL support from TA -EAL support from teacher -Advice from EP/specialist teacher -Targeted parent workshops -Early Help Assessment	-Small group or 1:1 social skills e.g. talking partners -Access to IIP -Individual reward system -Advice from EP/specialist teacher -Behaviour Support -Sensory circuits -Support with self- regulation -Parent behaviour groups- Triple P -Early Help Assessment	-Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes - Occupational Therapy programmes -Access to iPads -Use of appropriate resources e.g. hearing aids/lamps -Advice from EP/specialist teacher -Early Help Assessment



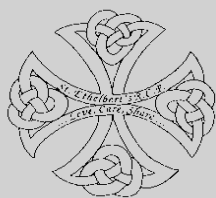
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Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
How the effectiveness of the provision is evaluated. (Reg 3a)	Early Help assessment		PRU/Forward centre/ COG/ JEP	
	-Progressed tracked each term in core subjects. -B Squared -Developmental journal logs -Pupil Progress meetings -Edukey provision reviews -Pupil passports -Meetings with parents -Meeting with outside agencies	-Speech and Language assessments completed -Meetings with parents -Meeting with outside agencies -Developmental journal logs -Bucket time- attention tracker -Pupil Progress meetings - Pupil passport reviews -Edukey provision reviews	-Pupil Passports reviewed and updated regularly -Boxalls/ RCAD/ TOADs or SDQs reviewed before and after interventions or as and when required - Pupil progress meetings -Meetings with parents -Meeting with outside agencies -Edukey provision reviews	-Regular visits from external agencies to monitor progress. - Pupil Passport reviews -Pupil Progress meetings -Meetings with parents -Meeting with outside agencies - Edukey provision reviews
How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)	All children 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.	-Communication boards -Visual timetables -Transition -Enhanced staffing on trips	-Transition support package (transition books) -Pre teaching -Social stories -Comic strip stories -Enhanced staffing on trips	-Any additional needs or considerations included in risk assessments -Additional staffing ratios where needed



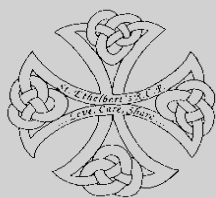
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Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
What specialist skills/expertise do school staff have? (Reg 5)	-Dyslexia friendly strategies -SpLD awareness staff training -Poor Working Memory training -CAML - Irlen screening -Supersonic phonics	-Sign Along -ELKLAN trained staff -ASD training -SLCN training -Lego Therapy -Talking Partners -Colourful Semantics -WellComm -Bucket time	-Positive Behaviour management training by Dynamis (X2 in house trainers) -Senior Mental Health Lead Training -Relax Kids -Mental Health First Aider -ADHD training -Boxall -Winston's Wish (Bereavement) -Mental Health -Suicide -MHST referrals training -Rainbows Bereavement Support training	-Sensory Support Services to work with children with VI/ HI -Sensory processing workshops
What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5)	-SMART targets & pupil passports -Phonics -CAML	-Language Development -ASD -Supporting early communication and language development -Talking Partners	-Dynamis positive behaviour management strategies	-Sensory in mainstream school.



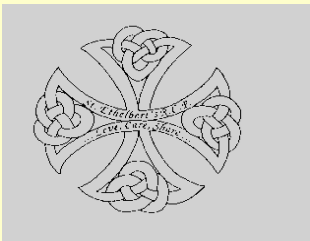
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What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)		-Understanding social communication/ interaction needs: the Autism pathway -Aided language and stimulation training		
	SENCo- Education, Health Care Plans.			
	-Educational Psychologist assessments -Woodbridge SEND Service -BBSS- Bolton behaviour support service	-Speech, language and communication therapist. -Woodbridge SEND Service -ICPS -BSCIP -Paediatric Learning and Disability Service -SNUFs	- BBSS- Bolton behaviour Support Service -MHST- named school Mental Health Practitioner -Healthy Schools Team -School Nurse -CAMHS -Early Intervention -Education Psychologist -Kooth -NSPCC -I Thrive Network	-Occupational Therapists -Physiotherapists -Visual Impaired Services -Hearing Impaired Services -Thomasson Memorial school -School Nurse - Woodbridge SEND service -Paediatric Learning and Disability Service



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Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
How equipment and facilities to support pupils is secured. (Reg 6)	Where possible, items are secured using the school budget and/or monies allocated for SEN based on prior attainment. For larger items the need is identified in annual reviews and priorities are identified to best support each pupil. For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils.			
How pupils with SEN are supported during transition? (Reg 12)	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. 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. Year 6 pupils will have additional transition days to their high school in liaison with Woodbridge SEND Services when necessary. These may also include additional visits or coffee mornings for parents organised by the feeder high schools. Assessment documents and other necessary paperwork will be transferred with meetings with high School SENCO and staff. Pupil passports and forms will be completed by class teachers for transition to high school.			
How young people with SEN are supported in preparing for adulthood, independent living and the next phase of their education,	High quality Curriculum Adapted curriculum (Life skills) Nurture Groups Life Bus Additional transition days to high school and or transition support from BBSS or Woodbridge SEND Service Meeting with high school teachers All children have access to an enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being			



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Area	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
training or employment? (Reg 12)				