



SEND School Information Report 2026

Review date: September 2027

Special Educational Needs and Disability (SEND)

SEND Information report– 26-27

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

If you have any concerns regarding your child's development or are worried that your child may have a Special Educational Need, please speak initially to your child's class teacher. The class teacher will listen to your concerns and will complete a SEND concern sheet. From there, the class teacher will discuss the concern with the SENCO, who will then arrange to check your child's current assessment data, liaise with staff members and then contact you to share feedback and next steps as well as any action (if any) that needs to be taken in order to support your child.

You are also welcome to contact the Inclusion Team who will make arrangements to meet you. Medical or health issues can be discussed with the class teacher, SENCO or you may also wish to speak to your doctor, health visitor or school nurse. Depending on the nature of the concern referrals can be made to other agencies.

The Inclusion Team:

Mrs Driver – Head Teacher and Designated Safeguarding Lead

Mr Ridgely- Pastoral and Behaviour Specialist

Mr Nicholson- Assistant Head/ SENCO

Mrs Beswick- SENCO

Miss Regan- Pastoral and Safeguarding Officer

Telephone: 01204 333580

Email: office@red-lane.bolton.sch.uk

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

At Red Lane Primary School, we believe that every child has the right to achieve their full potential in a safe, inclusive and supportive environment.

Our core belief is that **all teachers are teachers of all children**. We are committed to identifying and removing barriers to learning and participation so that all pupils can access a broad, balanced and ambitious curriculum. The school makes reasonable adjustments and provides support that enables pupils with SEND to participate fully in all aspects of school life. This approach is supported by our Accessibility Plan and SEND Policy.

Red Lane Primary School supports children across the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Aims of our school

- To achieve and maintain high standards of behaviour, working together to promote an atmosphere of mutual respect, trust and understanding where all are valued and included.
- To promote spiritual, ethical, cultural, intellectual and social development of our pupils, ensuring well-being and celebrating diversity.
- To provide a supportive and nurturing environment to develop pupil's self-worth and caring attitude, enabling them to value and share responsibility for themselves, their families, relationships, society and the environment.
- To achieve and include an inclusive climate of equal opportunity, developing individuals to inspire to and reach their full potential whilst safeguarding the entitlement of all pupils to a high quality of education.
- To involve and value children's contributions in the decision-making process that impacts upon their learning, personal development and their environment.
- To foster an inclusive atmosphere conducive to learning and teaching which provides a breadth and balance of learning experiences that meet the needs of all children to promote independent learning.
- To equip children with the skills, knowledge and positive character attitudes which will allow them to develop a joy in life and learning, confidence in themselves, resilience, tolerance and respect for others and an understanding of the diversity of modern society and the wider world.
- To provide a safe, secure, enabling and stimulation environment where children can develop and celebrate their abilities, interests and talents to the highest possible standard they can achieve.
- To include parents/carers as partners and for them to be actively involved in their child's progress in development and learning.
- To strengthen partnerships between home, school and the wider community.
- To prepare our children as future citizens; preparing them to engage and preserve as individuals, parents, workers, and as citizens to accommodate economic, social and cultural change.

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

At Red Lane School we recognise the role that parents and carers have in their children's learning journey. As such we strive to work very closely with parents and carers to ensure that all pupils receive the correct support. This is achieved by:

- Having three parent conference meetings each year.
- Short progress reports in December and April are given to parents.
- Full individual school report is given to parents in July.
- Three 'learning plan' meetings are held each year.
- There is an 'open door' policy.
- SENCO is available to meet parents and carers.

If your child requires a multi – agency meeting, this will be arranged with appropriate paperwork and all relevant agencies will be invited to attend. Parents are always informed of any decisions made at meetings if they are unable to be present themselves. It is really important to us that any concerns or worries are addressed promptly so please do not hesitate to contact us.

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

Parents of pupils with Special Educational Needs are fully involved in reviewing the progress of their child. They are kept informed of provision and teachers suggest ways of how parents can support their child at home. We also ensure that parents/ carers are involved at every stage of the SEND process and speak to them regularly about the needs, concerns and aspirations that their children have. We contact parents regularly to update them on the SEND progress that has been made to support your child.

Furthermore, we hold events throughout the year where parents can come in and discuss how core subjects like English and Mathematics are taught. At Red Lane we always value parent's opinions so we will be happy at any point to discuss your child's learning with you.

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

All targets are shared with the pupils. In reviews, the outcomes are also shared. Pupils with an Education Health Care Plan are involved in the review process and are able to attend the review meeting if it is felt appropriate.

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

SENDIAS (Parent Partnership)
School nurse
Health visitor
Occupational Therapist
Doctor
Educational Psychologist

Behaviour Support Service
Ladywood Outreach Service
Social care
Speech and Language Therapist

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

Bolton Council has published a Local Offer. This details all the services available within the area to support a family or child with SEND. This includes health, social and care information as well as education and is a great place to go for information. To access the local offer just use the web address below.

Website –
[Bolton's SEND Local Offer](#)

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

Parents are encouraged to raise any concerns with the class teacher initially. If parents would like any further discussions they can also meet with the SENCO or Head of School.

We hope concerns can be resolved through discussion with the class teacher or SENDCo. If concerns remain, parents should follow the school's Complaints Policy which is outlined in the Prospectus. Independent advice can also be sought through Bolton SENDIAS (Parent Partnership).

Further information is available from the school office.

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

- School website
- Request at school office
- Ask class teacher
- Ask the SENCO

How does the school identify and assess SEND?

The school follows the graduated approach of:

Assess

Gathering information from parents, staff, assessments and external professionals.

Plan

Agreeing outcomes and support strategies with parents and pupils.

Do

Implementing high-quality teaching and additional interventions where required.

Review

Monitoring progress and evaluating the effectiveness of support.

Identification may involve:

- Teacher assessments
- Pupil progress meetings
- Observations
- Diagnostic assessments
- Parent concerns
- Referrals to specialist services
- Advice from external professional



Graduated Response

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Red Lane school policy for the identification of needs	-Continual teacher assessments -Monitoring of progress -Referral to Woodbridge Outreach Service -Educational Psychologist assessment	-Information from parents -Information from outside agencies e.g. Woodbridge Outreach Service -Formative assessment of communication development -Speech Therapist	-Information from parents -School monitoring -Observations -Boxhall profile -Behaviour logs -Referral to Behaviour Support Service	-Information from parents -Information from health authorities -observations
How Red Lane school assess whether a child/young person has a SEN	-Termly pupil progress meeting. -Diagnostic tests -Assessment by other professionals -Concerns from parents/teachers	-Assessments by Speech and Language Therapy Service -Woodbridge Outreach Service referrals -Health -Educational Psychologist	-Concerns raised by class teacher, SENCO or parents	-Information/ advice from professionals needed to ensure pupils can access the curriculum
Type of SEN provision made throughout Red Lane school Wave 1 provision (Universal provision)	- Differentiated curriculum planning, Activities, delivery and outcome - In-class TA support - In-class targeted teacher support - Increased visual aids/modelling etc. - Visual timetables - Illustrated ACE dictionaries - Use of writing frames - Access to ICT - Team teach/ modelling - Kagan - Multi-sensory - Basic Skills Pathway - Revision classes - Regular dyslexia-friendly school training - Peer reading - Guided reading	- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words - Increased visual aids/ modelling etc - Visual timetables - Use of symbols - Structured school and class routines - Environmental clues e.g. location systems - Use of mind maps	- Whole school behaviour policy - Whole school rules - Whole school reward and sanctions - Systems - Circle time - Lunchtime activities - PSHE focused work - Peer mediation - Social and emotional aspects of learning (SEAL) - General advice from family support worker - Peer mentor - Weekly celebration assembly - Peer massage	- Flexible teaching arrangements - Staff aware of implications of physical impairment - Deaf-friendly initiative - Writing slopes - Pencil grips - Brain gym - Improved accessibility of building - Moving handling and training - PEEP plan - Pupil based risk assessment

Wave 2 provision (Targeted Interventions)	Catch-up programmes- literacy and numeracy Y6 booster sessions Exam booster classes In-class support from TA Reduced/ increasingly individualised timetable Targeted peer reading time	In-class support with focus of supporting speech and language ICT – IPAD’s.	Group circle time Work-related learning In-class support for supporting behaviour targets, access safety School counsellor SENCO support	Additional group fine motor skills practice In class support for supporting access safety
Wave 3 provision (1:1 / very small group provision.)	Small group or 1:1 literacy/numeracy support e.g. use of reading. Writing/mathematics/ learning challenges, spelling groups.	Small group or 1:1 support for language Social skills group Speech and language support/ advice Visual organiser ICT – writing with symbols Advice from EP / specialist teacher Dual placement Now and next	Small group or 1:1 support for social skills Individual counselling Individual support or mentoring Individual reward system Social skills training Anger management Nurture group Re-integration programme Peer mentoring Advice from EP/specialist teacher CAHMS input Pastoral support plan Time-out Targeted family support worker input Off site alternative provision Dual placement PRU/Forward centre	Individual support in class during appropriate subjects e.g. science PE and lunchtime Physiotherapy programme Occupational therapy programme Use of appropriate resources e.g. radio aids Advice from EP /Specialist teacher signage
How does Red Lane school evaluate the effectiveness of the provision made?	Pupil progress meetings – half termly Provision mapping	Meeting with the Speech and Language Therapist	Meetings with Behaviour Support staff Learning passports reviewed termly.	Termly visits from outside agencies to monitor
How Red Lane school adapt the curriculum and school	Adaptive teaching Scaffolding activities Differentiation curriculum	Differentiated curriculum Simplified language ELKLAN strategies	Whole school behaviour policy Reward systems in place	Staff awareness Writing slopes Pencil grips

environment for pupils.	Targeted support Visual timetables Individual 1:1 work		PSHE/SEMH programmes lunchtime adjustments Lunchtime activities	Improved accessibility of building
How the school ensure the inclusion of pupils with SEN in activities outside of the classroom? (including school trips and after school clubs)	All pupils are encouraged to participate in and SEND pupils are given priority: School trips Residential visits After-school clubs Sports events Performances Enrichment opportunities Where necessary, individual risk assessments and additional support arrangements are put in place to ensure participation.			
What specialist skills/expertise do school staff have?	One qualified SENCo and one SENCo currently undergoing training. Governor with SENCo qualification. Staff receive regular professional development to support pupils with SEND. Including: Autism awareness Speech and Language support ELKLAN strategies Positive behaviour support MAPA approaches Attachment and trauma-informed practice Medical needs training Safeguarding Sensory needs support			
What training are the staff teaching and supporting pupils with SEN having/recently had?	Discussion with Educational Psychologist Woodbridge Outreach support Are You Really Reading- Maddy Barnes Autism awareness- Speech and Language support ELKLAN strategies Positive behaviour support MAPA approaches Attachment and trauma-informed practice Medical needs training Safeguarding Behaviour management training PDA Training Sensory Support Service School nurse Positive Regard Training			

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)	Educational Psychologist Woodbridge Outreach Service School nurse Paediatric Learning Disability Team Speech and Language Therapists Behaviour Support Service Occupational Therapist Physiotherapist Sensory Support Service CAMHS
How is equipment and facilities to support pupils secured?	Specialist resources and equipment are funded through school budgets and, where appropriate, through advice and support from external agencies. This may include: Sensory equipment Seating and positioning equipment Pencil grips and writing aids Communication resources Specialist technology Physical access equipment
How does Red Lane school support pupils with SEN during transition?	Transition arrangements include: Nursery and Reception visits Meetings with parents prior to admission Enhanced transition visits where appropriate Sharing information between teachers Additional visits and social stories Secondary school transition meetings EHCP transition planning Collaborative work with receiving schools and local agencies such as BWFC in the community
How does Red Lane school support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?	The school develops independence and future readiness through: Access to enrichment activities Meetings with secondary school staff Visitors from the community Transition days to secondary school School trips Crucial Crew Enhanced transition to secondary school Discuss aspirations with the children.

What is the role of school governors?	The Governing Board ensures that the school fulfils its statutory duties in relation to SEND. The governors work with school leaders to: - Monitor SEND provision - Review policies and procedures - Consider the views of pupils and parents - Support school improvement - Challenge and support leaders regarding outcomes for pupils with SEND
Accessibility	Red Lane Primary School is committed to ensuring that school buildings, resources and information are accessible to all. The school: - Makes reasonable adjustments for disabled pupils - Maintains accessible facilities - Improves curriculum access - Provides accessible learning resources - Supports physical and medical needs - Reviews accessibility arrangements through the Accessibility Plan