

Special Educational Needs and Disability (SEND)

Information report for Parents – September 2025

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.

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

Our main ethos around SEND is that ALL teachers are the teachers of ALL children. Red Lane Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the Admissions Policy.

We take proactive steps to ensure that pupils with disabilities are not treated less favourably than their peers. This includes making reasonable adjustments, removing barriers to learning through adaptive teaching, and providing appropriate support so that all pupils can participate fully in school life. Our Accessibility Plan sets out how we will improve access for pupils with disabilities by: **(1)** increasing access to the curriculum, **(2)** improving the physical environment, and **(3)** improving the delivery of information so it is accessible to pupils with disabilities

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 conductive 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

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's evenings/ 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.

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

Every year we ask parents and children to complete a questionnaire. From this we are able to improve what we offer. Class teachers work with all pupils to promote positive outcomes, and through specific programmes develop life skills. Pupils are supported in a variety of ways, these include having:-

- PSHE as a core area
- Peer massage programme/Reflexology sessions
- Targeted social groups where necessary
- Access to school counsellor and reflexologist.
- Key workers
- Induction staff
- Enrichment activities

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?

The Bolton Information and Advisory Service (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?

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

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.

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

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

Who do I contact for further information?

Mrs L Healey 01204 333580

Mrs Beswick 01204 333580

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	<ul style="list-style-type: none"> -Continual teacher assessments -Monitoring of progress -Referral to Woodbridge Outreach Service -Educational Psychologist assessment 	<ul style="list-style-type: none"> -Information from parents -Information from outside agencies e.g. Woodbridge Outreach Service -Formative assessment of communication development -Speech Therapist 	<ul style="list-style-type: none"> -Information from parents -School monitoring -Observations -Boxhall profile -Behaviour logs -Referral to Behaviour Support Service 	<ul style="list-style-type: none"> -Information from parents -Information from health authorities -observations
How Red Lane school assess whether a child/young person has a SEN	<ul style="list-style-type: none"> -Termly pupil progress meeting. -Diagnostic tests -Assessment by other professionals -Concerns from parents/teachers 	<ul style="list-style-type: none"> -Assessments by Speech and Language Therapy Service -Woodbridge Outreach Service referrals -Health -Educational Psychologist 	<ul style="list-style-type: none"> -Concerns raised by class teacher, SENCO or parents 	<ul style="list-style-type: none"> -Information/ advice from professionals needed to ensure pupils can access the curriculum
Type of SEN provision made throughout Red Lane school	Differentiated curriculum planning, Activities, delivery and outcome	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words	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	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 1 provision (Universal provision)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 		

Wave 2 provision (Targeted Interventions)	Regular dyslexia-friendly school training Peer reading Guided reading 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 Small group or 1:1 literacy/numeracy support e.g. use of reading. Writing/mathematics/ learning challenges, spelling groups.	In-class support with focus of supporting speech and language ICT – IPAD's. 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	Peer massage Group circle time Work-related learning In-class support for supporting behaviour targets, access safety School counsellor SENCO support 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	Additional group fine motor skills practice In class support for supporting access safety 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
Wave 3 provision (1:1 / very small group provision.)				

			PRU/Forward centre	
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 environment for pupils	Differentiated curriculum Targeted support Visual timetables Individual 1:1 work	Differentiated curriculum Simplified language ELKLAN strategies	Whole school behaviour policy Reward systems in place PSHE/SEAL programmes lunchtime adjustments Lunchtime activities	Staff awareness Writing slopes Pencil grips 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 children are invited to attend all clubs. The curriculum includes opportunities for outside visits	Staff are aware of any additional needs All clubs are fully inclusive	Additional staff are in place if required Risk assessments are completed	Additional staff are in place if required Risk assessments are completed
What specialist skills/ expertise do school staff have?	Three staff members are qualified SENCOs	ELKLAN training	Three staff members are qualified SENCOs Team teach trained	Three staff members are qualified SENCOs
What training are the staff teaching and supporting pupils with SEN having/recently had?	Discussion with Educational Psychologist	Discussion with Educational Psychologist ELKLAN training Sign – a – Long training	Discussion with Educational Psychologist Behaviour management training	Discussion with Educational Psychologist Sensory Support Service School nurse

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 School nurse	School nurse Behaviour Support Service	Occupational Therapist Physiotherapist Sensory Support Service School nurse
How is equipment and facilities to support pupils secured?	<p>Items are purchased using the school budget</p> <p>Occupational Therapy can supply specific equipment</p>			
How does Red Lane school support pupils with SEN during transition?	<p>Prior to starting Red Lane school, meetings are held with parents. Parents are invited to attend "play and stay" sessions. Children attending other nursery classes are visited, meetings attended and extra visits arranged. Transition between classes involves information being passed to the new teacher and visits made. This is done in the summer term. When a pupil transfers to secondary school relevant information /paperwork is passed to the secondary school SENCO. Woodbridge Outreach Service also arranges Induction packages. This allows pupils to make extra visits to their new secondary school. Moving Up booklet is made for pupils to take home in July.</p>			
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?	<ul style="list-style-type: none"> • 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. 			