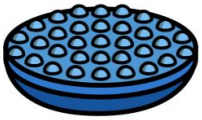
St Saviour SEN Information Report

Reviewed September 2025

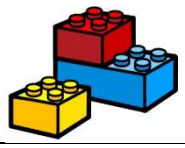
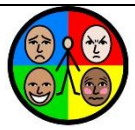
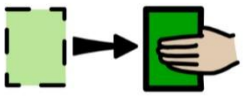
Our school 	**Our School Vision** At St Saviour, our belief in equality of opportunity for all underpins our provision for children with SEND. This includes the aim: • To provide all children with a broad, balanced and differentiated curriculum to meet their individual needs. • To encourage every child to reach their full potential in all areas of school life. • To identify those children with difficulties and provide appropriate support. **September 2025 Information** • St Saviour currently has 206 pupils on roll. • There are currently 21 pupils on the SEND register, with a range of needs. • There are currently 3 pupils with an Educational Health Care Plan (EHCP).
Admissions 	Our admission arrangements are those set out within the LA's Admissions Policy, regardless of need or disability. When completing the initial application forms, parents/carers need to specify their child's special educational needs and any support they are receiving before admission. Parents are strongly advised to arrange a meeting with the SENCo (Mrs Delaney) and a visit to the school when considering the school as a placement for their child. The LA's Admission Policy is available from school on request.
Contacts 	The current SENCo in school is Adele Delaney. The key responsibilities of the SENCo include: • Leading the implementation of the schools SEND policy and co-ordinating provision for children with SEND • Liaising with outside agencies in order to provide the best support for your child • Communicating with parents so that they are: - involved in supporting their child's learning - kept informed about the range and level of support offered to their child - including in reviewing how well their child is doing through termly meetings and annual reviews • Supporting and training staff in the delivery of quality SEND provision If you would like to contact Mrs Delaney, please telephone school on 01204 333437 or email senco@st-saviourringley.bolton.sch.uk If you would like to speak to the headteacher, **J. Moorhouse**, please contact the school on: 01204 333437 or by email: office@st-saviourringley.bolton.sch.uk

Special Educational Needs 	As defined in the **Code of Practice (2015),** a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she: • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. SEND is categorised into the following four areas: 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Heath 4. Physical or Sensory Difficulties.
Early Identification and Assessment 	At St Saviour, we recognise the vital role that all individuals can play in identifying and assessing a child's special needs. Any member of staff, external support services or parents/carers are able to report their concerns to the SENCo. Concerns may typically arise from staff when "end-points" are not met at the usual times or when progress is measured against Early Years/National Curriculum expectations. Lack of progress may also become apparent after the results of standard assessments are made, through dedicated pupil progress meetings or simply by classroom observation. All concerns are acted upon and advice is sought using the school's graduated response. When concerns are first identified, the child will be placed on a monitoring register and the 'Assess, Plan, Do, Review' cycle will begin. At this stage, parents will be invited into school to complete an Early Help Assessment. In some cases, it may be necessary for school to seek advice from external services about the best way to support a child's needs. If concerns arise once the cycle has been completed, it may be decided that the child should be placed on the school's SEND register. All children on the register have a Pupil Passport which outlines the support they receive and sets termly targets. These are shared termly with parents and also include the child's voice to hare what they think they need in school. 
Other contributing factors	We are also aware that a child's ability to learn may be impacted by other contributing factors such as:

	<u>Attendance and Punctuality</u> • Poor attendance and/or punctuality may play a significant part in a child's rate of progress. • Children who do not attend school cannot hope to learn effectively. • Teachers are vigilant with regard to poor attendance, and follow procedures laid down, which detail the steps to follow for poor attendees. Attendance is monitored and lead by the deputy head, Sophie Gill. See Attendance Policy for further details. <u>Health and Welfare</u> • The health of a child is a contributory factor to his/her well-being and ability to concentrate and learn. • The class teacher will discuss any early issues with the child's parent • Any concerns with regard to speech, vision, hearing or other medical problems are shared with the SENCo, who can, following the discussion with parents, arrange for outside assessments where appropriate. <u>Child Protection</u> • Issues surrounding the well-being of the children outside school may necessitate the referral of the child to the Child Protection Agencies. • The class teacher should report these concerns to the SENCo or directly to the head teacher and designated Safeguarding Lead **J. Moorhouse**, or deputy safe guarding lead **A. Bowman.**
High Needs Funding 	If a child has needs that are more complex and meets the criteria set out by the Local Authority, then the school can apply for High Needs Funding, known as an **Education Health Care Plan.** The LA will make the decision to grant an EHCP when it considers that the special educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available to the school. If a child who meets the level criteria set out in the LEA guidelines is granted an Education, Health Care plan, then specific objectives are set down for the school and other agencies to work to along with additional funding. A list of support services and systems is identified and it is to be decided by the family and professionals involved how to best use the additional money provided in order to meet the child's needs. Class Provision maps/Pupil Passports remain in place, which take into account these additional support systems. The SENCo carries out an annual review, to which all parties are invited to attend and contribute. Following the Annual Review, the LEA will decide as to whether the plan should be maintained, modified or cease.
How will my child be supported? 	At St Saviour, all children regardless of need are given the opportunity to engage in the activities of the school, whether this is being given the confidence and support to contribute in class, or in participating in leadership responsibilities and additional extra-curricular activities and educational visits. The first step in responding to pupil's needs is through 'Quality First Teaching'. Our staff recognise that they are responsible for the progress and development of *every* child in their class, including those with special educational needs. Staff are expected to make reasonable adaptations to lessons to ensure that all children can take part. This may be through additional staffing support, tailored or specialised equipment or resources in the classroom (e.g. use of a sound system or sensory stimuli), or learning stations within the normal classroom environment to make learning more accessible and engaging. Staff carefully plan lessons to ensure that all

	children can make progress, develop their self-esteem and receive appropriate levels of support and challenge. Appropriate adaptations may include:    Reading overlay — Wobble cushion — Assistive technology Some children require further support that is provided through targeted interventions. These may include individual programmes such as Toe by Toe, Plus One, Power of 2, Speech and Language, or Time to Talk. Children who have an EHC plan may be withdrawn for 1:1 teaching on specific objectives with the SNA as outlined in their plan. Interventions may also include small group work such as fine motor skills, working memory group or Lego Therapy. It may be necessary for school to enlist the support of external services such as Woodbridge Trust or Behaviour Support Service to carry out these interventions or request additional advice and support. All needs are supported in school, however at present we support children with the following needs: Autism, Dyslexia, Irlen Syndrome, ADHD, Hearing Impairment, Speech & Language needs, Processing Delay and physical needs. Where a child has a need that as a school we do not have experience of, additional training and support is sought from professional agencies to ensure that we can support the child to access the curriculum alongside their peers.
Facilities 	Our school environment enables disabled pupils to move around school easily - there are wide corridors and downstairs intervention spaces. There is also an accessible toilet in school. We have a fish tank in school which provides a calming and nurturing space for pupils to regulate their emotions.
Funding for equipment and facilities 	The school has a delegated budget for supporting pupils with SEND. Priorities for spending are identified at the time the School Development Plan is formulated in consultation with all the staff. This spending plan is shared with the Governor's Finance Committee. Usually funding falls into the following categories – resources, TA's, teaching staff, and buying SEN specialist input such as Education Psychology/Behaviour Support SLA's. The SENCo is responsible for ensuring there are adequate and appropriate resources in school for children and SEN. Teachers are able to use all school SEND resources, which are in other teacher's classrooms provided they are not being used for a specific child in that class. The Headteacher, child's family and the SENCo negotiate the use of funding for Education Health Care plans.

Parent Consultations 	Parents of children on the SEND register receive three parents meetings per academic year, additional to other pupils there will be an opportunity to evaluate and set targets, and discuss their child's pupil passport. Parents of children with an EHCP will always be invited into school to contribute to annual review meetings and express their views on their child's progress. Many parents meet with the class teachers on a more regular basis and parents are welcomed to make an appointment at any time should they have any queries/issues to discuss further. Where a child is under the early help pathway, progress against the targets set will be reviewed with the SENCo, class teacher and parents.
Child Consultations 	At St Saviour, children's views are very important to us: our pupils have a right to be involved in decisions about their education and they are aware of the support that is in place for them. When creating and updating Pupil Passports, staff will always gather the child's views about their own strengths, interests and areas for development, and at an age appropriate level they will work alongside them to set targets. Pupil voice exercises are used across school to gather feedback and ensure that children's ideas feed into all of our policies, procedures and teaching strategies. Children are given daily feedback from teachers either verbally or in writing, so that they are able to celebrate their achievements and identify what their next steps for learning are. Pupils are given regular opportunities to:    Self-assess how they are doing | Attend meetings about themselves | Have their voice heard
Evaluating Provision 	We recognise the importance of ensuring that our policies and procedures for SEND are robust, efficient and are in line with current best practice in education. As part of our ongoing commitment to this, we regularly: • Review progress in SLT meetings and discuss next steps • Discuss and share ideas in staff meetings to ensure up to date research and policy is in place • Review children's progress towards their goals at regular intervals and as a minimum at every term • Establish children's baseline before planning interventions and review the impact of these at regular intervals • Seek feedback from parents and children about the support they feel is necessary or most helpful • Use a specific SEN tracking document to measure smaller steps of progress

	• Hold annual reviews for children with an Education Health Care Plan • Monitor the provision, progress and targets of children on the SEND register or those following the Early Help pathway
Staff Training 	At St Saviour, we believe in professional development and aim to ensure that all our staff receive the training they need to enable them to support our children. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they will be working with. All staff undertake in-service training during the school year as appropriate. The SENCo provides in-school training as and when appropriate for teachers and teaching assistants. Visitors from support services keep all staff up to date on current developments within the field of SEND. Externally provided SEND training is accessed where appropriate. If your child needs specialist support from an outside agency, such as a Speech and Language Therapist (SALT), an Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. When staff go on a course, they have an opportunity to feedback to the rest of the staff. Recent training has included:  Lego Therapy  Adverse Childhood Experiences  Emotion Coaching
Transition Support 	<u>Nursery to Reception</u> When a child is coming to St Saviour with an identified SEND from a nursery provider, the Reception teacher and SENCo make visits to the setting to gather any information from staff there regarding the child. All nursery children are invited to attend a taster session in the summer term in preparation for starting school. In September, the children are given a staggered start initially in order to allow the Reception teacher to get to know them well and settle them in the classroom. <u>End of Year transition</u> At the end of each school year, class teachers hand over any relevant information about children with SEND to the next class teacher. During a 'handover meeting', the current and new teacher work together to set appropriate targets for the next term and share the support that is currently working well in class. Some children are given enhanced transitions to their next year group – they may be shown photographs of their new teacher or classroom or are supported to go and meet with their new class teacher/TA on a number of occasions. <u>Secondary transition</u> We liaise closely with our partner schools to ensure that the transition to secondary school goes as smoothly as possible. When a child moves from St Saviour to another school, the record, which details the relevant information, is passed on via the Six into Seven Pathway or CPOMS. The SENCO holds transition meetings for the children leaving St Saviour to go to secondary

	school. Where a child has an Education, Health Care Plan, then a meeting with all the relevant professionals is convened. When a child moves to secondary school, any Annual Reviews are completed in the autumn term to name the preferred school, also in the summer term of Year 6, this final meeting is an opportunity to hand over to the secondary school SENCO. Where a child requires additional transition to high school, additional transition sessions are arranged with the SENCO at the relevant high school or via Woodbridge Trust. Parents are informed and must consent to any additional transition. <u>Mid-year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place.
Outside Agencies 	We work closely with the following agencies to provide support for pupils with SEND: • Behaviour Support Service • Educational Psychology • Sensory Support Service • Woodbridge Trust • Occupational Therapy • Speech and Language Therapy • School Nurse • Kings Community
Record Keeping 	Records detailing all information regarding children receiving additional SEN support are kept securely on the school secure network system in the SEND file. These files contain: • Pupil Passports • Termly targets as provision mapping • EHCP documents • schemes of work (if appropriate) • recommendations from external agencies • all early help assessment and review paperwork • evidence of them being added to the SEND register Initial low level concerns may be logged on an 'Initial concerns' log within the SEN drive. Centralised concerns are logged on the online monitoring system – CPOMS. This is then securely transferred when a child transitions to a new setting.
Complaints Procedure 	If a parent/carer wishes to make a complaint about SEND provision, they should first contact the class teacher who will voice the concerns to the SENCo. If the problem is still unresolved, the parent may wish to speak directly to the SENCo who may approach the head for advice or support. If the concern continues, the parent/carer may wish to speak directly to the headteacher, Mr Moorhouse, who may in turn need to address the issue with governors to discuss the situation and possible solutions explored.
Advice and Support	**<u>Advice and Support</u>** The SEND section of the school website provides lots of useful advice and support links.



Bolton Council Local Offer Contact details for a range of professionals and services are available here on the Bolton Council website: Home – SEND Local Offer (bolton.gov.uk)

If you want advice from professionals outside school, your local GP is a good first point of contact. There are many agencies that can provide you with support, some of which are listed below:

Agency	Type of support offered	Contact details
Information, Advice and Support Services Network (IAS)	Information, Advice and Support Services offer advice and support to parents and carers of children and young people with special educational needs.	01204 848722 www.iassnetwork.org.uk
Pupil and Student Services	Offer support and advice on school admissions.	01204 333143
School Nurse Service	Offer in school support and advice for a child's health and well-being.	01204 463563
SEND Assessment Service SEN Officer	Advice on Education, Health and Care Plans	01204 338653

For further information about the wide range of support agencies available to you, please refer to the Bolton Local Authority offer.

SEND policy

A copy of the policy is posted on the school website or alternatively a copy can be requested from the school office.

External Agencies

Service	Support Provided
Behaviour Support Service	The school is able to request advice for children with severe emotional and behavioural difficulties. A referral is made to the services who will then assign one of their teachers to observe the child and give advice. They are also able to support children in school on an intervention block basis as well as provide support for parents dealing with difficult behaviours at home.
Education Psychology	Educational Psychology will come into school to assess a child when statutory assessment is being requested or if there is a concern about a child and a full cognitive assessment is required.
Sensory Support Service	Sensory support Service currently provide support for children in school with hearing or vision impairments. They can complete up to date assessments. They provide advice and support with sound systems, radio aids, magnifiers and direction on fonts and font sizes to use.
Woodbridge Trust (formerly Ladywood Outreach)	This service is available to provide advice on children and have termly planning meetings with the SENCO to discuss new referrals. They can observe for sensory difficulties and offer a range of school based interventions which can upskill school staff.
Occupational Therapy Service	Occupational Therapy support some children in school with physical development needs, particularly in relation to coordination, gross and fine motor skills. They will come in to school and carry out programmes of work as well as offer advice and support for school in how to best support the child.
Speech and Language Service	Speech and Language monitor and support staff and children where there is a concern for speech and language. The school is able to request advice for children with severe difficulties. They also liaise with school re: speech therapy and the delivery of speech and language programmes.
School Nurse	The nurse is able to give information about a child's health on issues, which may affect their learning.
Kings Community	A listening service working with children who school identify as having low-level mental health needs.

Waves Intervention- St Saviour Whole School Provision Map

Area of Need	Wave 1 (Whole Class/Universal)	Wave 2 (Small Group/Targeted)	Wave 3 (Individual Support/Specialist)
Cognition and Learning	Adapted curriculum planning, activities, delivery and outcome In-class TA support In-class targeted teacher support Increased visual aids/ modelling Visual timetables Use of writing frames Access to Laptops, iPads, cameras Individual Targets	Catch up programmes and booster group interventions In class support from TAs Guided Reading sessions Additional phonics groups Language for Thinking Memory skills Working Memory interventions Toe by Toe Plus One Precision teach spelling interventions	1:1 support for phonics and spelling/individual needs Advice from Woodbridge Trust Advice from Educational Psychologist Speech and Language Therapy Support
Communication and Interaction	Structured school and classroom routines Differentiated Curriculum Repeated instructions Simplified instructions Increased visual aids Use of symbols Peer support Visual timetables	Lego Group Games club Visual timetables Now and next Use of widget symbols Social interventions	Advice from Woodbridge Trust Educational Psychologist advice SALT Therapy
Social, Mental and Emotional Health	Whole school learning and behaviour policy Whole school reward and sanctions system PSHE curriculum and circle time Play leaders to support Rec and KS1 at lunchtime Circle Time After School Clubs Lunchtime Clubs Whole School Golden Assembly	Trained TAs on duty at playtime and lunchtime Play leaders at lunchtime In class support for Behaviour Small group circle time Social Stories Movement breaks Time out cards Now and next charts Tailored Rewards and sanctions (class level) Tailored Rewards and sanctions (school level)	Small group and 1:1 support for social skills Advice and interventions from Behaviour Support Service Individual reward and sanctions systems CAHMS IThrive Trained TAs on duty at playtime and lunchtime School Nurse Kings Community Listening Service

Sensory and Physical	Flexible teaching arrangements Adapted apparatus Adapted seating Movement breaks Writing slopes Pencil grips Adapted scissors	Adapted keyboard Additional fine motor skills practice Dyspraxia exercises Writing/reading coloured overlays Finger Gym intervention Teodorescu handwriting programme	Individual support in class during appropriate subjects. Occupational Therapy Sensory Support Advice from School Nurse Paediatrician

The Graduated Response process:

