

Special Educational Needs Information Report



Harwood Meadows Primary School

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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 special educational needs 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

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 (EXAMPLES)
Communication and interaction	Autism spectrum disorder (ASD)

	Speech and language difficulties
Cognition and learning	Specific learning difficulties e.g. dyslexia,
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity 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 SENCO

Our SENCO is Mrs Jenny Buckley.

She has one year experience in this role and have worked as a qualified primary school teacher for over 20 years. She is currently working towards achieving the National Award in Special Educational Needs Co-ordination and is allocated 2 days a week to manage SEN provision.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Staff also work with SEND support services e.g. Woodbridge Trust, who advise on SEND provision within school.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who support and deliver SEN provision.

In the last academic year, TAs have been trained in assessment of children with SEND as well as how to support children with social and emotional needs.

External agencies and experts

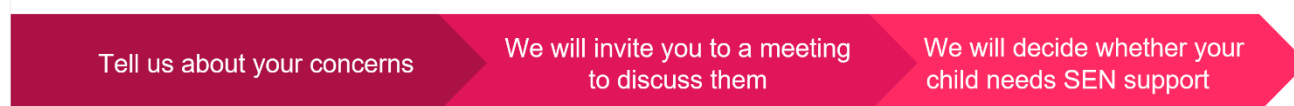
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists

- Educational psychologists
- Woodbridge Trust
- Bloom Wellbeing
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Early Intervention Team
- Social services and other local authority (LA)-provided support services

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

If you think that your child has a Special Educational Need and/or a Disability (SEND), please make your concern known to the school by speaking to your child's class teacher initially who will raise this concern with the SEN lead in school. The concern will be discussed with you and following this discussion, school will review provision to ensure needs are met. We will share our findings with you and agree the next steps for your child.



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

You can contact the teacher via Class Dojo or email the school office. Alternatively, you can speak to the class teacher at the classroom door to arrange a meeting.

They will pass the message on to our SENCO, Jenny Buckley, who will be in touch to discuss your concerns.

You can also contact the SENCO directly: buckleyj@harwood-meadows.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. You will also be given a copy of this.

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress, either academically or socially.

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 support to try to fill it. Pupils who don't have SEN 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 SEN.

The SENCO will observe the pupil in the classroom and in 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 SENCO 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.

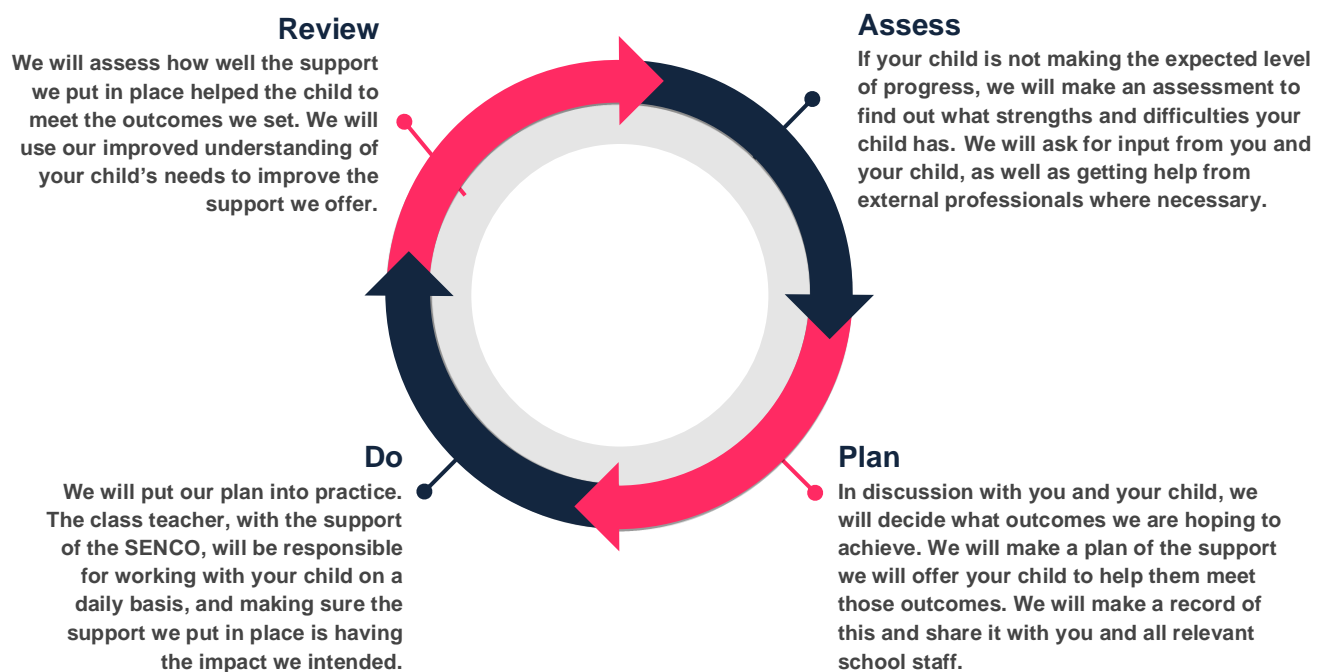
Based on all of this information, the SENCO will decide whether your child needs SEN support and you will be informed of the outcome.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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

We will follow the 'graduated approach' to meeting your child's SEN needs. Your child will have a document which details the provision / support in place - this document is called 'Pupil on a Page'.

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 see 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 SEN 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 updates on your child's progress if your child is on the SEND register and has a 'Pupil on a Page' document

Your child's class teacher will meet you three times 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

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 SEN 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 record any outcomes, actions and support that have been agreed on the child's 'Pupil on a Page' document. This record will be shared with all relevant staff, and you will be given a copy.

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

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 2 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?

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 children work 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.

These adaptations include:

- Differentiating 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.

- Differentiating 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, etc.
- Where available, Teaching assistants will support pupils on a 1-to-1 or small group basis. This will particularly be the case if a child has an EHCP (Education, Health and Care Plan).

We may also provide the following interventions:

Cognition and Learning Needs:

- Scaffolded learning e.g. sentence starters / WAGOLL / vocab mats / modelled examples / lines drawn for words in a sentence / access to appropriate resources / adult scaffolded support.
- Small Group Instruction / Interventions (e.g. phonics, reading, maths boosters)
- Access to High-Quality, Differentiated Resources
- Targeted questioning
- Targeted Support from Teaching Assistants
- Targeted for reading fluency
- Use of Learning Scaffolds (e.g. sentence stems, visual aids, writing frames)
- Individual Learning Plans / Pupils on a Page
- Differentiated tasks by outcome or support level
- Repetition and overlearning of key concepts
- Access to ICT tools to support writing/reading

Communication and Interaction Needs (e.g., Autism):

- Nurture support – Relax Kids
- Use of Now and Next boards, visual prompts
- Simplified language and checking for understanding
- Mini breaks from learning
- Social stories
- Opportunities to rehearse social interactions

Social, Emotional, and Mental Health (SEMH):

- Nurture support – Relax Kids
- Emotion check-ins (e.g., Zones of Regulation)
- Use of individual behaviour plans
- Safe space or "calm space"
- Access to a key adult for regulation or support
- Incorporation of brain breaks, movement breaks
- Use of reward charts or motivational systems tailored to the child

Sensory and/or Physical Needs:

- Flexible seating (e.g., wobble cushions, foot fidgets)
- Access to sensory circuits or movement breaks
- Reduced background noise (ear defenders if needed)
- Pencil grips, sloped boards for writing support
- Access to occupational therapy programs if needed

Classroom Environment Adjustments:

- Visual Timetables and Clear Routines
- Now and Next Boards
- Safe Spaces for Regulation
- Carefully considered seating arrangements
- Minimised Transitions or Disruptions
- Use of Technology (iPad / Laptop)
- Low-Stress Displays (non-overstimulating)
- Encouraging Growth Mindset Displays and Language
- Consistent, Positive Behaviour Systems
- Brain Breaks
- Sensory Circuits

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 goals each term
- Reviewing the impact of interventions each term
- Monitoring by the SENCO
- Using provision maps (Pupil on a Page) to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Use of bespoke assessment tools provided by Woodbridge Trust

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 SEN?

All of our extra-curricular activities and school visits are available to all our children, including our before and after-school club.

All children are encouraged to go on our school trips, including our Year 6 residential trip to Robinwood.

All children are encouraged to take part in sport's day, school performances, class assemblies as well as any additional educational workshops / activities.

No child 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 they can be included.

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

- It states on our admissions policy that 'places will be allocated to children with an Education Health and Care Plan, where our school is named'.
- This ensures that prospective pupils whose EHC plan names the school will be admitted before any other places are allocated

13. How does the school support pupils with disabilities?

- School has taken steps to prevent disabled children from being treated less favourably than other children. This included on the school's accessibility plan which can be found within our Disability Equality Guidance Policy on the school website. This includes measures to reduce any disability-related bullying incidents, promoting the involvement of disabled students in classroom discussions/activities, ensuring that the school council includes disabled students and ensuring that children with disabilities or additional needs are able to access the Harwood Meadows Curriculum. Improvements have also been made to the building to ensure better physical access e.g., an additional toilet for children with disabilities
- We also seek support and advice for supporting disabled pupils in accessing school and the curriculum. This includes the following services:
 - Speech and language therapists
 - Educational psychologists
 - Woodbridge Trust
 - Bloom Wellbeing
 - Occupational therapists
 - GPs or paediatricians
 - School nurses
 - Child and adolescent mental health services (CAMHS)
 - Early Intervention Team
 - Social services and other local authority (LA)-provided support 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:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of other pupil leadership groups e.g. Wellbeing Warriors / Playground Buddies / Reading Buddies
- We provide extra pastoral support for listening to the views of pupils with SEN by our pastoral lead
- We run a Relax Kids for children who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

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

Between years

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Offer additional class visits for children who might benefit from an enhanced transition

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases

When children move to secondary school, all information about the child is transferred through an online portal called '6 Into 7'. This ensures that all relevant information is passed onto secondary school.

A representative from the secondary school will come into our school for a meeting with our SENCO or Year 6 Teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by additional visits to the secondary school if it is felt that this would be beneficial.

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

The designated teacher for looked-after children and previously looked-after children is Mrs Sophie Richardson.

Mrs Richardson will work with Mrs Buckley, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. 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?

In the first instance, we would encourage all of our parents to bring their concerns / complaints to the attention of the class teacher in order to resolve any issues; if these concerns are not resolved, parents are encouraged to contact the SENCO, and following that the Head Teacher. If this does not lead you to a satisfactory resolution, please refer to the Harwood Meadows Complaints Policy which can be obtained from the school website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

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

If you have questions about SEN, 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. publishes information about the local offer on their website:

[Home – SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services can be found here:

[Find your local IAS service](#)

Local organisations that offer information and support to families of children with SEN can be found here:

<https://www.mylifeinbolton.org.uk/send.aspx>

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

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

19. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- > **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 that explains what services and support are on offer for pupils with SEN in the local area
- > **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages