

**Brandwood Community School**  
**SEND Information Report**  
**February 2026**

**Approved By: The Pupil Inclusion & Community Governor Committee February 2026**  
**Review Date: February 2027**

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## **SEND Information Report**

### **SEND Mission Statement**

Brandwood Community School strives to be a place of educational excellence for the local community and beyond. Our reputation is built on unity, respect and trust. We celebrate and value the diversity of all our learners and staff and we seek to nurture the talents and achievements of each individual through high quality, carefully focused, fully inclusive teaching and learning and dedicated pastoral care. Working in partnership with parents and carers is fundamental to our success and provides a firm foundation for the positive relationships we share throughout the primary career of every learner.

All staff members, teachers and support staff, are dedicated to ensuring all the learners they work with succeed in reaching their full potential both academically and personally. Our learning support staff team is highly skilled and experienced and they make a significant, positive impact to improving outcomes for learners with additional needs. Our aim is to know our learners well and provide a level of support that will provide them with the help they need but without compromising their right to be independent learners.

### **What does 'Special Educational Needs or Disability' mean?**

The Special Educational Needs and Disability (SEND) Code of Practice: for 0-25 years 2014 (updated 2015) states that a child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. Therefore, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Our SEND (Special Educational Needs or Disability) provision allows learners with learning difficulties or a disability the opportunity to follow a curriculum specifically tailored to develop life skills and to give learners confidence through their learning and achievements, enabling them to maximise their potential and to work as independently as possible. The school's Accessibility Plan sets out the adjustments made to the curriculum and physical environment in order to improve equality of opportunity for disabled learners, this can be accessed on the website.

We are committed to closing the achievement gap between learners with SEND and those without SEND. This is achieved through the provision of a range of interventions and a differentiated curriculum.

We believe that all learners are entitled to an education that enables them to make progress so that they:

- Achieve their best personally and academically
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

### **What are the SEND areas of need?**

The Special Educational Needs and Disability Code of Practice: for 0-25 years 2014 (updated 2015) outlines four broad areas of need for learners with SEND that include a range of difficulties and conditions. These are:

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

## **Communication & Interaction**

Communication and interaction refers to a learner's ability to use and understand verbal and non-verbal communication techniques to show their understanding, explain their needs and reason in different situations. Communication happens when one person sends a message to another person either verbally or non-verbally. Interaction happens when two people respond to one another – a two-way communication. A learner who has difficulties with communication and interaction may receive support or intervention for:

### **Speech, Language & Communication Needs (SLCN)**

Learners with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Learners with SLCN may find it difficult to:

- Express themselves verbally using words or sentences
- Understand words that are spoken to them or follow instructions
- Play and interact with their peers in a social setting
- Develop relationships with their peers as easily as others
- Follow classroom routines which could then manifest into disruptive behaviour
- Develop literacy skills (speech, language or communication) at a similar rate as their peers
- Develop confidence and self-esteem

Further information can be found at:

<https://www.icancharity.org.uk/about-slcn/>

### **Autism Spectrum Disorder (ASD)**

Autism is a spectrum condition. This reflects the different diagnostic manuals and tools used, and the different autism profiles presented by individuals. The characteristics of autism vary from one learner to another, but in order for a diagnosis to be made, a learner will usually be assessed as having had persistent difficulties with social communication and social interaction and restricted and repetitive patterns of behaviours, activities or interests since early childhood, to the extent that these “limit and impair everyday functioning”. Learners with autism may find it difficult to:

- Interact with adults and their peers socially
- Use and understand non-verbal behaviours such as: eye contact, facial expressions, body language and gestures
- Understand the emotions and feelings of others
- Express an interest in their peers or instigate conversations
- Develop language skills and often repeat words or phrases spoken by others
- Adapt to changes in routine
- Express their own discomfort or satisfaction; they may show this by flapping their hands, twisting or flicking their fingers when they are angry or upset

Further information can be found at:

<https://www.autism.org.uk/advice-and-guidance/what-is-autism>

<https://www.nhs.uk/conditions/autism/>

### **Cognition & Learning**

The Special Educational Needs and Disability Code of Practice: for 0-25 years 2014 (updated 2015) states that cognition and learning refers to the support required for learning difficulties when learners cognitively develop at a slower pace than their peers, even with appropriate differentiation. Learners with cognition and learning needs may find it difficult to:

- Understand basic concepts

- Acquire basic skills in reading, writing and maths resulting in a lack of confidence to use and develop the skills they do have
- Apply logical reasoning to social and academic situations
- Solve problems
- Use their working memory to retain and apply relevant information to complete a task
- Develop communication and social skills expected of their age which can lead to immature social and emotional understanding
- Develop fine and gross motor skills
- Organise themselves
- Remember facts, numbers, timetables, grammatical rules etc.
- Socialise with their peers of the same age

**Cognition and learning difficulties cover a wide range of needs, including:**

### **Moderate Learning Difficulty (MLD)**

MLD is the term used to describe learners whose academic attainment is significantly lower than that of their peers. Generally, these children will have difficulty acquiring basic skills in maths and English and often find it difficult to remember and apply what has been taught. Other difficulties may include associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills. Further information can be found at:

<https://www.goodschoolsguide.co.uk/special-educational-needs/types-of-sen/learning-difficulties>

### **Profound & Multiple Learning Difficulty (PMLD)**

PMLD refers to a learner with one or multiple profound learning disabilities. These learners usually require support with daily activities, such as feeding, washing, dressing and communication. The specific support that is required will always depend on the way in which the different learning disabilities impact the individual. Learners with profound and multiple learning disabilities often have additional physical, sensory, mental or mobility problems that mean that they may need additional support. For a learner with profound and multiple learning disabilities, the amount of support that is required may stay at this level throughout their lives, whereas those with mild or moderate learning disabilities may require different levels of support as they progress through their school career. Further information can be found at:

<http://www.aboutlearningdisabilities.co.uk/what-pml-d-profound-multiple-learning-disability.html>

### **Severe Learning Difficulty (SLD)**

SLD would be identified at birth or in early childhood. Learners with SLD could; have little or no speech, find it difficult to learn new skills including walking; require support with daily tasks such as dressing, washing, eating and keeping safe and would require life-long support. Further information can be found at:

<http://www.challengingbehaviour.org.uk/about-us/what-is-c-b/severe-learning-disabilities.html>

### **Specific Learning Difficulty (SpLD)**

SpLD is the term used for learners who have difficulties with particular aspects of learning, such as:

#### **Dyslexia**

Dyslexia is a specific learning difficulty which affects 1 in every 10 people. It is not categorised as a learning disability as it does not necessarily impact on learner intelligence. Learners with dyslexia may read and write at a slower pace, confuse the order of letters in words, confuse similar letters, for example b and d, find it difficult to follow sequences of instructions and have poor organisational skills. Further information can be found at:

<https://www.bdadyslexia.org.uk/dyslexia>

## **Dyscalculia**

Dyscalculia is usually perceived of as a specific learning difficulty for mathematics or, more appropriately, arithmetic. Learners with dyscalculia often have difficulties memorising arithmetic facts and struggle with basic mathematical concepts such as counting. Further information can be found at:

<https://www.bdadyslexia.org.uk/dyscalculia/how-can-i-identify-dyscalculia>

## **Dyspraxia**

Dyspraxia affects fine and gross motor coordination and can occur in both children and adults. Learners may present with difficulties with self-care, writing, typing, riding a bike and play although dyspraxia does not directly affect learner attainment. Further information can be found at:

<https://www.nhs.uk/conditions/developmental-coordination-disorder-dyspraxia/>

## **Social, Emotional & Mental Health (SEMH)**

Social, Emotional and Mental Health needs (SEMH) is an overarching term for learners who show difficulties in one or more of the following: managing their emotions, social interaction or mental health. Learners with SEMH needs may find it difficult to:

- Participate in group work or social situations
- Develop and sustain friendships
- Manage their emotions
- Discuss their feelings
- Be resilient when faced with challenges
- Manage low self-esteem
- Understand the feelings of others
- Show empathy or excitement when engaging in a conversation with their peers
- Consider the impact of their actions on others
- Follow instructions
- Concentrate for long periods of time
- Work independently due to lack of self-confidence
- Understand their role within the class or group
- Comply with classroom routines

**Social, Emotional & Mental Health covers a wide range of needs, including:**

### **Adjustment Disorders**

A learner suffering from an adjustment disorder may have witnessed a stressful event or had a significant change in their life such as, moving school, parental separation or a bereavement. This could then have an adverse effect on their emotional health or behaviour. Further information can be found at:

<http://www.webmd.com/mental-health/mental-health-adjustment-disorder>

### **Anxiety Disorders**

Learners suffering from an anxiety disorder may be prone to frequent panic attacks. The learner may complain of physical symptoms such as headaches or stomach aches and may also give inappropriate emotional responses, such as outbursts of laughter or crying out of context. Further information can be found at:

<https://www.nhs.uk/conditions/anxiety-disorders-in-children/>

### **Obsessive Compulsive Disorder (OCD)**

OCD is an anxiety related condition where a learner might experience frequent, intrusive and unwelcome obsessional thoughts which manifest themselves in repetitive compulsions, impulses or urges. Further information can be found at:

<http://www.ocduk.org/>

### **Attention Deficit Hyperactivity Disorder (ADHD)**

ADHD is a condition that affects a learner's behaviour. A learner with ADHD may appear restless, act on impulse and may have difficulty concentrating. Learners with ADHD may also have additional problems, such as sleep and anxiety disorders. Further information can be found at:

<https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>

### **Physical & / or Sensory**

Some learners require special educational provision because they have a physical or sensory disability which inhibits their ability to use one or more of their senses, or physical movement. Physical and sensory needs cover a wide range of impairments, including:

#### **Hearing Impairment**

Hearing impairment refers to a range of hearing conditions from those with a mild hearing loss to those who are profoundly deaf. In school, learners are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment or particular teaching strategies to access the curriculum. For some learners, hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. There are four categories of hearing loss: mild, moderate, severe and profound. Further information can be found at:

<http://kidshealth.org/en/teens/hearing-impairment.html>

#### **Visual Impairment**

A visual impairment is a problem with a learner's eyesight that cannot be corrected by wearing glasses or surgery. A learner with a visual impairment may require specialist equipment to access learning. Further information can be found at:

<http://kidshealth.org/en/teens/visual-impairment.html?WT.ac=p-ra>

#### **Multi-Sensory Impairments (MSI)**

Learners with MSI usually have a combination of both visual and hearing impairment and often require access to specialist equipment and support to fully access the school curriculum. Further information can be found at:

<https://www.sense.org.uk/about-us/statistics/deafblindness-statistics-in-the-uk/>

### **What are the arrangements for the admission of disabled learners?**

The school will not discriminate against disabled learners and will take all reasonable steps to provide effective educational provision. In order to ensure that learners who have a disability are catered for and are not treated less favourably than other learners, the school may seek advice from the Local Authority. It may be necessary in some cases for specialised equipment to be purchased, support staff to be deployed, and minor adaptations to be made to buildings and furniture. These will be completed in consultation with the Local Authority.

The SEND policy ensures that staff promptly and accurately identify, assess and arrange suitable provision for learners with disabilities and special educational needs. The SENDCos manage the Educational, Health and Care Plan Assessment Process, ensuring additional resources are available where appropriate. Our 'Sanctuary' and 'Burrow' provision provides versatile, newly refurbished learning spaces specifically designed to support learners with additional needs. The SENDCos and SLT ensure the provision of additional support for learners is effective and support teachers in implementing strategies for improving access to learning for any learner with a disability.

On admission to the school, any learner with a disability would have their needs assessed by the relevant SENDCo in liaison with SLT, any relevant external agencies and the LA if appropriate. Following the initial assessment, an Individual Health Plan and a Learner Profile would be devised and put into action. This would set out any access arrangements or specialist equipment required, plan targets to be achieved and the provision required to enable the learner to meet those targets. A Personalised Emergency Evacuation Plan (PEEP) would also be put in place to ensure the disabled learner is able to exit the school safely in case of emergency.

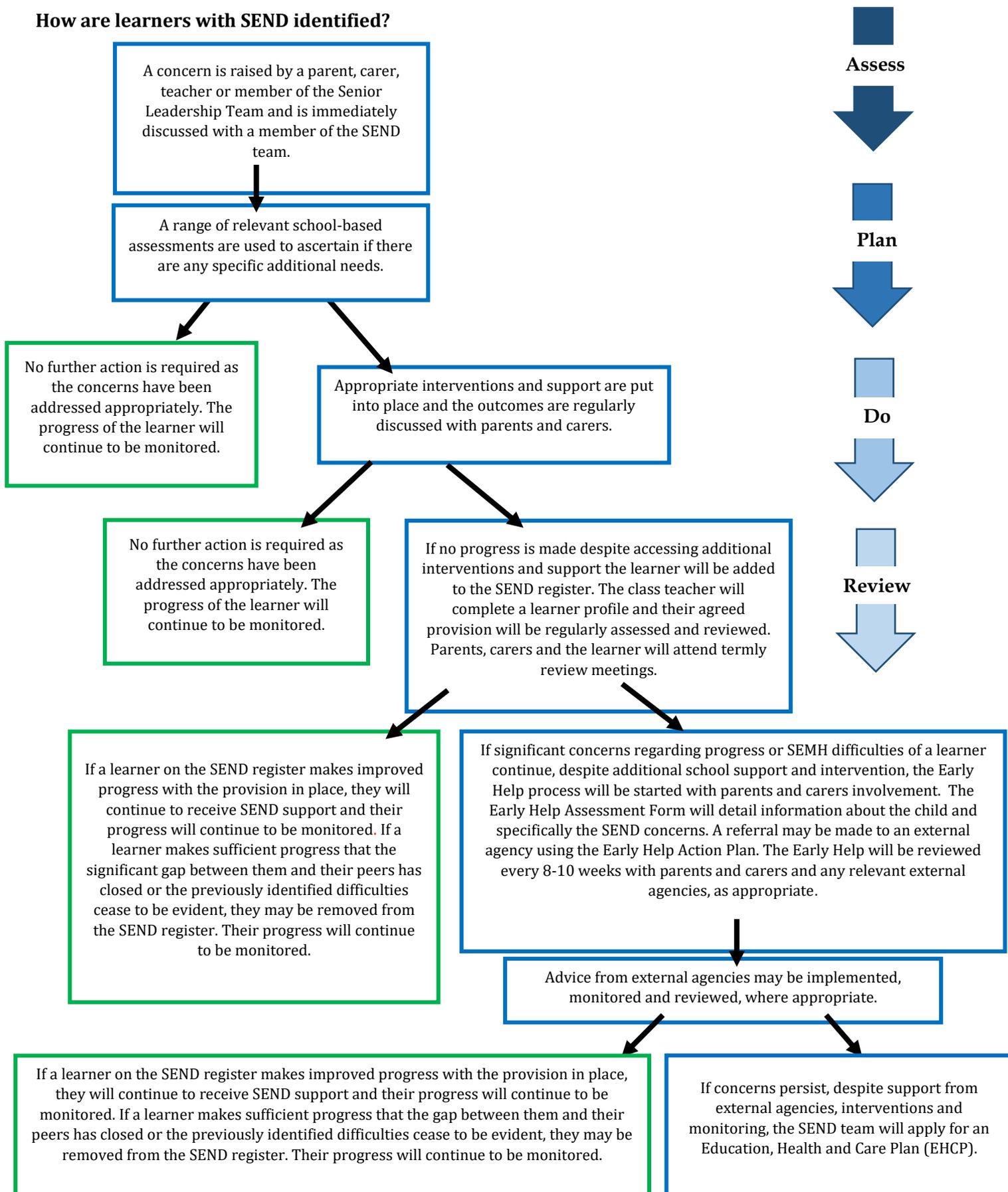
The Accessibility Action Plan (which is available on the school website) ensures the school is regularly reviewing the facilities in place to enable disabled learners to access the school. The school currently has a range of facilities in place, these include:

- Sound Field Systems
- EVAC chairs
- Ramped access to the front & rear
- Disabled toilet on the ground floor
- Power assisted doors
- Fire safe door stop locks to keep doors open
- High visibility stair nosing
- Ear defenders
- Sensory space in The Sanctuary
- 2 disabled parking bays
- Carpets in all classrooms to improve acoustics
- Emergency lighting

We are committed to establishing equality for all learners regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This is reflected in our ethos and values. It is the responsibility of the whole school community to implement this scheme in a manner, which promotes the inclusive ethos of our school.

Our school ethos is welcoming, caring and harmonious. It is built on the firm belief that all learners can succeed and their achievements and individual talents must be nurtured, developed and celebrated throughout their school career. It is our ambition, in partnership with our whole school community, to continually and actively promote our vision of an inclusive, vibrant, learning community that values diversity and challenges any kind of discrimination.

## How are learners with SEND identified?



## **Who should I contact if I have concerns about my child?**

If you have any concerns regarding any aspect of learning or development for your child, please speak initially to their class teacher. If necessary, a meeting will then be planned with a member of the SEND team, depending on the nature of the concern.

The SEND Team:

- Mrs Cameron – KS1 & KS2 SENDCo
- Mrs Jones - EYFS SENDCo & Inclusion Lead
- Mrs Holmes - Head Teacher
- Mrs McGonagle - SEND Link Governor

All members of the SEND team can be contacted at school by telephone: 01204 333444, or by making an appointment at the school office.

## **Class Teacher Responsibilities**

All class teachers are responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all learners
- Monitoring and assessing the progress of learners and identifying, planning and delivering any additional support if necessary
- Devising 'Learner Profiles' and identifying targets for learners to progress to the next stage of learning and ascertaining appropriate strategies for each learner
- Implementing, enforcing and adhering to the SEND policy

## **SEND Team Responsibilities**

The SEND team are responsible for:

- Ensuring that all parents and carers of learners with SEND are involved in supporting their child's learning and access to the curriculum
- Informing parents and carers about the range and level of support offered to their child
- Including parents and carers in reviewing the progress of learners
- Consulting parents and carers about planning successful movement (transition) to a new class or school
- Liaising with a range of external agencies who can offer advice and support to help learners to access the curriculum
- Providing specialist advice and facilitating training to ensure that staff are skilled and confident to plan and differentiate for a range of needs
- Evaluating, along with other teaching and learning staff, the effectiveness of the provision for learners with special educational needs or a disability. This takes place through regular monitoring including observations of interventions, tracking of learner progress and written and verbal feedback from those involved

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, however depending on the nature of concern, referrals to other agencies may be made by the school to identify the best way to support your child. Key staff in school will support parents or carers to access the relevant support services if and when a referral is made. If your child has a medical condition it is important to inform school immediately so that the appropriate support and provision can be implemented and an IHCP (Individual Health Care Plan) completed.

Where parents and carers are unhappy with the provision offered to their child, they are invited to use the school complaints procedure which can be found on the school website.

## **How can I find out about the progress my child has made?**

We value the support of parents and carers and seek to ensure excellent levels of communication and engagement on a regular basis so that home-school partnerships benefit the social, emotional and academic development of all learners. The in-depth knowledge of the needs of all our learners allows our skilled staff team to provide excellent levels of care, guidance and support.

### **Parents' & Carers' Meetings**

On a termly basis parents and carers of learners with SEND will be invited for either a face-to-face meeting or they will have a phone consultation with their child's class teacher to review the progress towards the agreed targets on their child's Learner Profile and agree new targets. The meeting will take place with the class teacher and where necessary, a member of the SEND team. In preparation for the meetings all class teachers will have met with a member of the SEND team to discuss each learner with SEND to ensure all relevant information is shared. At these meetings parents and carers are informed of the provision and interventions or support their child receives at school. If parents and carers are unable to attend one of the meetings, appointments can be made to see the class teacher or the SEND team at the school office.

In addition, parents and carers are also invited to bi-annual parents' and carers' evening.

Where necessary the SEND team will invite parents and carers to attend Early Help review meetings. These meetings provide the opportunity for further updates and discussion regarding their child's progress and provision whilst also agreeing for referrals to be made to external agencies if further action or support is required.

### **Person Centred Reviews**

In accordance with the SEND Code of Practice 2014 (updated 2015), children with an EHCP (Education, Health and Care Plan) will take part in an annual 'Person Centred Review'. The reviews will be undertaken in partnership with the learner and their parents or carers. The parents or carers will be given the opportunity to express their views, wishes and feelings alongside school staff and outside agencies who are involved with the individual. Current progress in school will be discussed and parents or carers will be involved in setting appropriate targets for the future.

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

All learners are involved in reviewing their targets and setting targets for academic and personal development with the support of their parents and teachers, when appropriate and possible. Learners with SEND are encouraged to attend review meetings with their parents and carers to review their Learner Profiles and their ideas and aims are taken into consideration when any new plans are written. The school ethos and caring atmosphere supports learners in sharing any concerns and in discussing their progress and next steps for improvement on a regular basis.

## **How will my child be supported in school?**

### **Learning & Development**

Class teachers have responsibility for enabling all learners to learn effectively. To achieve this, they:

- Identify learners who require additional or different support in order to make progress
- With the support of learners, parents and carers regularly review and update targets on Learner Profiles
- Plan appropriate work and activities for all learners
- Ensure that the relevant support is available for all learners
- Differentiate the curriculum taking into account different learning styles, interests and abilities
- Ensure that all learners can be included in tasks and activities

- Monitor progress
- Celebrate achievement

Our inclusive approach to provision means that all our learners have their needs met by carefully differentiated lesson planning. Lessons are structured to provide a range of activities to suit the range of learning needs and a rigorous approach to monitoring and tracking progress supports the teachers with their planning. Support staff are deployed on a flexible basis according to the emerging needs of learners.

## Interventions

Interventions are small group or individual activities that are carefully planned to address a specific area of difficulty that a learner might be experiencing. The intervention groups are agreed by the class teachers and the senior leadership team to target individual or groups of children ensuring optimum progress is made. Many of the interventions are delivered by trained teaching assistants, working towards specific targets or outcomes for each child. The outcomes are carefully monitored by the SEND team.

The following interventions are currently utilised in school:

- **Bug Club** - an online personalised reading programme which focuses on decoding and comprehension skills
- **Phonics Bug** - an online personalised phonics programme
- **Reading Plus** - an online personalised reading programme which focuses on improving reading fluency and comprehension skills
- **RWI Phonics Tutoring** - a focussed phonics intervention based on assessment outcomes
- **Fresh Start** - a reading programme designed to help improve accuracy and fluency of reading and develop comprehension skills
- **Penpals** - a handwriting intervention where handwriting is taught through frequent, discrete lessons
- **Reception & Nursery Narrative** - a speech & language intervention delivered by a speech & language therapist weekly
- **Language Through Listening** - a communication & interaction intervention to develop listening & attention skills
- **Memory Fix** - an intervention to develop working memory skills
- **IDL** - an individually tailored online programme to develop literacy skills
- **Dynamo Maths** - a research and evidence-based inclusive programme proven to support students with dyscalculia and those not meeting age-related expectations
- **Shine** - reading and maths intervention designed to address the gaps in knowledge identified through 'Rising Stars' assessments
- **Lego Therapy** - a collaborative 'play therapy' aimed at developing a range of skills including communication, interaction, team work, organisation and fine motor skills
- **Sensory Circuits** - a form of sensory integration involving a sequence of physical activities that are designed to alert, organise and calm the child to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.
- **Attention Autism** - an intervention approach by Speech and Language Therapist Gina Davies which aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking
- **Colourful Semantics** - a common approach used in speech therapy that aims to teach children how to build and understand sentence structures, both spoken and written, using a colour code for the structuring sentences

## The Sanctuary & The Burrow

Some learners (e.g., some of those at our school with autism) have sensory issues. This can include one or more of the senses and they can either be over-developed (hypersensitive) or under-developed (hyposensitive). Both have an impact on how learners experience different environments. Learners with a sensory difficulty will have

regular access to 'The Sanctuary' (EYFS & KS1) or 'The Burrow' (KS2) as part of their individualised provision, which can be a non-distracting, calm space or a stimulating environment, depending on need, where they will be able to work on their individual targets either 1:1 with a member of support staff or as part of a small group.

### **Speech & Language Therapy**

Speech and Language Therapy is delivered in school by therapists employed directly by the school. The speech and language therapists deliver regular therapy sessions to small groups of identified learners across all year groups. Therapy is based upon targets identified in learners' EHCPs and Learner Profiles, as well as from baseline assessments of each learner. Support staff observe sessions on a regular basis as part of their ongoing CPD and repeat the therapy modelled during further 1:1 and small group time with learners.

### **Supporting the Well-being of All Learners**

The school monitors learner well-being carefully and plans to support learners and their families in the best interests of each child. Class teachers have a responsibility to promote positive outcomes for all learners and they are obliged to act on any concerns that they may have regarding the well-being of a child in their care. If any member of staff has a concern about a child they will notify the Designated Safeguarding Lead, Miss Lund who will then act upon the information given following the procedures outlined in the Child Protection and Safeguarding Policy.

Also, in addition to the PSHE curriculum which covers many aspects of personal development, the school supports individuals and groups of learners in a range of ways, including through key worker support, the use of individual and small group interventions with school staff or external agencies and most importantly the positive classroom climate evident in all classes. The school councillors encourage learners with any worries to confide in them or share their concerns in the 'worry jars', located in all classrooms.

### **How does the school enlist support from external agencies?**

When the progress of a learner continues to cause concern despite additional support and intervention, or their learning needs are more complex and persistent than can be met by school interventions or support, school will engage with relevant specialist external services. This happens when:

- Learners continue to make inadequate progress
- Learners continue working well below age related expectations, despite targeted support and intervention
- Learners continue to have difficulty developing basic English and maths skills
- Learners have emotional or behavioural difficulties, which substantially or regularly interfere with their own learning or that of their peers, despite following school procedures for behaviour management as outlined in the Behaviour Management Policy
- Learners have sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- Learners have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Learning needs are manifesting themselves either in a more complex or in a more specific way as they progress through the school

For these learners, the difference between their attainment and that of their peers is widening, despite support and requires further investigation. In addition, some learners who are learning English as a new language may also be identified as they are not making progress at the same rate as their peers with a similar starting point. In these cases, an assessment will also be carried out prior to referral in their mother tongue.

A request for support from external services will follow a decision taken jointly by school staff in consultation with parents and carers. In seeking the support of external support services, those visiting the school will need to have access to the relevant Early Help Assessment Form (EHAF) or single service referral form, which will have been completed with parents and carers, to establish which strategies, interventions and support have already been implemented and parental permission must be given.

## **How are learners supported when moving between phases of education?**

### **Transition from Early Years to Key Stage 1**

End of year assessments and transition meetings are used to identify the children who are working below or well below age related expectations including those with SEND at the end of the EYFS. Learners who are not yet ready to access the Year 1 curriculum are timetabled to work in a small group in the 'Busy Bees' transition room for some lessons. These children practise the basic skills of reading, writing and maths but in a similar setting to the EYFS. The children complete many practical activities, including role play and speaking and listening, and have access to the continuous provision to support their learning.

### **Annual Transition**

Annual transition meetings take place before the start of every year and are attended by the previous class teacher, the new class teacher and the relevant SENDCo. At the meeting all documentation for learners with SEND including Learner Profiles, external agency reports, Early Help review forms, behaviour logs and assessment data are discussed and handed over. Professional discussions regarding individual learners with specific learning needs, medical conditions and behavioural difficulties take place, this includes discussion of any triggers inside or outside of the classroom pertinent to individual needs, successful strategies for overcoming the barriers to learning and an overview of how each learner is progressing in school with the support in place. Existing external agency support that is taking place is shared and future plans for referrals to external agencies for assessment and support are discussed following a review of learner outcomes. All learners then attend a transition morning with their new teacher in their new classroom.

### **Secondary School Transition**

Staff from the secondary schools that our learners are transferring to meet with class teachers to discuss the specific needs of all learners including those with SEND. This ensures that all staff from the secondary phase are aware of the needs of our learners and can make adequate arrangements in readiness for the transition of our learners. Extra transition days are arranged where appropriate for children with specific SEND and they will be accompanied by a member of staff whom they are familiar with to make the transition process easier. In addition, the SENDCo will liaise, and in some cases meet, with the secondary school SENDCo to transfer any active Early Helps for learners with SEND and discuss any more complex cases.

### **Local Authority Support**

Bolton's SEND Local Offer is an information hub for young people, parents, carers and practitioners detailing SEND processes, pathways, services and provision available across education, health and social care.

Developed based on feedback from families, the Local Offer is also a place where service users can share their views and help shape the future of Bolton's SEND provision.

The Local Offer is available on the council website or by following the link below:

<https://www.bolton.gov.uk/sendlocaloffer/>

### **Additional Support and Guidance**

There are many external agencies who work in close partnership with school and may be able to offer support and advice for parents or carers including:

- Sensory support agencies for children with hearing and visual impairments.  
**Contact Details: 01204 333120**
- Woodbridge SEND Service work closely with some children in need of additional support by delivering individual intervention programmes. At the end of the programme this service supports teachers by providing further suggested units of work which will continue to be delivered within school.

**Contact Details: 01204 318101**

- The Local Authority Educational Psychologist Service offers valuable support to school by accurately assessing and identifying specific special educational needs and supports staff to devise specifically designed programmes of work to help children with complex needs and learning difficulties make optimum progress.

**Contact Details: 01204 338060**

- Children with Social, Emotional and Mental Health (SEMH) needs, benefit from the Local Authority Behaviour Support Service which offers support and advice for individual and groups of children and their families.

**Contact Details: 01204 338133**

- Speech and Language Therapy support children with communication and understanding concerns.

**Contact Details: 01204 462670**

- The Child and Adolescent Mental Health Support Service is based at Royal Bolton Hospital and offers support to families who have concerns regarding their child's mental health. The service offers 1:1 and small group support sessions at the hospital.

**Contact Details: 01204 483222**

- The school nurse is based at Alexandra Children's Centre and is available to give advice and support with a range of health-related issues such as hearing, vision etc.

**Contact Details: 01204 337578**

- The Early Intervention Service is available to support children and families who are experiencing difficulties in attending school on a regular and punctual basis.

**Contact Details: 01204 334450**

All of these services work closely with parents and carers and offer support and guidance wherever necessary. Parents and carers are also encouraged to seek advice from school directly.

**Approved By: The Pupil Inclusion & Community Governor Committee - February 2026**

**Review Date: February 2027**