Special Educational Needs & Disabilities (SEND) Information Report

Status	Current
Maintenance	Quality of Provision
Approval	Quality of Provision
Date Active	22nd October 2026
Review Date	22nd October 2027
Signed by	Mrs E Hodge (Headteacher)
	Mrs K Edern (Chair of Governors)

This document has been written in compliance with Paragraph 3 of schedule 10 to the Equality Act 2010 (http://www.legislation.gov.uk/ukpga/2010/15/schedule/10), schedule 1 to the Special Educational Needs and Disability Regulations 2014 (http://www.legislation.gov.uk/uksi/2014/1530/contents/made), and, Section 6.79 to 6.82 of the Special educational needs and disability code of practice: 0 to 25 years (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

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Our vision for inclusion

"Bringing out the best in everyone"

Devonshire Road is a secure and nurturing environment in which all children, regardless of their need, achieve, rise to challenges and learn and grow with pride and confidence. We are committed to providing a high quality, inclusive education for all. All children access a broad, balanced and relevant curriculum. We strive to provide a learning environment which is flexible enough to meet the needs of all members of our school community and make appropriate adaptations where they are needed.

How we achieve educational inclusion for all:

- We hold high expectations for all of our children.
- We promote kindness and curiosity, with the aim of preparing pupils to live in a diverse society.
- We constantly monitor and develop our pedagogical approach to ensure that we are addressing the needs of all learners, making adaptations and providing extra support where needed.
- We actively seek the feedback of all stakeholders.
- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Our deployment of additional staffing and resources ensure that all curriculum experiences are available to all pupils in the school. This is in compliance with the Equality Act 2010.
- We work closely with parents/carers and a range of external agencies to ensure that we are catering for each child's individual needs.

How we identify individual special educational needs.

At Devonshire Road, we identify the needs of pupils by considering the needs of the whole child. We work closely with parents/carers and external agencies where necessary to ensure the best provision for our pupils.

Definition of SEND:

> *The Children and Families Act 2014 section 20 defines a young person requires special educational needs support when they have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is in addition to, or different from, that generally made for others of the same age, in mainstream schools or post-16 institutions, in England.*

The Code of Practice describes four broad categories of need:

1. Cognition and learning

2. Communication and interaction
3. Social, mental and emotional health
4. Sensory and physical

While the four categories of need broadly identify aspects of primary areas of need for children and young people, at Devonshire Road we identify the needs of pupils by considering the needs of the whole child.

A child on the SEND register will either be at SEND support or have an EHCP (please see glossary for definitions).

Working with parents and carers

Our school aims to promote high engagement of parents/carers: they are our key partners in a child's education. Parents/carers are asked to provide the school with sufficient and up-to-date information about their child's needs. They may, in some cases, be the first to notify the school that their child has a barrier to learning or that a child's needs have changed.

Parents/carers will:

- Be involved in the development and review of their child's provision;
- Meet with staff as part of our graduated approach (see appendices);
- Where appropriate/needed, be involved in the drafting and implementation of EHCPs (Education, health & care plans), PCR (Person Centred Reviews) or IHPs (Individual Health Plans).

Parents/carers are encouraged to come into school at any time to discuss the progress of their children. Similarly, if teachers are concerned about the progress of a pupil, they will discuss this with parents/carers as necessary.

More formally, parents'/carers' evenings are held in Autumn and Spring terms, and a written school report is produced during the summer term, which includes relevant test and assessment data. Our SENDCo. will meet with parents/carers of pupils requiring special educational needs support as necessary, and will meet with parents/carers during parents' evenings, alongside the teacher

Involving our young people with SEND

Children are often the best placed to provide information about how their barrier to learning affects them. They will be fully involved in discussions (as appropriate and as much as possible) about their provision and contribute as much as possible to the development of their provision, including as part of the EHCP, PCR, IHP or pupil passport.

Arrangements for assessing and reviewing children's progress towards outcomes.

We continuously assess the progress and achievements of all pupils, including those with SEND. In addition to our termly formal assessments, children with SEND are assessed via their individual support plans (ISPs), which include 'SMART' targets, specific to that pupil.

Supporting transitions

We recognise that transitions for every child are important, and for children with SEND, transitions might be even more significant.

As soon as a child successfully enrols to our EYFS provision, we have an extensive transition process which enables us to learn all we can about an individual child's needs (see transition policy).

Transition is bespoke for the individual child. This may include additional visits to the new classroom, time spent with adults they will work with, opportunities to be in their new environment, staff movement in school and phased transitions.

As pupils approach the end of their time in primary school, we endeavour to make their transition to high school as smooth as possible. We arrange transition meetings to discuss individual pupils, involving external agencies when appropriate, and additional visits to high schools where needed.

As pupils move through our school, all information is passed on to the new class teacher in the summer term, during a handover meeting between the current and new class teachers.

Teaching children with SEND.

At Devonshire Road, we have ambition and high expectations for all pupils, giving everyone the chance to achieve to their full potential.

Quality-first teaching is in place for all pupils from their class teachers and pedagogical practices are constantly reviewed and enhanced through monitoring and coaching.

We have a package of support for each area of need, which includes robust CPD for staff, interventions and resources, to ensure that all pupils make good progress. We recognise that every child is unique and may fit into more than one area of need.

Provision for communication and interaction needs:

- Joint Attention/Attention Autism
- Visual communication approach
- Visual timetables and task lists
- Additional speech and language support
- Limiting vocabulary
- Communication boards, task lists and TEACCH packs
- Planned sensory circuits
- Social stories
- Speech and language plans
- ShREC approach

Provision for Cognition and Learning:

Scaffolding is provided where needed in order to support children in accessing the curriculum, whilst promoting independence.

Teaching Assistants support quality first teaching in class, and also provide pre-teaching and post-teaching sessions. These are planned with the teacher.

Planned intervention used when deemed appropriate. These are short, regular sessions which teach children basic skills, with the aim of developing access to the curriculum.

Planned interventions used in school include:

- Reading plus
- Tasks lists
- Precision teaching
- Small group tuition
- Online platforms e.g. spelling shed
- Blank level questioning
- Black Sheep Narrative

Provision for Social Emotional and Mental Health needs:

We have developed a whole-school culture around emotional and social development, mental health and wellbeing. We strive to promote a positive and open approach, teaching the pupils to be understanding and kind. Pupils are reminded at all times to live by our "Three Bs": *Be kind; be curious; be the best you can be.*

We foster an environment where pupils can talk about their emotional and social development openly, in a safe and trusting environment. We help pupils develop social relationships, support each other and seek help when they need to.

We facilitate this through:

- Play Leaders playing with the younger children. These are key stage two pupils, who are fully trained in this role.
- Peer Mentors – key stage two pupils, fully trained in helping other children with relational conflict and friendship issues.
- Reflection boxes in each classroom. Weekly "Three Houses" completed by all children.

- Mental health and wellbeing boards in each classroom.
- A buddy system for new starters.
- Planned transition programmes at all stages of school - new Intake, end of year, in-school-year admissions, Year 6 to High School - and enhanced provision for identified children
- External visitors and workshops.
- Whole-school behaviour policy based on restorative practice.
- Class promise, agreed by all pupils
- Bespoke programmes, created for individuals by professionals skilled in the specific need.
- Links with Bolton Mental Health Schools Team
- Three members of staff are trained as Emotional Literacy Support Assistants (ELSAs)
- Zones of regulation approach to teaching about emotions
- Regulation zones/ breakout spaces in school
- Neutral, trauma informed environment
- Staff trained in a PACE approach
- Trauma informed behaviour policy
- Staff trained in emotion coaching

Provision for sensory, physical, medical

- Sensory circuits
- Sensory support (TMS)
- Motor skills interventions
- Adaptations to environment/resources/toilets etc
- Sensory harmony profiles via Occupational Therapist
- Trained Irlen screener in school
- Dyslexia friendly environment

Adapting the curriculum and environment

It is every teacher's responsibility to provide quality education and ensure progress for all pupils in their care.

Our classrooms are designed to be accessible to all, with advice such as 'dyslexia aware classrooms' guidance being regularly reviewed in monitoring and professional development.

We use an assess-plan-do-review cycle (see appendices) which ensures that we are continually adapting to the needs of our pupils.

Individual Support Plans (ISPs) are put in place in order to track the additional support put in place for individual pupils.

The expertise and training of staff.

Continual professional development (CPD) is in place for all staff and is planned in response to identified need from our monitoring.

We have staff skilled in many areas of additional needs, which include specific learning difficulties, such as dyslexia and dyscalculia, Irlen Syndrome, autism, ADHD, speech and language, working memory, sensory needs and dyspraxia.

We have two members of staff who hold the National Award for Special Educational Needs Coordination (NASENCo.) – Miss Gent, our SENDCo. and Mrs. Hodge, our Headteacher.

Three members of staff have recently achieved the National Professional Qualification in Special Educational Needs (NPQ SEND).

One member of staff is also qualified to assess children for Irlen Syndrome.

Evaluating the effectiveness of the provision for pupils with SEND.

This is predominantly the role of the SENDCo., whose duties include:

- Meeting with the governing board termly
- Ensuring that the SEND policy is updated annually
- Requesting statutory assessments towards EHCPs and providing any necessary evidence and documentation
- Ensuring all provision listed in EHCPs is in place, and is reviewed annually
- Training and monitoring of key workers for specific pupils
- Auditing training needs of the staff and organise any necessary training
- Bidding for the SEND budget, purchasing and allocating resources. Assessing the impact of purchased resources.
- Completing the SEND report, stating how our school accesses specialist equipment or services, our approach to SEND and our admission arrangements
- Planning provision for pupils requiring special educational needs support, using a 'person centred approach', with class teachers, support staff and external agencies
- Holding Special Needs Review meetings termly with all staff
- Using the local offer, to ensure that pupils with SEND receive a full range of appropriate provision Home – SEND Local Offer
- Keeping clear records of pupils with SEND, including provision, progress and outcomes, through the ISP approach – auditing provision, collecting baseline data, setting targets, measuring progress and evaluating outcomes
- Ensuring provision is reviewed at least termly and parents/carers are informed
- Managing the 'assess-plan-do-review' approach, using our graduated approach to pupils requiring special educational needs support
- Planning, monitoring and costing the impact of interventions
- Working collaboratively with external agencies, monitoring impact and cost
- Completing, or arranging completion of, Early Help Assessment/Single-Service Referral Forms,

for pupils requiring special educational needs support

- Encouraging a high level of engagement with parents/carers by being available at their request, meeting at least termly, asking for their views through questionnaires, providing information and training

Involvement of other agencies.

We involve external agencies, when required, via the completion of an Early Help Assessment/a Single-Service Referral Form, and value their input highly.

These agencies include:

- Educational Psychology
- NHS Speech & Language Therapy
- The Nest Speech & Language Therapy
- Woodbridge SEND Service
- Bloom Wellbeing NW
- Bolton Information & Advisory Service
- Occupational Therapy
- Sensory Support
- Children & Adolescent Mental Health Services (CAMHS)
- Targeted Youth Support
- Family First
- Children With Disabilities Team
- The Virtual School

Handling complaints about SEND provision.

If parents/carers are unhappy with the support provided for their child with SEND, their first port of call should be the class teacher and/or SENDCo. If need be, this can then be escalated to the Headteacher.

If the situation is not then resolved, please refer to the complaints procedure which can be found on our school website. Complaints can also be referred to the Department for Education, if the complaint falls within the scope of sections 496/497 of the Education Act 1996.

Arrangements for admission of pupils with a disability.

The school has an Accessibility Plan in place, which is reviewed every three years, or more frequently if required. The aim of the plan is to provide a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness and inclusion. Accessibility is not limited to those pupils, staff, parents/carers and visitors with a registered disability; at our school we work

to overcome all barriers that we become aware of.

The Accessibility Plan contains relevant actions to:

- Ensure that access to the physical environment is appropriate, setting a timetable for making any necessary alterations/improvements
- Ensure access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are all other pupils. This covers teaching and learning and the wider curriculum of school such as participation in school clubs, leisure and cultural activities or school visits
- Ensure that school communication with pupils, staff, parents/carers and visitors is accessible to all regardless of disability. Examples might include help with homework, newsletters and information about the school and school events

Steps taken to prevent discrimination of pupils with a disability.

At Devonshire Road, all pupils are treated equally. We adhere to policies in place, which include:

- Anti-bullying policy
- SEND policy
- Behaviour policy
- Child protection policy

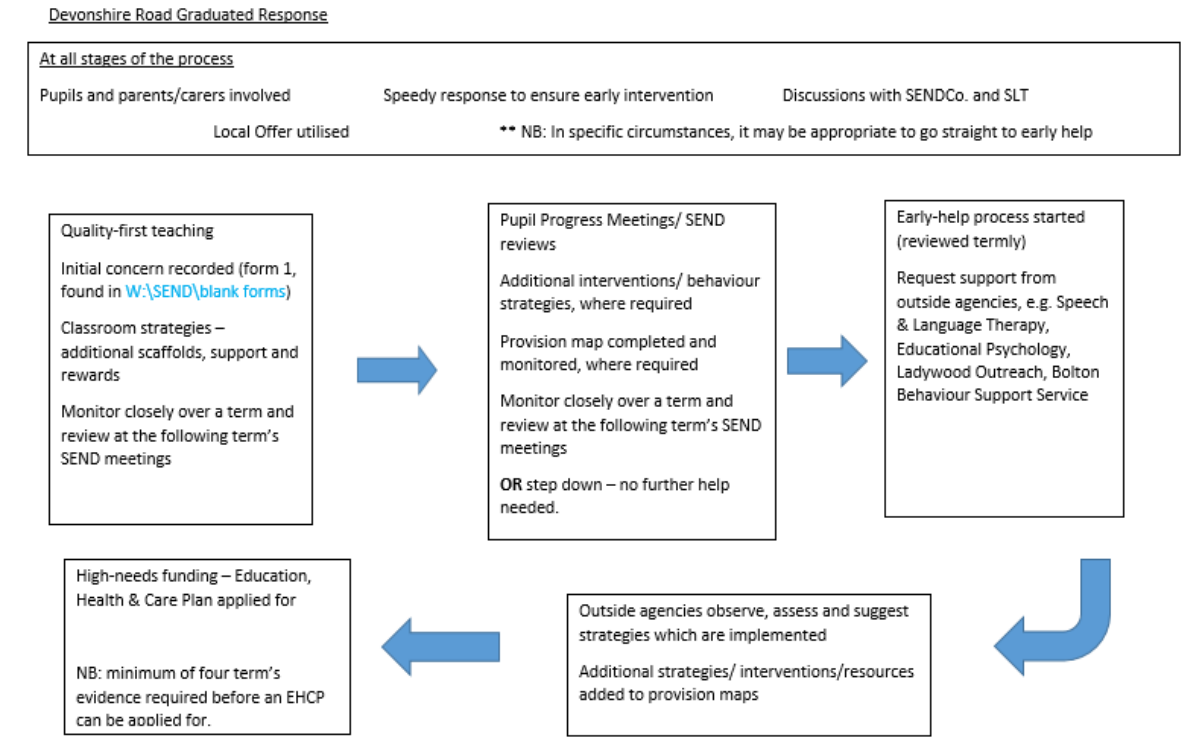
All policies can be viewed on our school website

Access information for pupils with a disability.

Premises adjustments are made according to individual pupils, staff, parents/carers and visitors' needs. There are several portable door slopes throughout the school, a disabled shower and toilet in the main school, a disabled toilet in the wrap-around care unit, wheelchair access in the wrap-around care unit, a calming nurture room and a sensory room. Handrails are in place on any slopes or steps.

For specific pupils, special equipment, such as special chairs, steps, built-up toilet seats are provided, based on advice from professionals such as physiotherapists and occupational therapists.

Appendices:


Devonshire Road Graduated Response
At all stages of the process
Pupils and parents/carers involved
Speedy response to ensure early intervention
Discussions with SENDCo. and SLT
Local Offer utilised
** NB: In specific circumstances, it may be appropriate to go straight to early help
Quality-first teaching
Initial concern recorded (form 1, found in W:\SEND\blank forms)
Classroom strategies – additional scaffolds, support and rewards
Monitor closely over a term and review at the following term's SEND meetings
Pupil Progress Meetings/ SEND reviews
Additional interventions/ behaviour strategies, where required
Provision map completed and monitored, where required
Monitor closely over a term and review at the following term's SEND meetings
OR step down – no further help needed.
Early-help process started (reviewed termly)
Request support from outside agencies, e.g. Speech & Language Therapy, Educational Psychology, Ladywood Outreach, Bolton Behaviour Support Service
Outside agencies observe, assess and suggest strategies which are implemented
Additional strategies/ interventions/resources added to provision maps
High-needs funding – Education, Health & Care Plan applied for
NB: minimum of four term's evidence required before an EHCP can be applied for.


Review
Teachers continually review pupil progress and how effective the support has been.
Assess
Identify pupil strengths and needs to inform effective planning and appropriate provision.
Do
Implement the support and gain a greater understanding of how the pupil learns.
Plan
Use assessment information and views to plan teaching approaches.
Pupil and School Support

Glossary

Education and Health Care Plans (EHCPs)

Education, Health and Care Plans (EHCPs) are used to support students with special educational needs. They are personalised to meet the needs of a person aged 0–25 years and every plan is unique to the individual. Plans are provided by the Local Authority and delivered by an individual service such as school or college. Reviews take place annually. This is managed by an EHCP Coordinator at Local Authority level and the educational setting's SENDCo (Special Educational Needs and Disability Coordinator).

IHP

Individual Health Plan

PCR

Person-Centred Review, which is an annual review of an Education Health & Care Plan (EHCP)

Post-teaching

Recapping on learning after the lesson, addressing misconceptions and consolidating learning.

Pre-teaching

Giving pupils access to key ideas, vocabulary and learning objectives in advance of a lesson being taught, giving the pupils access to the learning during the whole-class lesson.

Individual Support Plans (ISPs)

This documents a child's individual, 'SMART' targets, which are in place and regularly reviewed. Through these targets, we can track the small steps of progress our children make. It also incorporates the child's likes, dislikes, things they find difficult and things that help them.

SEND Support

The Code of Practice refers to a single group of children who have SEND, but who do not have such needs that require an Educational Health Care Plan (EHCP) as receiving 'SEND Support'. These children are listed on school's SEND Register. They remain on the register unless something changes for them which means that they no longer need special educational provision. Pupils will only be defined as requiring SEND support if they do not make adequate progress once they have received interventions, adjustments, quality first teaching and personalised teaching over time – see graduated response document (appended) for further details.

SMART targets are:

Specific
Measurable
Achievable
Relevant
Time-bound