

Gilnow Primary School

SEND INFORMATION REPORT



2025-2026

Headteacher:

Special Educational Needs Link Governor:

Special Educational Needs Co-ordinator:

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SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Next steps will be reviewed termly involving discussions with parents
- Discussions will include whether the child will receive SEN Support.

Notes of these early discussions will be added to the pupil's record.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behavior
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transitions within Gilnow Primary School

There are meetings at the end of each academic year for the teachers to hand up and receive specific information about children they have been/ will be teaching. Parents are invited to transition meetings to discuss their child's needs with the new teacher at the end of the academic year. The children may spend more time with their new teachers and classrooms. Social Story books may be created about their new class for the child to read over the summer.

Transition to High Schools or other Primary Schools

- Emotional and practical preparation through small group work at Gilnow Primary, such as discussing social scenarios; sharing feelings about high schools.
- Teachers from the new school meeting the child at Gilnow Primary School.
- Extra settling-in visits to the new school.
- Meetings with parents, other professionals and the new school. All existing paperwork will be transferred to the new school.

Our approach to teaching pupils with SEN

Teachers are 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 pupils who have SEN. This will be adapted for individual pupils.

We may also provide the following interventions:

- Toe by Toe
- Attention for learning
- Colourful Semantic
- Speech and Language
- Phonics
- Spelling

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding tasks.

Additional support for learning

We have several teaching assistants who are trained to deliver interventions such as colorful semantics, paired reading and Eklan (Speech and Language)

Support from adults will be delivered on a needs basis.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Woodbridge Specialist Teachers/TAs
- Occupational Therapists
- Physio Therapists
- Educational Psychologists

Expertise and training of staff

Our SENCO has been appointed to this role since 2023 and has worked as a class teacher for 8 years.

We have a team of 8 Teaching Assistants (TAs), including 1 Higher Level Teaching Assistants (HLTAs).

We use specialist staff for speech and language support.

Securing equipment and facilities

Special Educational Needs Funding comes out of the main school budget according to calculations based on information provided by the school census. The budget for Special Educational Needs and Disabilities is set by the School Governing Body based on predicted level of needs presented by school. This includes the cost of staffing costs to support Special Educational Needs and Disabilities across school and a spending budget for resources.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using PIVATs to measure progress
- Holding annual reviews for pupils with EHC plans
- Hold termly meetings with class teacher and SENCO to review progress.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s) towards the end of year 6.

All pupils are encouraged to take part in sports day and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All pupils whose Education, Health and Care (EHC) plans that name our school will be admitted before any other places are allocated

- Our School Accessibility Plan can be found on our school website. The information in our School Accessibility Plan covers:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improving the availability of accessible information to disabled pupils

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Offering pastoral care activities to discuss emotions and friendships.
- We have a zero-tolerance approach to bullying.

Working with other agencies

We work closely with a number of external agencies. These include; Educational Psychology Support from the Local Authority, Woodbridge Specialist Teaching Service, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Social Services, Achievement Cohesion Integrated Service (for new arrivals into the country).

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

The SENDco for Gilnow Primary School is: Miss Leanne Williams

Please contact via the School Office: office@gilnow.bolton.sch.uk

Contact details for raising concerns

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.

The local authority local offer

The Local Offer also gives details of services, opportunities and access for children and young people with special educational needs and disabilities (SEND) in the area. This can be found here:

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

Monitoring arrangements

This policy and information report will be reviewed by Leanne Williams **every year**. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to the following documents

- Special Educational Needs Policy
- Accessibility plan
- Behavior policy
- Equality information and objectives
- Supporting pupils with medical conditions policy