



BOLTON PARISH
CE Primary School

"I am fearfully and wonderfully made."

Psalm 139:14

School SEND Offer

At Bolton Parish Church, Church of England Primary School we strive to support all children to enable them to achieve their maximum potential at school. In order to do this many steps are taken to support them through their learning journey.

Quality first teaching is vital; however for some children there are occasions when further additional support is needed to help them achieve their personalised targets.

We have a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Name of the Special Educational Needs/Disabilities Coordinator: Miss Gemma Patel

Contact details: parents@bolton-parish.bolton.sch.uk

01204 333433

1) What should I do if I think my child has a Special Educational Need or Disability?

This document provides a starting point for parents who have concerns about their child's progress or thinks that their child may have a Special Educational Need or Disability. The school SEND policy is another source of information and can be found on the school website.

If you have concerns about your child or think that they have additional needs, you should arrange to speak to your child's class teacher. You may be asked to meet with the teacher to complete a cause for concern form and your concerns will be shared with the school SENDCo. The school will then follow the graduated approach (see SEND policy flowchart). If appropriate you may be invited to complete an early help form and referrals made to relevant external agencies. You will be invited to regular meetings to discuss the progress of your child and given a copy of any agency reports. If your concerns are related to a medical or health issues, you may wish to speak to your GP, health visitor or school nurse.

2) What is the school ethos/approach to SEN and Disability?

Our vision

'I am fearfully and wonderfully made' Psalm 139

At our school, we believe that every child is fearfully and wonderfully made, and this shapes everything we do. Our vision is lived out daily through the way we teach, care for and celebrate every child.

Everyone is special — We recognise each child's unique strengths, interests and needs. Staff take time to understand every pupil, and classrooms reflect who they are through their work, ideas and achievements.

Everyone is loved — We create a warm, nurturing environment where children feel safe, valued and cared for. Adults model kindness and compassion in every interaction.

Everyone belongs — We build an inclusive community where every child feels welcomed and accepted. We celebrate diversity and ensure all pupils can participate fully in school life.

Everyone can grow — We provide teaching and support that helps every child make progress. We encourage resilience, curiosity and confidence, celebrating effort as well as achievement.

Everyone can shine — We give children opportunities to share their talents, succeed in different ways and feel proud of who they are becoming academically, personally and spiritually.

This is how our school community lives out our vision each day — ensuring every child is known, valued and able to flourish.

Bolton Parish Church School is a mainstream primary school that provides for children with the following areas of need:

- 1)Communication and interaction
- 2)Cognition and learning
- 3)Social, mental and emotional health
- 4)Sensory and/or physical

Our aim is to raise the aspirations of and expectations for all pupils with SEND by ensuring that:

All children have access to a broad and balanced curriculum.

All children are treated equally and are given equal opportunities to achieve their full potential, providing a focus on outcomes for each child.

A secure environment is in place in which all children can develop self-confidence, self-esteem and a positive self-image.

Children are involved, appropriate to age and ability, in the implementation, monitoring and review of any provision made for SEND.

Parents and careers feel part of their child's education and development.

How will I know how my child is doing in school?

Your child's progress is continually monitored by his/her teacher, subject leaders, the SENCo and the SLT. His/her progress is reviewed formally every half term, sometimes using standardised test, which gives a score which can be interpreted at age expectation. Progress is measured against the age-related expectations for each subject. If your child is not at a Key Stage expectation, then we will use another scale called "P-levels" and pre-key stage standards. At Bolton Parish parents are invited to parent's meetings in the Autumn and Spring term and receive reports detailing their child's progress. In the Summer

term a more detailed report is provided and an opportunity to meet with the class teacher is offered for those who wish to. Parents of children with SEND also receive copies of their child's individual learning plan and can meet to discuss these with teachers. At Bolton Parish we operate an 'open door policy' and welcome parents to come to school to discuss any concerns they may have at the start or end of the school day. Parents can also contact the school office to make an appointment to speak to staff at a mutually convenient time, either face-to-face or over the telephone. Parents are also invited to half-termly parent update meetings where they can hear about the topics to be covered in class and receive information about the school curriculum. Parents of children with an early help will be invited to regular review meetings. If a child is currently being observed or assessed by the Educational Psychologist, then parents will be invited to regular consultation meetings. Parents of children under other agencies will receive relevant reports. Children with an EHCP will have an annual review meeting where parents can discuss and review targets and progress.
What support will there be for my child's overall well-being? Children's wellbeing is of paramount importance at Bolton Parish School. Support for children's wellbeing is provided by the class teacher and learning support staff. Children can also access support from the school learning mentor, Mrs Minion, who is a mental health first aider and Miss Patel who is a mental health wellbeing champion. The school also has four children who act as wellbeing ambassadors and children are encouraged to participate in the very active Ethos team. Children who require additional support can also access the services of Bolton Behaviour Support, Woodbridge SEND services, an Educational Psychologist and Fort Alice through referrals from school. School provides a broad and balanced curriculum which encourages children to develop skills in many different areas. Specialist teachers provide lessons in music, sports and dance. Extra-curricular activities are provided, and all children are encouraged to attend. A range of curriculum visits are provided across the year and are open to all pupils.
How will I be consulted about, and involved in, my child's education. Parents evenings are held in Autumn and Spring terms and reports are provided to parents. In the summer term a more detailed report is provided, and parents are invited to meet with teachers if they wish. Parents can also speak to staff informally across the year and are invited to half-termly parent update meetings. Parents of children with SEND may find themselves invited to early help review meetings and consultations with the educational psychologist as required. Parents of children with an EHCP will be invited to an annual review meeting. Parents of children with provision maps will be consulted termly in relation to their child's individual targets.
How does Bolton Parish School involve children and young people in their education and in the decision-making process? Where possible, we aim to follow a child-centred approach. Children with SEND are involved in discussing and evaluating their progress on interventions, such as precision teaching, and on their learning in general. All children have access to assessment information in their on-line learning platforms and can discuss this with their teacher and use it to inform their next steps. During the EHCP process, children are consulted about their views whilst completing the 'All about me' and they also have the opportunity to add their views during the early help process and when referrals are being made. Children are

often asked to reflect and give their views during interventions both in-house and through agencies such as Woodbridge SEND services. Where appropriate, children with an EHCP are invited to annual review meetings and are encouraged to give their views during the meeting and through their pupil advice.
Who, outside of school, can I turn to for advice and support? If you would like advice from outside of school then your GP would provide a good point of contact. Other agencies which may be useful are listed below: Bolton Information and Advisory Service - Offers advice, support and guidance to parents and carers of children and young people with SEND. Contact https://iasbolton.com/home or 07591853756 (term time number only) Pupil and student services – offers advice on school admissions 01204 332143 or email admissions@bolton.gov.uk Council for disabled children - https://councilfordisabledchildren.org.uk/about-us/who-we-are Bolton’s Mental Health Website www.bekindtomymind.co.uk Speech & Language Therapy - 01204 462670 Children’s Learning Disabilities Team – 01204 337414 or email CWD@bolton.gov.uk SEN Strategy & Development - 01204 338612 or email ea.sen@bolton.gov.uk
Where can I find information about Local Authority provision for children and young people with SEN?
Additional information can be found by visiting the SEND local offer website. https://www.bolton.gov.uk/sendlocaloffer/
How can complaints regarding SEND provision be made and how will they be dealt with?
All complaints are dealt with in line with the school’s Complaint Procedure which is available on the website or by contacting school on 01204 333433. Initially parents are advised to raise any concerns with the class teacher, SENDCo or Headteacher to see if issues can be resolved. If the complaint cannot

be resolved, parents are advised to follow the procedure outlined in the complaint procedure document.			
How do I get a copy of the school SEN policy?			
The school SEN policy can be found on the school website in the school information – SEND section. A paper copy can also be requested from the school office.			
Who do I contact for further information?			
If you require further information, please contact the schools SENDCo Miss Gemma Patel 01204 333433			
What additional support for learning is available?			
Area of Need	Quality First Teaching	SEND Support (School funded)	Statement of SEND/EHCP (High Needs Block)
Communication and Interaction	<i>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words.</i> <i>Repeated / reworded instructions</i> <i>Increased visual aids / modelling etc</i> <i>Visual timetables</i> <i>Use of symbols</i> <i>Structured school and class routines</i> <i>Now and Next</i>	<i>In class support with focus on supporting speaking and listening.</i> <i>Behaviour support service agreement with Aspire.</i> <i>Service Level Agreement with Educational Psychology</i> <i>TEACCH approach</i> <i>Interventions provided through The Nest</i> <i>Interventions provided through Woodbridge</i>	<i>Small group or 1:1 support for language</i> <i>Social skills group</i> <i>Speech and Language support / advice</i> <i>Visual timetables</i> <i>Visual prompts / clues</i> <i>ICT – Writing with Symbols</i> <i>Advice from EP</i>

	<i>Task sheets</i>	<i>SEND services.</i> <i>Birmingham SEND Toolkit for targeted interventions.</i>	<i>Advice/support from Woodbridge SEND Service</i> <i>Sensory circuits</i> <i>Thrive area</i>
<i>Cognition and learning</i>	<i>Adapted curriculum planning, activities, delivery and outcome</i> <i>In-class TA support</i> <i>In-class targeted teacher support</i> <i>Increased visual aids / modelling etc</i> <i>Visual timetables</i> <i>Use of writing frames</i> <i>Access to ICT</i> <i>Teacher/TA role modelling</i> <i>Guided reading within lessons</i> <i>After school booster clubs</i>	<i>Target group support – Literacy and numeracy.</i> <i>1:1 intervention with T.A from the intervention team.</i> <i>Individual Readers – TA</i> <i>Volunteer Readers – targeted children</i> <i>Booster lessons</i> <i>In class support from TA / Teacher</i> <i>Guided reading within lessons</i>	<i>Small group or 1:1 support for language</i> <i>Social skills group</i> <i>Speech and Language support / advice</i> <i>Visual timetables</i> <i>Visual prompts / clues</i> <i>ICT – Writing with Symbols</i> <i>Advice from EP</i> <i>Advice/support from Ladywood Outreach Service</i> <i>Thrive area</i>

<i>Social, Mental and Emotional health</i>	<i>Whole school behaviour policy</i> <i>Whole school rules</i> <i>Whole school reward and sanctions systems</i> <i>In class assembly/worship</i> <i>Whole school assembly/worship</i> <i>Star of the week</i> <i>Lunchtime clubs</i> <i>After school clubs</i> <i>PSHE</i> <i>Wellbeing ambassadors</i> <i>Prefect system. (Year 6 children)</i> <i>Links with the local church. (Visits, weekly assembly by Vicar)</i>	<i>Work-related learning</i> <i>In class support for supporting behaviour targets, access, safety</i> <i>Learning mentor support</i> <i>Reset room</i> <i>After School Clubs</i> <i>Behaviour support service level agreement with Aspire.</i> <i>Learning mentor support</i>	<i>Small group or 1:1 support for social skills</i> <i>Individual reward system</i> <i>Advice from EP</i> <i>Liaison with Target Youth Support</i> <i>Advice from Woodbridge SEND Service</i> <i>Advice from CAMHS</i> <i>Advice from Bolton Youth Challenge</i> <i>Advice from Educational Psychology</i> <i>Learning mentor support</i> <i>Intervention from Fort Alice</i> <i>Bolton Be kind to my mind services</i> <i>Thrive area</i>
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<i>Sensory and/or Physical</i>	<i>Flexible teaching arrangements</i> <i>Staff aware of implications of physical impairment</i> <i>Accessibility of building</i> <i>Designated zones of play in school yard</i> <i>Physical activity – variety of equipment</i> <i>EYFS outdoor provision area</i> <i>Equipment in the Playground.</i> <i>2 hours of P.E per week. (Outside agency)</i>	<i>Additional fine/gross motor skills practice – with TA</i> <i>In class support for supporting access and safety</i> <i>Writing/reading coloured overlays</i> <i>Pencil grips</i>	<i>Individual support in class during appropriate subjects e.g. Science, PE and lunch time</i> <i>Dedicated P.E. lessons with Ed start coach in small groups.</i> <i>Advice from EP</i> <i>Advice from Woodbridge SEND Service</i> <i>Advice from Speech & Lang. Therapy</i> <i>Advice from Physiotherapy.</i> <i>Advice from Occupational therapy</i> <i>Thrive area</i>
Who are the best people to talk to at Bolton Parish Church C of E School about my child’s difficulties (SEND)?			
Staff	Summary of responsibilities		
Class teacher	For current and immediate concerns about your child’s education, the first port of call should be their class teacher who you can access before or after school each day. The class teacher is responsible for the educational and pastoral support of every child in their class on a daily basis.		

SENCo- Miss Patel	The SENCo is responsible for: Co-ordinating all the support for children with special educational needs & disabilities (SEND) and developing the school's offer to make sure all children get consistent, high-quality response to meeting their needs in school. Ensuring that you are: *Involved in your child's learning *Kept informed about the support your child is getting *Involved in reviewing how they are doing *Part of planning ahead for them Liaising with all the other professionals who may be coming into school to help support your child's learning. Updating the register of children who have SEND and making sure there are accurate and up to date records of your child's progress and needs. To provide support for teachers and support staff in the school, so they can help your child (and other pupils with SEND in the school) make the best possible progress.
Subject Leaders/SLT	They are responsible for: Checking on the progress of your child and working with class teacher in identifying, planning and delivering any additional help your child may need. Ensuring that the school's SEND offer/policy is followed in the classrooms.
Headteacher Mrs Belfield	The Head is responsible for: The day-to-day management of all aspects of the school, this includes the support for children with SEN. Giving responsibility to the Inclusion Lead and class/subject leaders but is still responsible for ensuring that your child's needs are met. Making sure that the Governing Body is kept up to date about issues in the school relating to SEN.
SEN Governor	SEN Governor is responsible for:

To be appointed	Making sure that the necessary support is made for any child who attends the school who has SEN. Regular meetings with the SEN/Intervention team
School Offer as of 28/09/26	Reviewed Annually