



SCHOOL SPECIAL EDUCATION NEEDS (SEN) INFORMATION REPORT

SCHOOL SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

INFORMATION REPORT

2025 - 2026

General Information/Frequently Asked Questions

Leverhulme Primary School is a school with a clear approach to meeting the needs of pupils with Special Educational Needs and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their aspirations in our caring and inclusive school. The school takes children from 2 years old and works with a number of supportive outside agencies to ensure that all needs are met.

SENDCo: Mrs Dickinson

Email: office@leverhulme.bolton.sch (add FAO Mrs Dickinson in title line)

Phone 01204 333 123

SEND Link Governor: Elanor Gordon

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

If you are concerned about your child's progress or are worried that he/she has a special educational need or disability, discussions should be had initially with your child's class teacher. The class teacher will then liaise with the school Special Educational Needs and Disability Coordinator (SENDCo), Mrs Dickinson, who may contact you. You are able to make an appointment to see Mrs Dickinson by contacting school on 01204 333 123. This may be a phone call or an in person meeting. The meeting may also be led by a member of the school's Inclusion Team. If your concern relates to a medical or health issue, then you may also want to speak with a doctor, the school nurse or health visitor. Depending on the nature of the concern, referrals to other agencies may be made to identify the best way forward to support your child.

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

Our ethos is that all pupils in school receive high quality first teaching. Adapted teaching ensures that learning is accessible to each child and progress is made. Early identification of any barrier helps to ensure that appropriate support and interventions are put in place.

As an inclusive school, educational needs and provision can be considered under the four areas as set out in the code of practice:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical.

At Leverhulme, we are developing our curriculum to ensure that all pupils have the knowledge, vocabulary and skills to be confident successful individuals at each stage of their learning. We believe that our whole school community should be resilient, enthusiastic, open and responsible to ensure all are equipped for their life now and in the future. The support that children identified with SEND are provided with ensures that they make progress from their starting points and learn successfully in all areas of the curriculum. We are keen to gather advice from outside agencies where appropriate and have a close working relationship with those who offer such support.



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

Parents' Evenings take place in the Autumn and Spring Terms with a report provided in Summer Term. We actively encourage parents/carers to meet with staff in school and are happy to meet with you to discuss your child's well-being and successes at any time throughout the school year. Parents/carers of children with SEND that have individual 'This is Me' documents, which record strategies of support, are invited to meet with the class teacher twice a year to review and update targets, strategies and interventions.

Teachers can arrange to meet with the SENDCo or member of the school's Inclusion team at any time to discuss if a child is concerning them in relation to any area of need. Where a child's needs become more complex and outside agency involvement is required (e.g., school nurse or Speech and Language Therapist) an Early Help Assessment will be completed to ensure that multi agencies can work effectively together. The SENDCo / outside agency may complete additional assessments to identify specific needs and appropriate action is taken to address the learning or behavioural needs. Regular meetings will be held to review progress made and agree on suitable next steps of support. Outside agencies are actively encouraged to attend these meetings.

Children with an Education Health Care Plan (EHCP) will have an Annual Person-Centred Review meeting where parents will be involved in discussions about reviewing progress and participate in the identification of new targets and actions as well as long term outcomes and aspirations. Outside agencies are actively encouraged to attend these meetings.

How does Leverhulme Primary School identify, assess and evaluate the effectiveness of provision for pupils with special education needs?

Class teachers, working alongside Curriculum Leaders, Senior Leaders, the Inclusion Team and the School's SENDCo, assess where a child is not making adequate progress despite high quality teaching targeted at an area of need. They draw on evidence such as:

- Teacher's assessment and experience of the pupil;
- Information on pupil progress, attainment and behaviour;
- Individuals' development compared to peers;
- Views and experiences of parents/cares;
- The child's own views; and
- Advice from external support services.

We ensure that a child's SEND are identified early and progress is monitored regularly. Further advice can be sought from outside agencies, discussions are had with parents/cares and the child alongside looking carefully at work provided and the strategies used to support.

Progress is monitored continually by class teacher, Senior Leaders and SENDCo. This may be done through teacher assessment or by providing standardised tests in some instances which can be interpreted with 'age expectation'. The progress of a child with an EHCP is reviewed formally at the Person Centred Annual Review with all adults involved in supporting the child invited.

Further information can be seen at the end of this document.



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How does Leverhulme Primary School support pupils with SEND during transition?

- Individual 'This is Me' documents detailing strengths, areas of need and agreed strategies are shared with new class teacher
- Progress data and other information are passed on and teachers are able to access any information from previous years. Meetings are held with new class teams and the SENDCo in July to ensure staff have the information required to make a strong start together in September.
- The new class teacher will meet their new class in transition days at the end of the summer term.
- Where appropriate, visuals are shared with the child and family so that they can remind themselves of the new environment and staff team over the holiday period.
- Academic and pastoral handover sessions are held with the SLT, SENDCO and class teams to ensure all information is shared verbally. Relevant documents, e.g. Early Help, are shared.
- The Year six teachers and SENDCo meet with the secondary schools. We also access the Six into Seven Portal to share information with secondary schools to enable them to plan the appropriate provision for the child.
- Attainment data is shared with the new school
- For year 6 children, additional visits are provided for children and visuals booklets are produced to support the children over the holiday so they are able to remind themselves of the new environment.
- Where a child is new to school, information is sought from the previous setting and shared with the relevant staff team in school. All records of support from any outside agency are shared and saved into the school system so they can be accessed at any point.
- Where relevant, the lead professional for any Early Help documents will be changed to school.
- Where possible, children may be visited at their previous setting to support with the transition process.

What support will there be for my child's overall well-being?

We recognise that many things may affect a child's well-being and take action to offer support to both the child and families. Consideration of factors that may contribute negatively to a child's well-being are monitored by class staff, the Pastoral Team and Senior Leaders throughout school. Through the Early Help process valuable links are established with outside agencies where needed to support specific needs. Our School employs a Pastoral Support Worker who leads a series of interventions both 1: 1 and in small groups for both children with and without SEND and offers advice to staff teams. We promote a positive ethos underpinned by the values of resilience and being the best version of self – this is embedded within the curriculum. All staff receive regular training and support. The school has received training linked to Trauma Informed practice and work to build supportive, positive relationships to ensure a safe, comforting environment with emotionally available adults.

How does Leverhulme Primary School support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?

The children are taught through a highly adapted curriculum that encourages multi-sensory learning and aims to develop resilience and children becoming independent learners. We ensure that transition to secondary school for our year 6 pupils runs smoothly and work closely with these settings. We encourage all children to achieve their full potential.



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How should complaints regarding SEN provision be made and how will they be dealt with?

All complaints are dealt with following the school complaint procedure. If you have further concerns in relation to the provision provided by the school and wish to make a complaint, please collect a copy of the complaint policy from the school office.

How do I get a copy of the school SEN policy?

The school SEND policy can be downloaded on the school website:

<https://www.leverhulme.bolton.sch.uk/> under the 'SEND' heading. A copy can be requested from the school office.

Who, outside of school, can I turn to for advice and support?

If you require additional support and advice from professionals outside school, your local GP is a good point of contact. There are many agencies that can support you; some are listed below:

Agency	Types of support offered	Contact details
Bolton Information and Advisory Service	IAS offer advice and support to parents and carers of children and young people with special educational needs	01204 848722 www.iasbolton.com
Pupil and Student services	Offer support and advice on school admissions	01204 333143
School Nurse Service	Offer in school support and advice for child's health and well being	01204 463575



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	COGNITION AND LEARNING (CL)	COMMUNICATION AND INTERACTION (CI)	SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)	SENSORY AND/OR PHYSICAL (PS)
Leverhulme Primary School policy for the identification of needs (Reg 2) <i>At Leverhulme we believe in early identification of needs so that the child can receive the appropriate support and intervention</i>	To support this, baseline assessments are made as soon as children join us. Half-termly assessments take place. Children who are attaining below age related expectations are identified and appropriate provision is put in place.	Each child's communications skills are carefully monitored. Assessments may be used as part of embedded practice. Children identified who have difficulty expressing themselves appropriately for their age-appropriate intervention and action is taken. Different assessment tools are used to support us in identifying needs.	Concerns about SEMH needs such as children who find it difficult to cope with a change in routine or those who find it difficult to sit still/ stay on task/ follow instructions are shared with the Inclusion Team and the SENDCo. Ongoing logs are kept.	Dependant on individual sensory, physical or medical needs, concerns are raised with the SENDCo.
How Leverhulme Primary School assess whether a child/young person has a SEND	A number of systems are used in school such as: Phonics assessments Dyslexic screening Assessment checklist Dyscalculia testing Reading age Spelling age Irlen screening School also liaises with specialist agencies	As with CL, observations and assessments using school-based tools are shared with the Speech and Language Therapist team, Woodbridge Outreach and the school nurse team where appropriate.	Initial assessments and post assessment for children in intervention groups are collected based on observations and discussions with children, staff and parents/carers. The school liaises with Bolton Behaviour Support Service who offer advice and guidance for staff teams.	School make use of: Gross motor checklist Observations Advice given from outside agencies following their observations
Type of SEND provision made throughout Leverhulme Primary School	Pupils with an Education, Health & Care Plan (EHCP) Lesson content includes activities and learning opportunities to achieve the objectives on the child's EHCP. Adapted activities Individual programmes where relevant Pupils who do not have an Education, Health and Care Plan:	Pupils with an Education, Health & Care Plan Specialised programmes provided by outside agencies Time to talk Talking partners programme Social stories Mind maps Pupils who do not have an Education, Health and Care Plan Talking Partners Social stories	Pupils with an Education, Health & Care Plan Social emotional programmes. Programmes identified by outside agencies Behaviour policy that promotes positive discipline Individual reward/ self - monitoring sheets Pastoral Support Worker Life skills programme Pupils who do not have an Education, Health and Care Plan	Pupils with an Education, Health & Care Plan Actions identified on the EHCP. Adapted text / font size Adapted resources e.g. Writing slopes, pencils etc Handwriting support Availability of IPADs and laptops Pupils who do not have an Education, Health and Care Plan:



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	We provide a range of interventions including: Talking partners Phonics intervention Reading phonic programme Working Memory support	Mind maps Reduced Language Visual prompts Working Memory Support	Behaviour policy that promotes positive discipline Individual reward/ self - monitoring sheets Pastoral Support Worker Life skills programmes	Visual timetabling Opportunities for sensory play Resources to support sensory needs e.g. ear defenders, weighted lap pads.
How Leverhulme Primary School evaluate the effectiveness of the provision made	All additional interventions are evaluated half termly through pupil progress meetings and the impact on progress and attainment is measured by collecting, for example, reading ages/ spelling ages and teacher assessments for reading, writing and maths. In addition, individual All About Me documents which outlines provision are reviewed a minimum of three times a year. This is shared with SENDCo, parent and child.	All additional interventions are evaluated termly through the pupil progress meetings and the impact on progress and attainment is measured by collecting reading ages/ spelling ages and teacher assessments for reading, writing and maths. In addition, individual Passports of provision are reviewed a minimum of three times a year. This is shared with SENDCo, parent and child. Speech and Language assessments completed	All additional interventions are evaluated termly for example through using a Boxall profile, Strengths and Difficulties Questionnaire or Leuven's Scales of engagement and class observations and through discussions at pupil progress meetings Pupil review and new target setting meetings each term with parents In addition, individual Passports of provision are reviewed a minimum of three times a year. This is shared with SENDCo, parent and child.	The impact resources have made to support the child are reviewed through observation and discussion. Pupil review and new target setting meetings each term between SENDCo and class teacher In addition, individual Passports of provision are reviewed a minimum of three times a year. This is shared with SENDCo, parent and child. Regular visits from external agencies are planned to monitor progress.
How does Leverhulme Primary School adapt the curriculum and school environment for pupils <i>Leverhulme provide facilities to assist access to the school by disabled pupils through access to disabled toilet facilities and ramps leading into the school building.</i>	Curriculum Adapted activities and additional resources are available to support the area of need Intervention groups In class targeted support Environment Classroom environments support learning through working walls, clear labels, all	Curriculum Adapted activities and additional resources are available to support the area of need Intervention groups In class targeted support Environment Structured school and class routines Low stimulus areas if required Increased visual aids	Curriculum Pastoral Support Worker provides curriculum support through 1:1 and small group sessions, or offers advice to staff teams so relevant emotionally available adults can offer planned interventions. Individual behaviour plans Environment Specific areas in classrooms	Curriculum Resources provided to support Fine & Gross motor skills Writing slopes Pencil grips Enlarged texts Handwriting groups Visual cue cards Specific access to a desk lamp Environment Own work stations are available



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	children's work displayed. Increase use of visual timetabling and personal checklists		give children own working space Distraction boards where needed	to support sensory needs Building accessible to all
How the school ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs)	All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well being and development. Detailed risk assessments are completed following a pre-visit by staff. Visual prompts are provided where necessary. Additional ratio of staffing to pupil is allocated where required.			All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well being and development. -Adapted activities where required -Additional adult support -Risk assessments to ensure inclusive to all children.
What specialist skills/ expertise do school staff have?	Staff training led by the SENDCo / outside agencies. Educational Psychologist has regular discussions with the SENDCo and class teams to support and implement strategies in the classroom Woodbridge Outreach staff support implementation of programmes and lead small group or 1:1 sessions The SENDCo is trained to deliver Irlen screening.	Teaching assistants supported by Speech & Language therapists to deliver specific programmes. Woodbridge Outreach staff support implementation of programmes and to lead small group or 1:1 sessions.	Staff training led by the Pastoral Support Worker / SENDCo / Inclusion Team / relevant agencies. Bolton Behaviour Support service offer support and graduated response strategies All staff have accessed 'Safer schools de-escalation' training. The school is developing their knowledge of Trauma informed practice. A number of staff are trained as Mental Health First Aiders.	Teachers given advice and recommendations from Sensory Support Services to work with children with sensory impairment
What training are the staff teaching and supporting pupils with SEN	Training includes: National SENDCo award Dyslexia friendly classrooms Talking Partners	Training includes: Sign Along Elklan Training Talking Partners	Training includes: Lego therapy Attachment / Trauma SEMH in the classroom	Training includes: Sign Along First Aid Jext pen training



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having/recently had?	Phonics training for all staff Working Memory Colourful semantics Irlen Screening training	Lego therapy ASD support Working memory	Working Memory Mental Health First Aid Trauma Informed practice	Asthma Awareness Sensory Awareness Epilepsy awareness Administration of Medications in School
What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services)	Educational Psychologist Woodbridge Outreach Service Speech and Language Therapist Learning Disability Team Independent Advisory Service	Educational Psychologist Woodbridge Outreach Service Speech and Language Therapist Local health centre Behaviour Support Service Independent Advisory Service	Educational Psychologist CAMHS Social Care School Nurse / Health Visitor Behaviour Support Service Independent Advisory Service	Educational Psychologist Physiotherapist Occupational therapist Paediatrician Visual / Auditory support Mobility Team Local health centre Independent Advisory Service Specific Health teams
How is equipment and facilities to support pupils secured?	Equipment and resources are purchased using the SEND budget. This is reviewed each year based on an audit completed by SENDCo. Spending is prioritised on individual need and requirements. Where additional equipment is required to meet the needs of individual children, requests are purchased using the SEND budget. Equipment is also provided by physiotherapy and occupational therapy teams where needed.			