Our children with SEN attend, engage, attain and excel

All Saints Primary School

Annual SEND

Information report 2026

Updated July 2022 by N.Holden
Updated August 2023 by N.Holden
Updated August 2024 by N.Holden
Updated August 2025 by N.Holden
Updated August 2026 by N.Holden and J.Wilson

This SEN Information Report has been prepared in accordance with section 69 of the Children and Families Act 2014, Schedule 1 of the Special Educational Needs and Disability Regulations 2014 and paragraphs 6.79–6.82 of the SEN Code of Practice: 0 to 25 years.

It should be read alongside the school's SEN Policy, Accessibility Plan, Equality information and objectives and Bolton's SEN Local Offer.

The report is reviewed annually and updated during the year where changes to provision or arrangements occur.

Our children with SEN attend, engage, attain and excel

What kinds of special educational needs do we make provision for at our school?

At All Saints Primary School, our core intent is that every child, including those who are disadvantaged or experience barriers to learning, attends, engages, attains and excels. We support pupils with a wide range of special educational needs and disabilities (SEND), including pupils receiving SEN Support and those with an Education, Health and Care (EHC) plan.

We recognise the four broad areas of need described in the SEN Code of Practice. These help us to identify and understand pupils' needs and plan appropriate provision, but they do not define a child. Needs may overlap, change over time and affect pupils in different ways.

Our approach is centred on the individual child. Support is based on each pupil's strengths, identified needs and barriers to learning, and the provision required to enable them to participate, make progress and flourish. Support is not dependent upon a formal diagnosis.

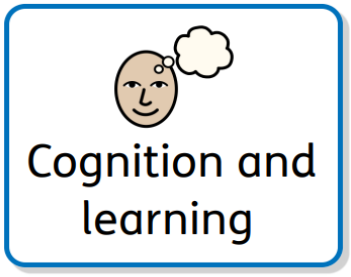
Within these areas, pupils may require additional and/or different provision according to their individual needs. We recognise that two pupils with the same identified need or diagnosis may require very different approaches and levels of support. Provision is therefore personalised through our graduated approach and reviewed in response to each pupil's progress and changing needs.

The four broad areas of need are:



Pupils may experience difficulties with understanding and/or using language, speech, social communication and interaction. This may include difficulties understanding what is said to them, expressing their needs, thoughts and ideas, speaking clearly, using and understanding social communication, or interacting with others.

Some pupils may have speech, language and communication needs (SLCN) and some may be autistic. Needs vary considerably between individuals and may overlap with other areas of need. Support is based on the pupil's individual strengths, needs and identified barriers to learning and participation and is not dependent upon a formal diagnosis.

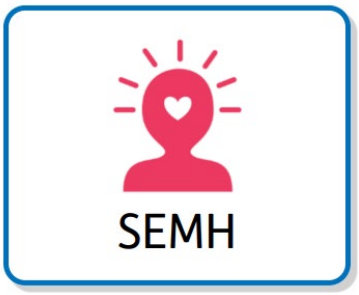


Pupils may experience difficulties with learning, processing, remembering, organising or applying information and skills. These needs may affect one or more areas of learning or may be more generalised across the curriculum.

Some pupils may have specific learning difficulties (SpLD), such as dyslexia or dyscalculia, which can affect particular aspects of learning including literacy or mathematics. Other pupils may experience moderate learning difficulties (MLD) or broader difficulties with cognition and learning that affect their progress across a range of curriculum areas.

Pupils may require additional support with areas such as working memory, processing, attention, organisation, developing concepts, retaining and recalling learning, or applying skills independently.

Needs vary considerably between individuals and may overlap with other areas of need. Support is based on the pupil's individual strengths, needs and identified barriers to learning and participation and is not dependent upon a formal diagnosis.



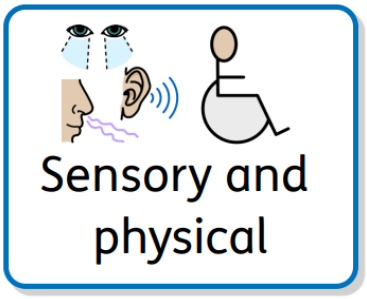
Pupils may experience a range of social, emotional and mental health needs which can affect their wellbeing, relationships, engagement, regulation and ability to access learning. These needs may present in different ways, including difficulties with emotional regulation, attention and concentration, social relationships, anxiety, low mood, self-esteem or behaviour.

Some pupils may have identified needs or diagnoses such as ADHD or mental health difficulties, while others may experience significant barriers without a formal diagnosis. Behaviour may sometimes be a form of communication or an indication of an underlying need, and we seek to understand the factors contributing to a pupil's presentation rather than viewing behaviour in isolation.

We recognise that not all social, emotional or behavioural difficulties constitute SEN. Where concerns arise, we assess the pupil's individual needs and barriers carefully to

determine the most appropriate response and whether special educational provision is required.

Needs vary considerably between individuals and may overlap with other areas of need. Support is based on the pupil's individual strengths, needs and identified barriers to learning and participation and is not dependent upon a formal diagnosis.



Pupils may have sensory and/or physical needs that affect their ability to access learning, communicate, move around the environment, develop independence or participate fully in school life.

This may include pupils with visual impairment, hearing impairment, physical disabilities or difficulties with mobility, coordination and motor skills. Some pupils may require adaptations to the curriculum or learning environment, specialist equipment, assistive technology, additional adult support or advice from specialist professionals.

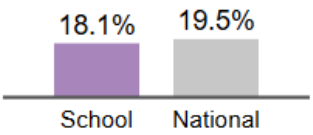
We recognise that a physical disability or medical need does not automatically mean that a pupil has SEN. A pupil has SEN where their learning difficulty or disability requires special educational provision that is additional to or different from that made generally for pupils of the same age.

Needs vary considerably between individuals and may overlap with other areas of need. Support is based on the pupil's individual strengths, needs and identified barriers to learning and participation and is not dependent upon a formal diagnosis.

As of July 2026, our SEN demographic is below national at 18.1% compared to 19.5%

Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	36	12.8%	15.4%
EHC Plan	15	5.3%	4.1%



Little Saints High Needs Base:

As part of Bolton's Early Years SEN strategic approach, Little Saints High Needs Base provides six full-time equivalent places for children aged 2–5 with high levels of SEN. The Base combines specialist expertise with an inclusive mainstream environment, enabling children to access provision matched to their learning and development needs while maintaining belonging, participation and connection with their peers. This reflects the principles underpinning the emerging national Inclusion Base model.

How do I apply to Little Saints?

Professionals can apply by submitting a base referral form along with the Early Help Assessment and supporting evidence to the Early Years SENHigh Needs Base Panel, where it will be assessed against a matrix of development to determine a child's level of needs.
For more information on our Little Saints High Needs Base contact our school directly or make contact with the EY SENHub Coordinator:



We also have a dedicated padlet, which contains useful information and links:

Our children with SEN attend, engage, attain and excel

How does our school identify pupils with SEN and assess their needs?

The Special educational needs and disability code of practice 0 to 25 years states that a child or young person has SEN if ***their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (6.15)***

We follow a four-part cycle of **assess, plan, do, review**; this is the graduated approach to SEN needs:



Our Universal Offer – Ordinarily Available Provision

Inclusion begins with the provision that is ordinarily available to every pupil at All Saints. We seek to identify and remove barriers to learning proactively rather than waiting for a diagnosis or for difficulties to become entrenched.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils who access additional or specialist support. Our Universal Offer is inclusive and is underpinned by high-quality, quality-first teaching for all, informed by the Education Endowment Foundation (EEF) recommendations and Rosenshine's Principles of Instruction.

Our Universal Offer includes accessible curriculum design; explicit instruction; modelling and guided practice; regular checking for understanding; scaffolding; flexible grouping; cognitive and metacognitive strategies; appropriate reasonable adjustments; effective use of technology; and adaptations to the learning environment. These approaches are designed to support participation, independence and progress for all pupils, including pupils with SEND.

Further information about how these principles are applied can be found in **What is our approach to teaching pupils with SEN and how will the curriculum and learning environment be adapted?**

Where a pupil is not making expected progress despite appropriate ordinarily available provision, staff use the graduated approach of **Assess, Plan, Do, Review** to identify barriers and determine whether further targeted or specialist support is required.

Assess:

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

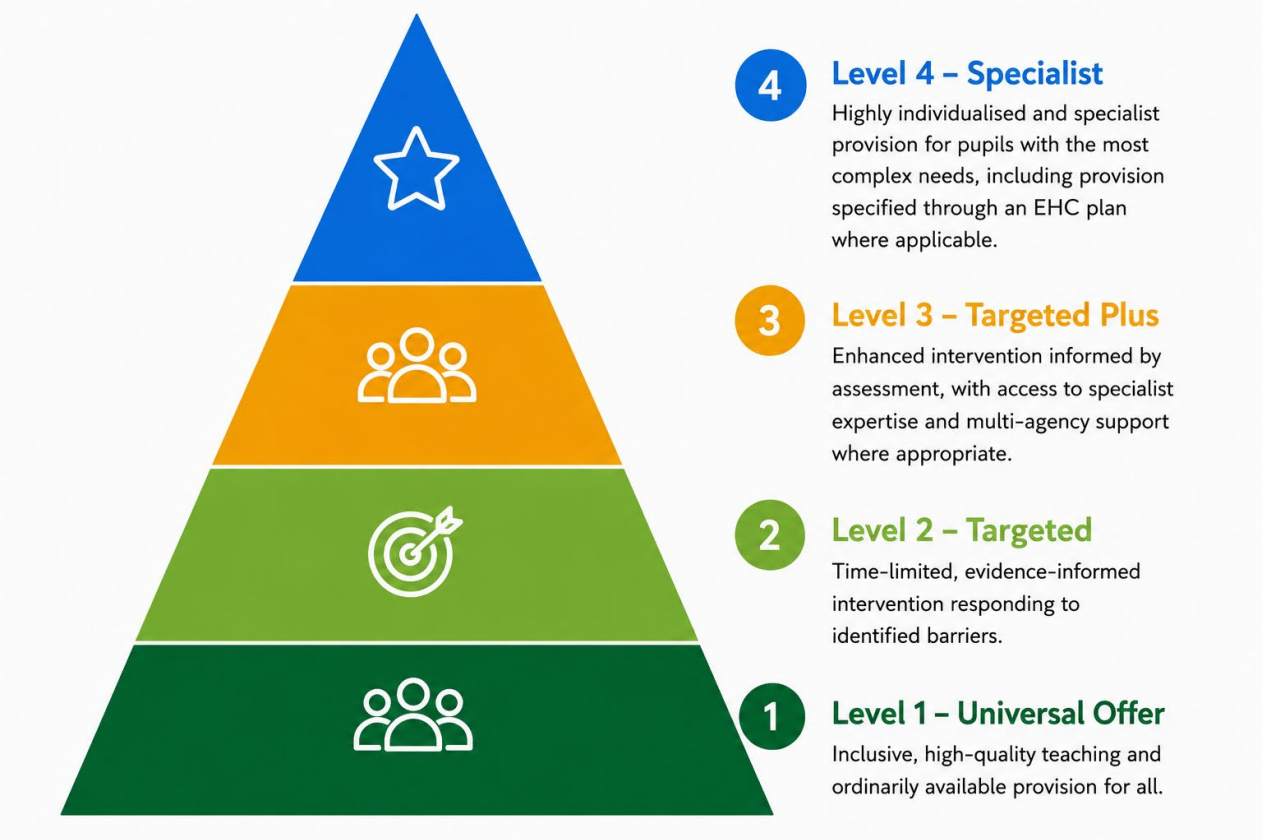
This may include progress in areas other than attainment, for example, social needs. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision and will begin information gathering.

This ensures 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

Plan and do:

In collaboration with parents, external professionals and partner services and school staff, we will set personalised targets and goals for the child; we will put a plan in place for the provision that is needed to achieve those targets, which may require targeted, targeted plus or specialist provision beyond our universal offer.



Individual pupils have Individual Support Plans (ISPs) that document the child's strengths and needs and the provision that is in place to support them in making progress from their starting point so that all school staff are able to support appropriately.

Review:

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress, which in turn informs future provision planning. Parents and carers are partners throughout the graduated approach and are involved in identifying needs, agreeing outcomes, planning provision and reviewing its impact by means of parents' evenings, formal meetings and SEN meeting reviews if applicable.

We will formally notify parents if it is decided that a pupil will receive SEN support. Other children who may be a cause for concern are kept on a monitoring register, which is reviewed each term at pupil progress meetings.

For more information on the Graduated Approach follow link: Graduated Approach

How are pupils with SEN involved in decisions about their support?

We believe that children should be active participants in decisions about their education and the support they receive. Pupils' views are sought in ways appropriate to their age, development and communication needs. Pupils with SEN are involved in identifying their strengths, aspirations, barriers to learning and what helps them to succeed. Their views inform Individual Support Plans, the Assess–Plan–Do–Review cycle and, where applicable, EHC plan reviews.

We use a range of approaches to capture pupil voice, including individual conversations, pupil questionnaires, observations and communication approaches appropriate to individual need. Where a pupil communicates non-verbally or requires additional support to express their views, appropriate adaptations are made so that their voice remains central to decision-making.

At whole-school level, leaders also seek the views and experiences of pupils with SEN when evaluating the effectiveness and inclusivity of school provision.

Who can you speak to at our school if you think your child may have special educational needs?

We have an 'open door' policy. If you have concerns about your child, you can come and discuss them with us at any time; the class teacher would be the first port of call.

Key staff:
Lead Special Educational Needs Co-ordinator (SENCo) – Joanna Wilson
Special Educational Needs Co-ordinator (SENCo) Angela Hulstone and Stephanie Ryan
Learning mentor – Sue Greenhalgh
Special Educational Needs Governor – Mrs Kim McIntrye
Head Teacher- Miss Nikita Holden

How do we know what progress your child is making and how will we keep you informed?

All pupils' progress is monitored carefully throughout the year using a range of information, including day-to-day assessment for learning, observations and termly assessments. Each term, class teachers meet with senior leaders through Pupil Progress Meetings to review the progress of individual pupils, identify any emerging barriers and consider whether provision or support needs to be adapted.

We recognise that, for some pupils with SEN, progress may not always be fully reflected in standardised or age-related assessments. A pupil may continue to work below age-related expectations while making significant and meaningful progress from their individual starting point. To ensure that these smaller steps of progress are identified, measured and celebrated, we use the Birmingham SEN Toolkit alongside other appropriate assessment information.

For pupils receiving SEN Support, progress towards individual outcomes and the effectiveness of provision are also reviewed through the Assess–Plan–Do–Review (APDR) cycle. This enables us

to consider what is working well, what difference the support is making and whether provision should be continued, adapted or changed.

We evaluate the progress of pupils with SEND and the effectiveness of our SEND provision using a range of quantitative and qualitative evidence. This includes:

- attainment and progress from individual starting points;
- progress towards individual outcomes and targets;
- attendance and persistent absence;
- engagement in learning and readiness to learn;
- development of independence;
- participation in the wider life of the school;
- the impact of targeted and specialist interventions;
- pupil and parent/carer voice; and
- successful transitions between classes, phases and settings.

This means that our evaluation of progress considers the whole child and is not based solely on academic attainment.

Parents and carers are important partners in this process. Information about progress is shared formally three times each year through parent/carer meetings and written reports. For pupils with SEND, parents and carers are also involved in reviewing individual outcomes and provision through the graduated approach. Where there are concerns or significant changes to a pupil's needs, progress or provision, we will communicate with families rather than waiting for the next formal review point.

We encourage parents and carers to share their views, concerns and observations so that decisions about support are informed by a shared understanding of the child's strengths, needs, progress and aspirations.

How does the school support pupils moving between phases?

The school liaises closely regarding assessment information of pupils to ensure that transfer from EYFS to KS1, and KS2-3 is made as easy as possible for pupils with additional needs.

To ensure smooth transition for current Y6 children with SEN to KS3, additional visits to the High School are usually arranged during the summer Term. Some pupils may also be invited to participate in transition projects like those led by the local Speech and Language Service. Annual Reviews for children with EHCPs in Year 6 are attended by the KS3 SENCo or a representative from the pupil's chosen Secondary school where possible.

Our children with SEN attend, engage, attain and excel

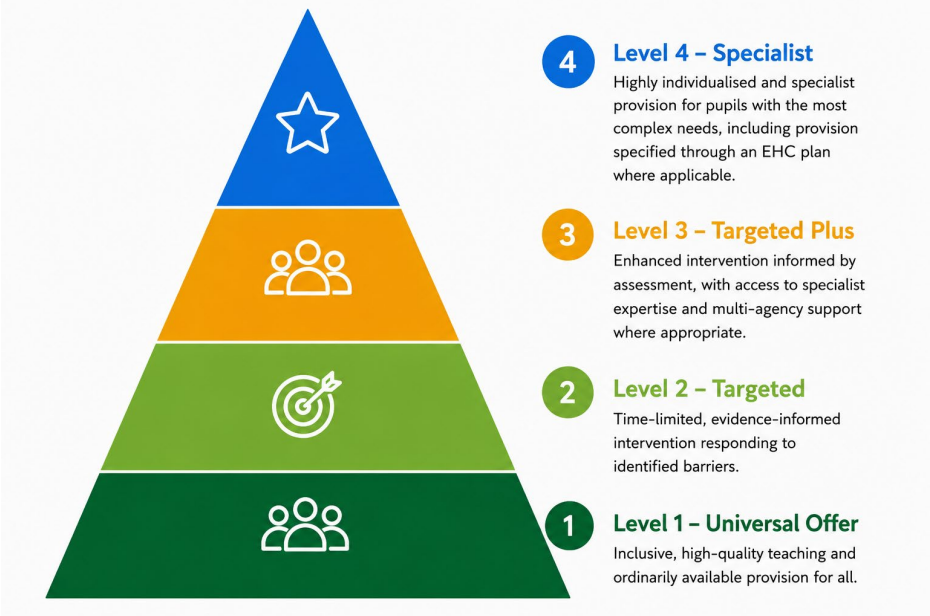
At times it is helpful for some pupils e.g., with communication and interaction difficulties, or other difficulties such as anxiety conditions, to have phased transfer to a new class or Key Stage to ease the transition process. This may take the form of extra visits with their TA to meet their new teacher and classroom and making a booklet with photographs ahead of transfer. We hold transition meetings with secondary schools in which information is shared so that the children are supported. Additional SEN transition sessions are offered by secondary schools.

What is our approach to teaching pupils with SEN and how will the curriculum and learning environment be adapted?

Our approach to teaching pupils with SEN is reflected in our school Mission Statement:

To provide the highest quality education for every child entrusted to our care within a framework of Christian values, positive attitudes and caring citizenship so that each child can develop a love of learning and achieve his or her potential.

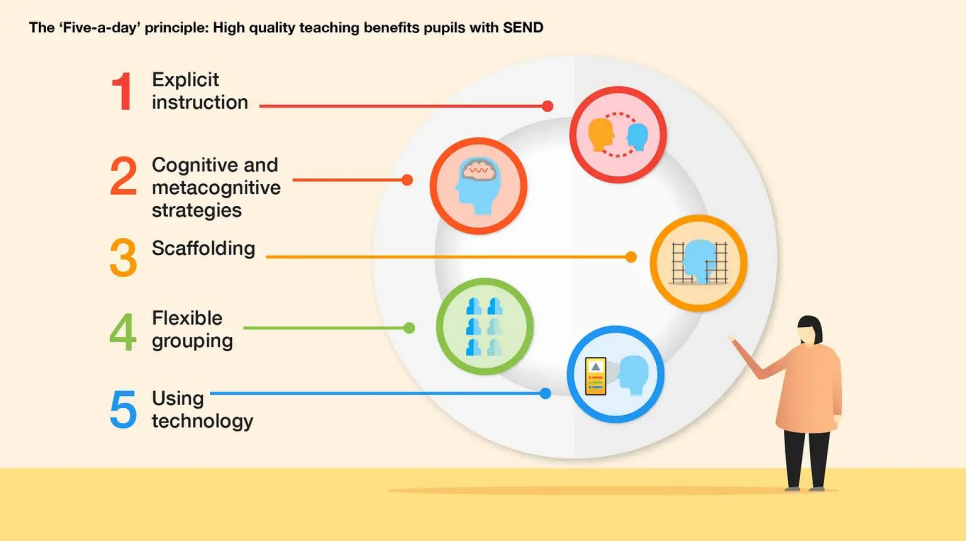
Our SEN provision follows the Universal, Targeted, Targeted plus and Specialist model:



We believe that quality first teaching is our first step in teaching pupils who have SEND. We have high expectations of all pupils; we are inclusive and we acknowledge that all teachers are responsible and accountable for the progress and development of all the pupils in their class.

As a school we are research driven in our approach; the Educational Endowment Fund has produced an evidence review, which highlights five strategies that raise attainment among children with additional needs:

Our children with SEN attend, engage, attain and excel



For further information:

https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf

1.) Explicit instruction is linked with our adoption of Rosenshine's principles; every lesson follows the 'I do, we do, you do approach.' By explicitly modelling we are supporting our children with SEND.

2.) Cognitive and metacognitive strategies: By understanding how children learn we are able to adapt our teaching effectively to ensure all children are included in the learning process. Chunking information, displaying information in a visual way and pre-teaching are examples of this method.

3.) Scaffolding: This means breaking up the lesson into chunks and providing the children with a scaffold to support them at every step, for example, this could be a modelled example in maths or a writing frame in writing.

4.) Flexible grouping: Children are not sat in ability groups; children sit in flexible groupings which can change depending on the assessment for learning that the teacher has made through questioning and observing etc. Some children will work in small groups or 1:1 but they will also join whole class flexible groupings as well.

5.) Using technology: We use technology to advance teaching, for example we use interactive apps to practice key skills.

Furthermore, for specific targets we use personalised provision where appropriate through targeted, time-limited programmes and using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. Through the graduated approach, a child may need further specialist interventions.

Subject leaders and the Lead SENCO have produced a document for each subject, which specifies the Inclusive pedagogy needed to ensure all learners can access a broad and balanced curriculum- see ***Inclusive Practice*** documents on our website.

Some pupils with SEN are eligible to be registered for extra time in KS2 SATs examinations; they may be allowed a reader and/or a scribe and rest breaks. Other pupils with SEN may sit

their tests in a smaller, quiet room with close adult supervision rather than in the main school hall in order to reduce anxiety.

The Equality of Opportunity policy, SEN Policy and the Accessibility Plan provide detailed information in relation to accessibility. Copies of these policies can be found on the school website.

What additional support for learning is available?

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in providing support for pupils with SEND. This year external agency involvement has included:

- Woodbridge outreach service
- Behaviour Support
- School nursing team and advanced practitioner
- Health visitors
- Speech and Language Service NHS
- MoreThanTalk SALT therapy
- CAMHS
- Paediatrician Service
- Physiotherapy
- Occupational therapy
- Information Advisory Service (formally Parent Partnership)
- Educational Psychology
- Social Services

How are the staff in school supported to work with children with Special Educational Needs and what training do they have?

The lead school SENCo has the National Award, and we have a further two members of staff who have the SENCO role- one has the NPQSEN and one is an EYFS SENCO. All of the SENCos are responsible for their own caseload under the Lead SENCo's direction. This allows for further development of SEN provision within school and allows the lead SENCo to take a strategic role within school.

Training for all staff is on-going and continual professional development is actively encouraged ensuring we are constantly updating and enhancing our skills. We aim to meet a variety of needs and can use various strategies and approaches in our everyday practice.

In the last academic year, staff have been trained in Welcomm, lego therapy, SALT therapy, colourful semantics, working memory etc. We use specialist staff for SALT interventions.

How does the school evaluate the effectiveness of SEN provision?

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

- Reviewing pupils' individual progress in Pupil progress meetings
- Analyzing data
- Reviewing SEN Meeting logs and Early Helps with external agencies and with parents
- Reviewing the impact of interventions after each term using INSIGHT
- Asking pupils by using Pupil voice Questionnaires
- Monitoring by the Lead SENCO
- Using Individual Support Plans (ISPs)with clear APDR to coordinate and review impact of provision
- Holding annual reviews for pupils with EHC plans

How will our school enable pupils with SEN to engage in activities available to those in the school who do not have SEND?

We pride ourselves on being inclusive; there are no barriers to our pupils with SEN enjoying the same activities as others in our school.

- All of our extra-curricular activities and school visits are available to all our pupils, including our in-school and after-school clubs.
- All pupils are encouraged to take part in the wider school life, e.g., sports day/school plays/curriculum workshops
- We take part in the annual Farnworth Cluster SEN sporting events

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

What are the Admission Arrangements?

Our admissions criteria does not discriminate against pupils with SEN as advocated in the Code of practice: -

'All schools should admit pupils already identified as having SEND, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEN but without statements (EHC plans) must be treated as fairly as all other applicants for admission'.

How will our school support your child's emotional and social development?

Pupils are well supported and challenged in their learning and social/emotional development through a range of interventions which are monitored regularly and considered in relation to pupil progress. These include:

- Ethos group
- Life skills group e.g., road safety
- Learning mentor support
- Art therapy

There are a range of clubs on offer that aim to promote social and emotional development.

Arrangements for handling complaints

If a parent or carer has any concerns or complaints regarding the care or education of their child, an appointment should be made with the Headteacher. Information about the complaints procedure and how to access this procedure is available in the policy section of the school website and can be requested from the school office. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN 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 SEND

Bolton Information and Advisory Service offers a wealth of support and information for parents of pupils with SEND. See their website for further details: https://iasbolton.com/ or contact directly on 01204 848722

For further support services see the SENCO team to gain a comprehensive list of support services available for specific needs. Bolton Council's local offer sets out a range of support and services available to you and your child.
This can be accessed at: https://www.bolton.gov.uk/sendlocaloffer/

Who can you contact for further information or to raise a concern?

If you have any concerns or questions relating to the school provision, please contact the class teacher or:
Lead Special Educational Needs Co-ordinator (SENCo) – Joanna Wilson
Special Educational Needs Co-ordinator (SENCo) Angela Hulstone and Stephanie Ryan
Special Educational Needs Governor – Mrs Kim McIntyre
Head Teacher- Miss Nikita Holden