



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2025/26

NUMBER OF PUPILS AND SEND PUPILS

Key Contacts:

Head Teacher: Mark Thornley: parents@heathfield.bolton.sch.uk

SENDCO Mrs Rettie senco@heathfield.bolton.sch.uk

Linked Policies:

SEND Policy

Accessibility Policy

Supporting Children with Medical Conditions

Safeguarding and Child Protection Policy

Total number of pupils on roll	265
Total number of pupils on SEND register (December 2025)	50

Breakdown of need:

Communication and Interaction – 29

Communication and Interaction (Autism Diagnosis) – 8

Cognition and Learning – 7

Physical / Sensory Needs – 6

Social Emotional and Mental Health – 1

PROVISION

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

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD) and 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
- Moderate/severe/profound and multiple learning difficulties

IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. 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.

PARENT AND PUPIL VOICE

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

We will notify parents when it is decided that a pupil will receive SEN support.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

Those children who have been identified as having needs which are additional to/ different from, will then be given a **Personalised Learning Plan**. This identifies clear targets for the children to be working on with the support from staff.

This follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO 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 and behaviour
- Other teachers' assessments, where relevant
- 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

All teachers and learning support assistants 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.

These documents are reviewed every 6-8 weeks and are shared with parents/carers.

TRANSITIONS

NURSERY TO RECEPTION TRANSITION

We will work closely with any nursery schools and health visitors as appropriate to ensure that we have all the up to date information for those children. Close links are built with parents during this transition so that we can best support the needs of the pupils as they move to our school.

SECONDARY SCHOOL

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. If required, we can liaise with the secondary school to arrange additional transition days or events to support children.

OUR APPROACH TO TEACHING PUPILS WITH SEN INCLUDING ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. The main methods of provision are:

- Full-time education in classes of pure year groups, with additional help and support through an adapted curriculum;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- In-class support with additional adult assistance.
- Additional support groups providing 1 to 1 or small-group intervention where necessary.
- A small resourced provision area, The Nest, to provide appropriate provision for children with more complex needs.

ADDITIONAL SUPPORT FOR LEARNING

We have who are trained to deliver a range of interventions across the curriculum. This support can be on a 1:1 basis or in small groups.

OUR STAFF

We have:

- 14 SEND Support assistants
- 8 Teaching Assistants who also deliver interventions.

SECURING EQUIPMENT AND FACILITIES

Equipment to support and enhance learning for pupils with SEN is provided as and when it is necessary. This can be following the advice of professionals or following observations by the class teacher and SENDCo.

EVALUATING THE EFFECTIVENESS OF SEN PROVISION

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

- Reviewing pupils' individual progress each half term using their PLPs
- Regularly reviewing the impact of interventions through discussions with staff and pupil assessment data
- Pupil Voice
- Monitoring by the SENCO
- Holding annual reviews for pupils with Education Health Care plans.

PROVIDING OPPORTUNITIES FOR ALL

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.

All pupils are encouraged to take part in all aspects of school life including sports day, class assembly and Christmas productions.

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

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

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

- All pupils are encouraged to have a voice.
- The well-being of all pupils is a priority. Pupils are monitored closely and personalised support is provided whenever necessary.
- We have a zero-tolerance approach to bullying.
- Referrals and support from Mental Health Schools Team
- Nurture interventions and support from the learning mentor

WORKING WITH OTHER AGENCIES

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

- Woodbridge SEND Service
- Educational Psychologist
- Speech and Language Therapy
- School Nurse
- Mental Health in Schools Team
- Schools Advisory Service
- Occupational Therapy
- Physio Therapy
- Visual Impairment Service
- Hearing Impairment Service

RAISING CONCERNS AND COMPLAINTS ABOUT SEN PROVISION

Initial concerns regarding your child should be raised with their class teacher. These can then be discussed with the SENDCo as necessary.

Any complaints should be made in line with the 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

[Bolton Information and Advisory Service for SEND](#): (01204) 848722

[Bolton Parent Carers: info@boltonparents.org.uk](mailto:info@boltonparents.org.uk), 07871 819492

THE LOCAL AUTHORITY LOCAL OFFER

Our local authority's local offer is published here: [Home – SEND Local Offer](#)