



Alderman Bolton Primary Academy SEN Report 2024/2025

Please 'phone us to discuss any aspect of this report or if you require more information.

This is the school SEN information report and responses to questions from Warrington LA Local Offer. Alderman Bolton Primary Academy is a primary school working in Warrington Primary Academy Trust, catering for children between Nursery to Year 6 (age range: 2 - 11). We value the individuality of all children and are committed to giving all our children every opportunity to achieve their full potential. We actively seek to remove the barriers to learning and this means equality of opportunities must be a reality for all our pupils.

Answers to Parent and Carer Questions

1.	Who is the school's SENCO and how do I get in touch with them?	<p>Our SENCO is Mrs. C Kinsey</p> <p>Contact details:</p> <ul style="list-style-type: none">• aldermanbolton.SEND@wpat.uk• 01925 633262 <p>You can also request an appointment via the school office.</p>
2.	What kinds of Special Educational Needs and Disabilities are catered for at your setting?	<p>We provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, emotional and mental health difficulties• Sensory and/or physical needs

3.	Which policies relate to SEN children?	<ul style="list-style-type: none"> • SEN Policy • Equalities Policy • Mental Health and Emotional Wellbeing Policy • Behaviour Policy • Supporting Children with Medical Needs Policy • Accessibility Policy
4.	How will I be kept involved to help support my child?	<ul style="list-style-type: none"> • Progress will be discussed with parents/carers regularly, and at least three times a year i.e. Parents Evenings, unless further meetings are arranged. • It will also be discussed with the child twice per year to complete their Pupil Passport review; those with communication difficulties, will have their views sought via the staff who work closely with them and parents/carers. • During regular reviews of IEPs and/or IBPs. • Pupil Progress Meetings are held every term with the SENCO, head teacher and class teacher to discuss the progress of all pupils. This discussion will allow for progress to be monitored and allow any potential problems to be highlighted and appropriate support to be put in place. • If professionals are brought into school to support with assessment and to offer recommendations, then time will be allocated for you to discuss your child with them. • The class teacher/SENCO can suggest ways in which you can support your child at home. Any recommendations received from an external agency are discussed with children and parents/carers. • If a child has specific medical needs, then an Individual Care Plan will be put into place after a meeting with parents/carers and appropriate staff. • Coffee Morning sessions will be held to allow parents an opportunity to discuss SEN topics with the SENCO and other parents. Parent views will also be sought regarding the current practice in school and any documents used.

5.	How will my child be consulted about their own learning?	<p>Opportunities for consulting our pupils include:</p> <ul style="list-style-type: none"> • Pupil Voice: surveys, interviews and questionnaires • Pupil Passport meetings. • IEP/IBP Reviews • School Council • Annual Review meetings • Personal Interviews • Ongoing discussions/evidence gathering with class teacher and support staff. • Those with communication difficulties, will have their views sought via the staff who work closely with them and parents/carers.
6.	How does the school know if children/ young people need extra help?	<p>Children are identified in a variety of ways:</p> <ul style="list-style-type: none"> • Information passed on from previous schools, parents, carers or Social Care. • Concerns raised by the teacher, parent/carer or the child themselves. • Limited progress being made after interventions have been put into place. • There is a change in the child's behaviour, attitude or progress. • After assessment from outside agencies. <p>If a teacher has a concern, they will monitor your child closely, complete a pupil causing concern form and discuss observations with the SENCO and a meeting will be held with all adults involved with the child.</p>

7.	How will my child's progress be monitored?	<p>The SENCO has regular Pupil Progress meetings to discuss progress made by all children, with particular focus on SEN pupils. These sessions are used to determine how best to support pupils during the following term.</p> <ul style="list-style-type: none"> • All staff delivering an intervention are required to carry out base line and final assessments to ascertain progress. • A meeting between the SENCO, teacher and TA will take place following the assessment an intervention to discuss the level of progress made and consider next steps. • A record of intervention is recorded on cohort and whole school provision maps. • All interventions will be regularly monitored by the SENCO to ascertain impact, effectiveness, progress and next steps. • Pivats, a tracking assessment tool, will also be used to measure small step progress where necessary. • Wellcomm Toolkit will identify and support children with speech, language and communication development.
8.	How is my child supported when joining, transferring to a new setting, or moving on to the next stage of education and life?	<ul style="list-style-type: none"> • Children entering our school are welcomed to meetings held in school where parents can ask questions and view the school. • Year 6 children take part in transition days organised by their chosen High Schools. • Visits to school by High School staff are encouraged as part of the transition arrangements. • Our Learning Mentor is available to support children after starting or prior to leaving the school. • The SENCO will consult with teachers and SENCO's from other settings regarding the best practice to suit a child's needs.

9.	How will the curriculum be adapted at your setting to match my child's needs?	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> • All children identified as having a special educational need will primarily be taught in the classroom alongside their peers. • Children will be placed onto our SEN register and have specific 'SMART' targets and provision planned - this will be reviewed regularly and at least half termly. • A Pupil Passport will be written. The child and parents/carers will be involved in this. This document will have agreed targets on and a record of the reasonable adjustments in place. Passports will be reviewed twice a year by the class teacher and support staff. • An Individual Education Plan will be written. The child and parents/carers will be involved in this. This will have agreed targets on, which will be reviewed termly, or more often where growing concerns are present, by the class teacher and support staff. • Reasonable adjustments will be implemented by the class teacher to enable the child to access the curriculum in accordance to their own needs. • Teaching Assistants may be allocated to work with individual children or small focus groups to target specific needs. • Children may be provided with specialist equipment such as a wobble cushion, visual timetable or laptop with literacy support software installed (Clicker).
10.	What training does the staff who are supporting my child have or having?	<p>An audit of staff expertise in SEN is undertaken annually.</p> <ul style="list-style-type: none"> • SENCO has completed the National SENCO qualification. <p>Individual training for staff includes:</p> <ul style="list-style-type: none"> • ADHD • ASC • Code of Practice • Social, Emotional and Mental health (SEMH) • Team Teach • Speech and language support

		<ul style="list-style-type: none"> • Phonics training (Monster Phonics) • Guided Reading and inference • First4Maths • Project X • Dyslexia friendly classrooms • Bespoke training based on the needs of pupils
11.	How will you support my child?	<p>Provision for SEN children includes:</p> <ul style="list-style-type: none"> • Each child with SEN will have a Pupil Passport which is written co-operatively with the teacher/parent and child. • Where a child is working towards age related expectations, an Individual Education Plan (IEP) will also be completed. • There will be opportunities for the child to voice their opinions around the support they want and on how they wish to be taught. Those who are unable to communicate this will have an adult help them as appropriate and advise accordingly. • In accordance to the school's SEN Policy, everyone will have access to quality first teaching with appropriate reasonable adjustments in place. • Personalised provision through time-limited interventions where appropriate.
12.	How are resources allocated and matched to my child's needs?	<ul style="list-style-type: none"> • Children with an EHCP will have their funding budget allocated according to the needs outlined within the plan or recommendations made by other professionals. • Meetings between the class teacher and SENCO will take place to decide on the best use of equipment to support a child's needs. • Further training for teachers and teaching assistants will be planned depending on the gaps identified in children's learning.

13.	How is the type and amount of support decided?	<p>These arrangements include:</p> <ul style="list-style-type: none"> • Graduated approach – Assess, Plan, Do, Review • Data tracking for pupil progress • Pupil Passports and EHCP reviews • Observations • Parents' meetings - at least 3 times a year with the class teacher. • Pupil Voice • Regular meeting between the SENCO and the class teacher. • IEPs / IBPs
14.	How accessible is your setting?	<ul style="list-style-type: none"> • We have disabled parking spaces at the front and side of the building. • Each of our ground floor external doors have a ramp to ensure easy access for all. • We have accessible toilets and changing facilities. • Should it be required, risk assessments will be put into place for any children who have difficulty accessing the first floor via the stairs. We have a stair lift for those who cannot access the stairs. • As a school we are happy to discuss individual access requirements. <p>Please refer to our admissions policy for the arrangements for the admission of pupils with a disability. We provide equipment to meet our children's specific needs which include, but are not limited to:</p> <ul style="list-style-type: none"> • Visual prompts • Individual work stations • Writing slopes • Grips • Enlarged texts • Laptop • Wobble Cushions

		<ul style="list-style-type: none"> • Sensory Sock • Overlays • Buff coloured paper/books • Neutral classroom environments • Dyslexia friendly fonts • Technology based resources
15.	How will my child be included in activities outside of the classroom, including school trips and afterschool clubs?	<p>Trips and activities are available to all children:</p> <ul style="list-style-type: none"> • Afterschool clubs are run by two adults to ensure all children are supported and supervised. • Children with 1:1 funding through an EHCP would be supported by their learning support assistant on any trips and during activities within school but outside of normal classroom practice. • Risk Assessments will be written to ensure a child's needs will be met during educational visits. • On occasion, a parent/carer may be invited to support their child during an activity.
16.	How will my child's emotional well-being and mental health be supported?	<p>The school offers a wide range of support for children experiencing emotional difficulties including:</p> <ul style="list-style-type: none"> • The class teacher/SENCO/Pastoral Support Leader are available for children to talk to. • We have a trained Learning Mentor to offer support. • School Council • Pupil Voice • CYPMHS (Children and Young Persons Mental Health Services) • School's Mental Health Link Team • School Health Advisor • Educational Psychologist • Consistent application of anti-bullying and behavior policies. • Where necessary, school will seek advice or refer children to external agencies for counseling. In some instances, this will be to the school's SEMH Consultant.

		For further information, please refer to our Mental Health and Emotional Well-being Policy
17.	What specialist services and expertise are available or accessed by your setting?	<p>School is supported by a range of consultants and experts including:</p> <ul style="list-style-type: none"> • The School Health Advisor • Educational Psychologist • Occupational Therapy • Sensory Support (visual and hearing) • Learning assessment • Parent Partnership • Early Help Team • CYPMHS • Speech and Language Services • Staff learning mentor and pastoral lead • SEMH Consultant/Counsellor • School's Mental Health Link Team • SENIASS
18.	What should I do if I think my child has a special educational need or disability?	<p>The steps to raising concerns about your child are:</p> <ul style="list-style-type: none"> • Discuss any issues with your child's class teacher, or inform the school before your child starts with us. • The class teacher will then work closely with others to monitor and assess your child depending on the need identified. • Further meetings will be held between the class teacher, SENCO and parents/carers to discuss possible next steps and other professional involvement.
19.	What should I do if I have a complaint?	If you feel that your concerns are not being dealt with appropriately, please follow the schools Graduated Response procedure, as outlined by our Complaints policy, by speaking to the class teacher before speaking to the SENCO or Head teacher. Failing this, an appointment can be made to see the SEN Governor via the school office.

20.	Local Offer	https://www.warrington.gov.uk/local-offer-send
Answers to Children's Questions		
1.	How does the school know if I need extra help?	<ul style="list-style-type: none"> • Through something that you or your parents/ carers have told us. • We might have noticed that you are struggling with work in class. • Your behaviour or attitude might tell us that you need support. • You may not be making the usual progress in your work.
2.	What should I do if I think I need extra help?	<ul style="list-style-type: none"> • Speak to your parents/ carers and ask them to have a word with your teacher. • Speak to your teacher or another adult who works in your class. • You can add a comment to your work to tell the teacher. • All adults in school will want to help and support you, including other teachers you have worked with, including our support staff and members of the safeguarding team (on display in the front entrance).
3.	How will my work be organised to meet my individual needs?	<p>We can make reasonable adjustments to your work in different ways:</p> <ul style="list-style-type: none"> • We can give you different resources to help you. • We can break your work into smaller chunks. • You can monitor your own progress and see your successes. • We can give you some extra work on a new topic before you start it so you feel more confident. • We may give you help in a small group to help you learn a new skill. We will listen to you and understand what you find difficult so that we can offer the right kind of support.
4.	How will I be involved in planning for my needs and who will explain it and help me?	<ul style="list-style-type: none"> • Your class teachers and Teaching Assistants will speak to you. • You will be involved in reviewing and planning targets. You will discuss how you learn best using your Pupil Passports and IEP, if you need one.
5.	Who will tell me what I can do to help myself and be more independent?	<ul style="list-style-type: none"> • The adults who work with you will support you. • You might have a list of what you need to do • Check your class visual timetable to tell you what lessons you will have

		<ul style="list-style-type: none"> • Your teacher and TA will set you targets to help you and break big tasks into smaller ones. • We do lots of lessons and assemblies in school to develop resilience, risk taking, resourcefulness, reflection and good relationships. Everyone has targets (e.g. written feedback from teacher, specific targets from teacher) to get better at these things and so will you (with lots of help along the way).
6.	What should I do if I am worried about something?	<ul style="list-style-type: none"> • Speak to a friend, a parent or carer, or an adult in school - we all care and want to help! • Discuss your concerns with Miss Lamb or any of the space to speak staff around school.
7.	How will I know if I am doing as well as I should?	<ul style="list-style-type: none"> • We will talk to you regularly. • When your teachers mark your work, they will tell you. • Your teacher and TAs will give you feedback during lessons. • Adults will review your targets with you. • You can ask your teacher if you are doing well.
8.	How can I get help if I am worried about things other than my work?	<ul style="list-style-type: none"> • Talk to us about what is worrying you and we will work with you and find people to support you. • You can tell your teacher, TA, or any member of the school staff. • Talk to the SENCO. • Talk to our Learning Mentor. • Use the space to speak box or the class worry monster.
9.	Are there staff in school that have had special training to help young people who need extra help?	<ul style="list-style-type: none"> • All of our teaching staff have regular training in areas of SEN. • Our school are part of the Committed to Inclusion award. • Staff are trained in lots of intervention programs to help you with your learning. • We have a trained SENCO (NASENCO award) and our Learning Mentor who access a range of training to offer support. • We have lovely Teaching Assistants who are trained to help you when you feel sad, worried, anxious, or unconfident.
10.	Can school staff get	Yes, we can! We can get help from lots of different professionals to help with your needs as appropriate,

	extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	<p>including:</p> <ul style="list-style-type: none"> • Educational Psychologist • School Health Adviser • Occupational Therapist • Parent Partnership • Early Help team • CAMHs • Counselling services, such as St Joseph's, NSPCC • Visual and Hearing Impairment team • Speech and Language team • Orthoptist • Physiotherapist • ASC/ ADHD specialist nurses • Play therapy • Art therapy • Medical professionals <p>And more!</p>
11.	If I have difficulty in taking part in school activities what different arrangements can be made?	<p>a) How will I know who can help me? Talk to a member of staff with your parents/ carers or on your own</p> <p>b) Who can I talk to about getting involved in student activities if I need extra help? If you want to get involved in an activity, we will make sure that you can and give you the help you need. Talk to one of the adults in your classroom.</p>
12.	What help is there to help me get ready to start school?	<ul style="list-style-type: none"> • We will speak to you and your parents/ carers before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information.

		<ul style="list-style-type: none"> • We will usually hold a meeting with the people who help you now so that we have everything in place to help you. • We will speak to your new school before you start. We will make sure that you can visit and meet the people who will help you before you start. We will keep you in touch with your new school to make sure they know how to help you.
13.	I am coming to school to prepare for employment - how will I be supported?	<ul style="list-style-type: none"> • We will listen to your dreams and aspirations. • We will regularly invite people from the world of work into school to tell you about their jobs, and to inspire you to be prepared for employment. • We will encourage and support you. • We will help you develop social skills, good relationships, resilience, and confidence to take risks, resourcefulness, and independence and reflection skills. • We will see you as an individual.

Glossary

TA - Teaching Assistant

Specialist support staff used to support individuals or small groups with individual needs.

SEN - Special Educational Needs and Disabilities

SENCO - Special Educational Needs and Disabilities Coordinator

EHCP - Education, Health and Care Plan

A document devised by the Local Authority - based on information and reports from parents/carers, school staff and external agencies - outlining the identified needs of individual children and recommendations to support their learning.

IEP or IBP - Individual Education Plan or Individual Behaviour Plan

A document completed to record targets for individuals based on their needs.

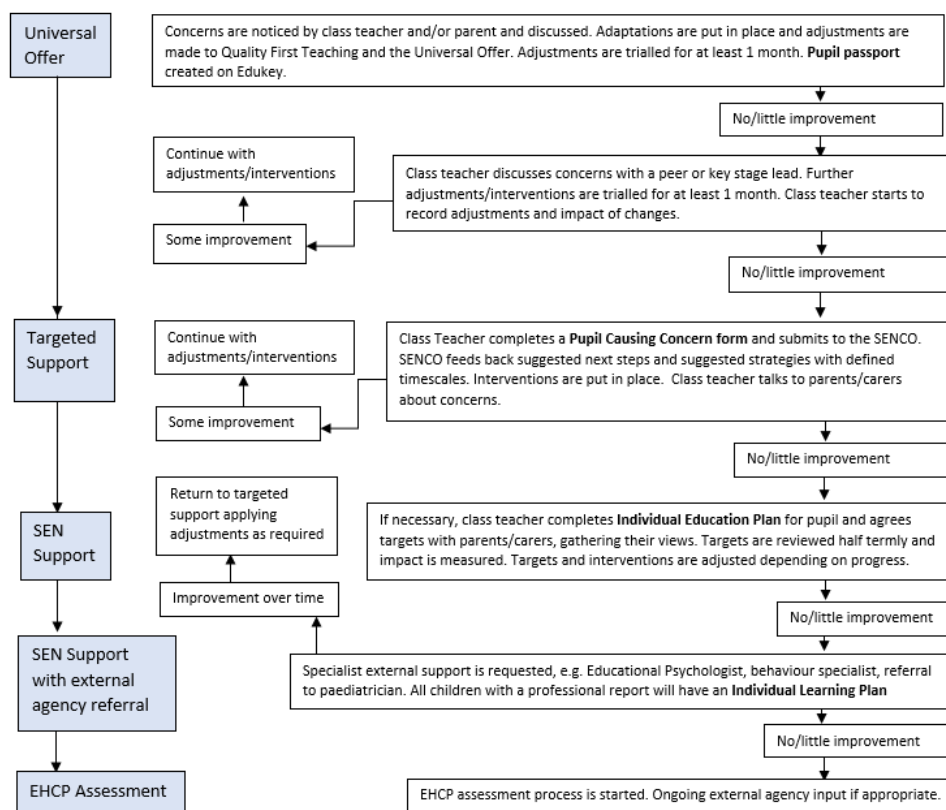
SEMH - Social, Emotional and Mental Health

CYPMHs - Children and Young People Mental Health Services

SMART Targets - Specific, Measurable, Achievable, Realistic and Time Limited



Graduated Approach – Alderman Bolton Primary School



Graduated Approach Chronology

Required Action	Date Actioned	Responsibility for Action
Date Pupil Passport created.		Class teacher
Dates Pupil Passport reviewed.		Class teacher
Date Pupil Causing Concern Form submitted to SENCO.		Class teacher
Date and professionals referred into.		SENCO/School SEN Team
Date IEP 1 created (including any professional recommendations).		Class teacher
Date IEP 1 reviewed, and IEP 2 created.		Class teacher
Date IEP 2 reviewed, and IEP 3 created.		Class teacher
Date IEP 3 reviewed.		Class teacher
Date EHCP Needs Assessment requested (if appropriate)		Class teacher to complete forms and pass to SENCO
Date Final EHCP expected (if appropriate)		LA SEN Team