

CASTLE HILL PRIMARY SCHOOL



SEN INFORMATION REPORT

Policy reviewed: September 2025
Policy to be reviewed: September 2026

SENCO Roy Faulkner

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Link Governor: Gill Evans

Policy ratified by Governors:
Policy shared with staff:
Policy shared with parents:

Whole school approach to teaching and learning:

- ✓ High quality first teaching and learning – all teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners to engage with all aspects of school life
- ✓ Refer to Teaching and Learning policy
- ✓ Learning is differentiated to pupil need

Graduated Response for Learners:

- ✓ Identifying and tracking progress of children who require support to make good progress
- ✓ Identifying children requiring SEN support and initiation of 'assess, plan, do, review' cycle.
- ✓ Monitor pupils through the school IEP process
- ✓ Author Early Help assessments and reviews to support school in referring to external agencies
- ✓ Consider the application for High Needs Funding via and EHC plan.
- ✓ All children identified as requiring SEND support are included on our SEN register.

How we identify children that need additional of different provision:

- ✓ Class teacher refers child to SENCo via Concern Form
- ✓ Classroom observation by SENCo and strategies identified
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress and Pupil Progress meeting
- ✓ Individual Educational / Behaviour plans
- ✓ Diagnostic and screening tools
- ✓ Additional assessments via external agencies e.g. cognitive assessments via Educational Psychologist, Speech and Language Therapy Assessments

Through a holistic approach to all aspects of a child's development and well-being, the Learning Mentor team is able to support the Social and Emotional Developmental needs of all children, as set out in the School Offer. The measures we undertake to tackle bullying are laid out in our Anti-Bullying policy.

How we listen to the views of children and their carers:

- ✓ School council meets regularly with elected representatives from each class from (Years 1-6)
- ✓ Senior Leaders on the playground from 8.40am every morning for informal discussions with carers and children.
- ✓ SENCo available every day for meetings with parents/carers at their request
- ✓ Home school communication book in place for some children as appropriate
- ✓ Early Help Review meetings led by SENCo/Designated Safeguarding Lead.
- ✓ Pupil-centred Annual Reviews held for pupils with an EHC plan.
- ✓ Assess, Plan, Do, Review meetings held termly with class teams and SENCo

Assess, Plan, Review, Do cycle:

For pupils with an identified additional need, the Assess, Plan, Do, Review cycle will be established by the SENCo in partnership with the class team, child and carers as detailed in our SEN Policy.

At time of writing, in the 2025/26 academic year, we have 37 children receiving SEN support, 7 of whom have an Education, Health and Care plan. Provision made for pupils on our SEN Register has included:

- ✓ **Communication and Interaction**

- Speech and Language therapist input
- Teaching assistants (TAs) delivering speech and language support
- Bespoke curriculum provision for identified pupils
- Use of visual aids, modelling, symbols, work stations, busy boxes
- Structured class and school routines
- Social skills stories
- Woodbridge SEND advice and support

- ✓ **Cognition and Learning**

- Bespoke curriculum provision for identified pupils
- RWI phonics Groups
- Use of visual aids, modelling, symbols, work stations, busy boxes
- Dyslexia awareness training
- Dyslexia friendly classrooms and resources
- Dyslexia interventions
- Working memory interventions
- Pre-teaching strategies to support key vocabulary, mind maps, story frames
- Additional support in 1:1 reading

- ✓ **Social, Emotional and Mental Health**

- School behaviour policy, bespoke to meet additional needs as appropriate
- School class rules and rewards
- Class Dojo rewards
- Weekly celebration assemblies
- Learning Mentor support for identified pupils
- Confidential School Counsellor for identified pupils
- Lunchtime clubs
- Social stories; Now and Next task boards
- Bolton Behaviour Support Services
- CAMHs liaison
- School Nurse
- Safeguarding meetings as appropriate
- SNUFF (Special Needs Under Fives Forum) support in Nursery
- Placements at The Bridge @ The Forwards Centre

- ✓ **Sensory and/or physical needs**

- Sensory resources
- Sensory Circuits for identified pupils
- Disabled access and changing facilities
- Loop sound systems

The quality of SEN provision, including the use of support staff, is monitored through a range of means including data tracking, lesson observations, staff appraisals, book and planning scrutiny, pupil voice and learning walks. The impact of provision is measured by termly quantitative assessments and on-going qualitative assessments.

Support Staff deployment

Support staff is deployed in a number of roles:

- ✓ Supporting pupils with EHC plans
- ✓ In class support for all groups of learners
- ✓ Leading small group work
- ✓ Carrying out targeted interventions
- ✓ Support at break times
- ✓ PPA cover
- ✓ First Aid

Distribution of funds for SEN

During the 2024/25 academic year, the amount spent on SEN and inclusion was £120,000

This was allocated as follows:

- ✓ Support staff
- ✓ External services as detailed in the School Offer
- ✓ Teaching and learning resources
- ✓ Staff training

Continuing Professional Development of Staff

- ✓ Attendance at SEN network meetings (SENCo)
- ✓ Team Teach Training
- ✓ SEN in the Wider Curriculum Training (SENCo)
- ✓ Speech and Language interventions (targeted staff)

Partnerships with other schools, and management of transitions

- ✓ Liaison with local High school SENCOs for Year 6 transitions
- ✓ Receiving school SENCOs invited to Year 6 Annual Reviews where possible
- ✓ Whole school transition days in the Summer Term
- ✓ SENCO attendance at pastoral transition meetings throughout school
- ✓ SENCO attendance at termly cluster meetings

Transition to High Schools is managed through liaison with high school staff, Ladywood support and Behaviour services support where relevant, induction days at High schools. The SENCo meets with each High School transition staff where relevant documentation is handed over.

Other relevant information:

The School Improvement Plan details areas of SEN that are priorities for the forthcoming academic year and can be found on the school website.

Complaints:

Anyone wishing to make a complaint with regard to SEN support and provision should follow the Complaints Policy, which is published on the website.

Designated Safeguard Lead:

Mr Roy Faulkner – Assistant Head

Designated LAC Lead: Mr Roy Faulkner Assistant Head

The Local Authority Offer can be accessed here www.mylifeinbolton.org.uk

The school SEN Policy and school Offer can be found on the school website.

The SEN policy, School Offer and Information reports have been written in accordance with the Disability Discrimination Act 2010 and the Children and Families Act 2014.

Author of report: Roy Faulkner

Date of Report: 1st September 2025

	WAVE 2	WAVE 3	OUTSIDE AGENCY SUPPORT			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
- Targeted intervention through quality first teaching for lower attaining pupils - WELLCOMM programme Speech and language programme - Pencil grip target children - Key worker time personalised boosting for GLD - Toileting	- Targeted intervention through quality first teaching for lower attaining pupils - Speech and language programmes - Independent work station when needed - Busy box when needed - IEP / IBP - Pupil Passport	- Targeted intervention through quality first teaching for lower attaining pupils - Speech and language programmes - Independent work station when needed - Busy box when needed - Learning Mentor support - IEP / IBP - Pupil Passport	- Targeted intervention through quality first teaching for lower attaining pupils - Phonic teaching groups - Speech and language programmes - Independent work station when needed - Learning mentor support - IEP / IBP - Pupil Passport - Now & Next processing tasks	- Targeted intervention through quality first for lower attaining pupils - Phonic teaching groups - Speech and language programmes - Independent work station when needed - Busy box when needed - Learning mentor support - IEP / IBP - Pupil Passport - Now & Next processing tasks	- Targeted intervention through quality first for underachievers 'step up' groups across reading, writing and maths - Phonic teaching groups - Speech and language programmes - Independent work station when needed - Busy box when needed - Learning mentor support - IEP / IBP - Pupil Passport - Now & Next processing tasks	- Targeted intervention through quality first for underachievers 'step up' groups across reading, writing and maths - Test technique - Phonic teaching groups - Independent work station when needed - Learning mentor support - Social skills group - IEP / IBP - Pupil Passport - Now & Next processing tasks
Speech and Language support SNUFF volunteer support 1:1 support	3 children with EHCPs - Independent work station when needed - Busy box when needed - Speech and Language support - Learning Mentor 1:1 support (when needed)	1 child with EHCP - Independent work station when needed - Busy box when needed - Speech and Language support - Learning Mentor 1:1 support when needed	1 child with EHCP - Independent work station when needed - Busy box essential for consolidation and overlearning - Speech and Language support	1 child with EHCP - Independent work station when needed - Busy box essential for consolidation and overlearning - Speech and Language support	1 child with EHCP - Toileting support for one child - Independent work station when needed - Busy box essential for consolidation and overlearning - Learning mentor support – 1:1 - Speech and Language support	1 child with EHCP - Independent work station when needed - Busy box essential for consolidation and overlearning - Learning mentor support – 1:1 - Speech and Language support
- Woodbridge SEND service - Speech and Language advice and assessments - Educational Psychology advice and assessment - Behaviour Support advice and assessments - CAMHS advice - Confidential School Counsellor						