

Special Educational Needs (SEN) Information Report

University Collegiate School, Bolton



UNIVERSITY
COLLEGIATE
SCHOOL



A MEMBER OF
QUEST

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.theucs.org.uk/send>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum disorder |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Kathryn Scholes (BSc, PGCE, NASENCo)

Mrs Scholes has three years' experience in this role and is also a qualified teacher of health sciences, with experience of working across key stage 3, 4 and 5. She achieved the National Award in Special Educational Needs Co-ordination in July 2022 and has completed additional training on trauma-informed approaches and supporting students with neurodiversity. She is allocated 3 days a week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is Sophie Kelsall (BSc).

Miss Kelsall is new to the Assistant SENCO role this year, having previously worked as a Teaching Assistant and Academic Mentor. She knows our students very well and has undergone training on various literacy interventions including Sounds-Write, Lexia, Lexonic Leap and Toe by Toe, in addition to training on understanding inference, reciprocal reading, emotional regulation and emotional coaching. She is currently being trained on the delivery of Lexonic Advanced.

Subject Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of seven TAs, who are trained to deliver SEN provision and interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Behaviour Support services
- SEN Outreach services

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can get in touch with your child's teacher by contacting reception (enquiries@theucs.org.uk) or directly by checking the staff list on our school website – all staff have the e-mail format initial.surname@questrust.org.uk

They will pass the message on to our SENCO, Kathryn Scholes, who will be in touch to discuss your concerns.

You can also contact the SENCO directly: k.scholes@questrust.org.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

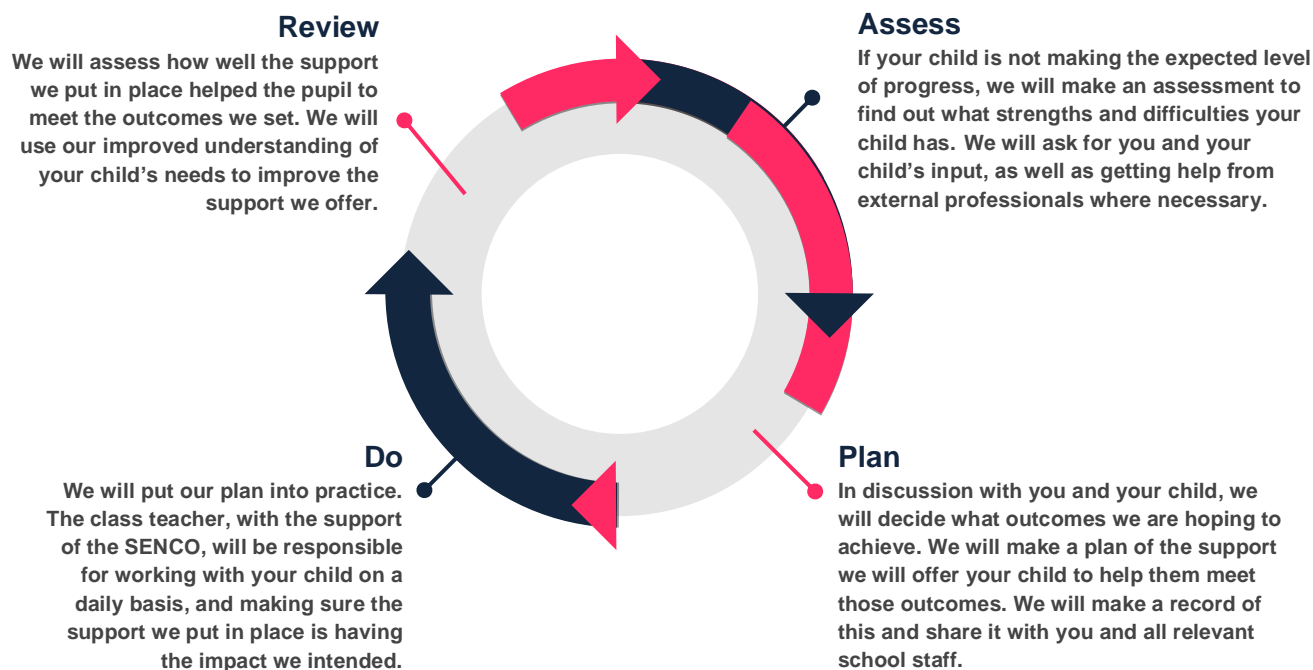
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress and your child's subject teachers will meet you at least once per year for a face-to-face discussion.

We encourage open, positive, and regular contact with parents to share information, advice and practical help. The experience, knowledge and views of parents are invaluable in helping us to meet a pupil's needs. Parents are invited to contribute to early help reviews and annual reviews as well as meet subject teachers at parental consultation evenings.

The SENDCo and pastoral staff are happy to arrange meetings with parents at more frequent intervals when there is need. Immediate and pressing concerns can be conveyed by phone or email.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's head of year.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Our accessibility plan includes information on how we increase the extent to which disabled pupils can participate in the wider curriculum and extra-curricular offer. It can be found here:

<https://www.questrust.org.uk/policies>

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting teaching style etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, altering communication style, offering more scaffolding and modelling.
- Personalised SEND pupil passports for students who need a higher level of support.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will work with pupils on a 1-to-1 basis or in small groups to support progress towards IEP and EHCP outcomes and students with medical needs.

We may also provide the following interventions:

Sounds-Write, Lexia, Lexonic Leap, Lexonic Advanced, Toe by Toe, Understanding Inference, Reciprocal Reading, Vocabulary Enrichment Programme, Handwriting intervention, Occupational; Therapy programmes and physiotherapy, Emotional Regulation, Emotional Coaching, Lego Therapy, We also arrange more bespoke intervention blocks to be delivered by Ladywood Outreach as part of individual post-diagnostic pathways e.g. Understanding My ASD Diagnosis.

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|--------------------------------------|---|--|
| Communication and interaction | Autism spectrum disorder | Visual checklists Visual timetables Social stories Transitions at quieter times Exit pass Safe space access ASD specific intervention blocks |
| | Speech and language difficulties | Speech and language therapy strategies |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Coloured overlays and paper Reader pens Alternative ways of communicating information |
| | Moderate learning difficulties | Writing slopes and pen grips Access arrangements |
| | Severe learning difficulties | Bespoke interventions |

| | | |
|--|---|--|
| Social, emotional and mental health | ADHD, ADD | Seating plans Movement breaks Exit pass Fidget toys and wobble cushions ASD specific intervention blocks |
| | Adverse childhood experiences and/or mental health issues | Nurture groups Counselling Access to trusted adult Meet and greet Safe space access Exit pass |
| Sensory and/or physical | Hearing impairment | Seating plans Sensory support visits |
| | Visual impairment | Limiting classroom displays Dimming lights where possible Seating plans Sensory support visits |
| | Multi-sensory impairment | Sensory support visits |
| | Physical impairment | Occupational therapy visits Physiotherapy Specialist equipment Lift access and PEEP |

These interventions are part of our contribution to Bolton Local Authority's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips and to take part in sports days and educational workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admission arrangements are the same for all pupils/students admitted to our school. We do not have a barrier against the admission of pupils/students on grounds of SEND. Each pupil is entitled to receive educational opportunities appropriate to his or her abilities.

In some cases, positive discrimination may occur if professional bodies consider our school to have the best provision for a child and this will be detailed within the EHCP.

Our admissions policy can be found here:

https://www.theucs.org.uk/files/ugd/31d56b_647b42a8319d4f7ea7d4461ac2ce2c1a.pdf

13. How does the school support pupils with disabilities?

- Our school site is fully accessible to wheelchairs and we have a lift. In the event of an evacuation we have Evac chairs and refuge points on both fire staircases, with Personal Emergency and Evacuation Plans (PEEPs) in place as required. Children who are hearing impaired have access to a loop system when necessary. Outreach workers from Sensory Support and Occupational Therapy visit school regularly to meet with students with disabilities and review their support plans and equipment with the SENDCo.
- Our Equality Scheme and Accessibility Plan are regularly updated and we are happy to discuss individual access requirements as they arise. The school's accessibility plan can be found here: <https://www.questrust.org.uk/policies>

14. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of sports and extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture space (BLISS) for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by implementing the strategies detailed in our anti-bullying policy, which can be found here: <https://www.questrust.org.uk/policies>

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between primary and secondary schools

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

A transition day at the end of Y6 gives incoming pupils an opportunity to meet staff and new peers and start getting to know their new school building.

We arrange a transition evening for parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher is Mr Ian Ball (i.ball@questrust.org.uk)

Mr Ball will work with Mrs Scholes, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our complaint's procedure can be found here: <https://www.questrust.org.uk/policies>

Complaints about SEN provision in our school should be made to the SENDCo the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The disagreement resolution service can be accessed through the Bolton Information and Advisory Service, which helps to resolve disagreements or to prevent them from escalating further. For contact information, please see <https://iasbolton.com/> or telephone 01204 848 722.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bolton's local offer. Bolton Local Authority publishes information about the local offer on their website here: <https://mylifeinbolton.org.uk/send.aspx>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is Bolton Information and Advisory Service (Previously Bolton Parent Partnership Service). <https://iasbolton.com/>

Local charities that offer information and support to families of children with SEND are:

- Kidz Together Bolton: <http://www.kidz2gether.org.uk/#About-Kidz2gether>
- REACH NW: <https://reachnorthwest.org>
- Bolton Lads and Girls Club: <https://www.blgc.co.uk/>
- Breaking Barriers: <https://www.breakingbarriersnw.com/>

Please see the Bolton local offer website for further examples of local charities and support:

<https://mylifeinbolton.org.uk/search.aspx?f.Audience|S=SEND&f.SendCategories|6=Children&collection=bolton-meta&clive=bolton-providers%2Cbolton-cqc>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages