



# SEND Information Report

## 2024 - 2025

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| <b>Author:</b>         | SEDCO        |
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| <b>Approved by:</b>    | Principal    |
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### *Version Control*

| Current      | Previous Versions | Summary of changes made |
|--------------|-------------------|-------------------------|
| October 2024 | October 2023      | External Agency         |

## **Little Lever School – Special Educational Needs (SEN) Policy 2024/25**

### **1) Aims of our provision regarding pupils with special educational needs and/or disability:**

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed/electronic information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles of the National Curriculum Inclusion statement:

<https://www.gov.uk/government/collections/national-curriculum>

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the adapted curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, emotional and mental health,
  4. Sensory and / or physical disability.
- To request, monitor and respond to parent/carers’ and pupils’ views to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities through consultation with health and social care professionals to meet their medical needs.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-agency professional approach to meeting the needs of all vulnerable learners.

## **2) What are special educational needs (SEN) or a disability?**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than most others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## **3) The kinds of special educational needs (SEN) for which provision is made at Little Lever School:**

Children and young people with SEN have various needs, but the general presumption is that all children with SEN but without an Education, Health, and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child’s EHCP, the local authority will send the SENDCo, Principal and Trust a copy of the EHCP and then consider their comments very

carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment.

#### **4) How does our school know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion. Referral to SEND is made.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

#### **5) What should a parent do if it thinks their child may have special educational needs?**

If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCo, Ms V Coope.

Parents may also contact the SENCo or the Principal directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

#### **6) How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

1. Classroom observation by the senior leadership team, the SENCo, external verifiers,
2. Ongoing assessment of progress made by pupils with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,

5. Pupil and parent feedback on the quality and effectiveness of interventions provided.
6. Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents / carers are informed of these via the reporting system and at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the adaptive teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (for young people these may include targets around preparing for adulthood) that consider parents' / carers' aspirations for their child. Parents and

the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil through the Early Help process / virtual school referral systems for at least 2 cycles. This will only be undertaken after parent / carer permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special schools.
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service

**N.B.** For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided after a rigorous application, assessment and evidenced process.

## **7) How will pupils be involved in decisions regarding provision that can better meet their needs?**

This school uses pupil centred learning passports. These are completed by the pupils themselves and identify their abilities and strengths, their personal aims, and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed, and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

## **8) How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, adaptive tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

## **9) How will parents know how their child is doing?**

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN reviews but also through the school reporting system and Parents' Evenings.

Parents may also find the home-school diary or keyworker email communication useful tools to use to communicate with school staff on a more regular basis. Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01204 333300.

## **10) How will parents be helped to support their child's learning?**

Please look at the school website. It can be found at [www.little-lever.bolton.sch.uk](http://www.little-lever.bolton.sch.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

The school organises / facilitates / refers to several parent / carer workshops during the year. These are advertised on our website and social media platforms and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If you have ideas on support that you would like to have access to further support your child's learning, please contact Ms Coope who will locate information and guidance for you in this area.

## **11) How will the school evaluate the effectiveness of the SEN provision made for pupils?**

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents / carers and pupils on how successful the provision has been in enabling them to attain their outcomes, alongside the views of the Senior Leadership Team through walkabout and observations. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level.

## **12) What support will there be for children overall well-being?**

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal Development curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and parent / carer voice mechanisms are in place and are monitored for effectiveness by the Senior Leadership Team and Trust.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These groups are to support improved interaction skills, emotional resilience, and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Weekly pastoral meetings take place to discuss and refer pupils to access further well-being support if needed.

### **13) Pupils with medical needs**

Pupils with certain medical needs (e.g. epilepsy, asthma, diabetes, physical disabilities) will be provided with a detailed Individual Medical Health Care Plan, compiled in partnership with the school nurse and parents / carers, and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training, and be verified by the school nurse as being competent (e.g. epi-pen training, diabetes response training, general first aid).

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014. Medicines are stored in a locked cupboard accessible by authorised personnel only.

### **14) What specialist services are available at the school?**

The school has access to a range of specialist support such as:

- Bolton Educational Psychology Service
- Ladywood Outreach
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS) referral
- Speech and Language Therapy
- Mental Health Schools Team
- Early Intervention Team
- Occupational Therapy
- Listening Service
- Counsellors
- Safeguarding Team

### **15) What training do the staff supporting children and young people with SEND undertake?**

School staff have received a range of training based upon their identified areas of development. Some examples of training are:

- Effective Adaptive Teaching
- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum e.g. Teen Life
- Supporting pupils engage with ADHD

- How to support pupils with emotional difficulties (Emotion Coaching)
- EEF Teaching Assistant Use
- How to support pupils with speech, language and communication difficulties including ELKLAN training
- Moving and Handling
- Hoist Training
- First Aid
- ASD in Schools including sensory needs

**Specialist training has been provided to the SENCo on:**

- The SEN Coordination award - (NASENCo).
- The school has regular visits from SEN specialist teachers who provide advice to staff support the success and progress of individual pupils.
- The NHS teams liaise with the school to assess and plan support for targeted pupils. These programmes are then delivered by trained Teaching Assistants.

**16) How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity / trip.
- Pupils with SEND have opportunities to participate in sporting, academic and life chance trips, visits, and holidays.

**17) How accessible is the school environment?**

- Disabled parking places clearly marked on the school car park.

- There is a ramp at the front of the school and lowered pavements. There is one lift in the school to make the building accessible for all. On the back area of the school, there is a ramp onto the main yard and a further ramp onto the netball courts, astro-turf, and field.
- A medical room has been provided to enable a safe storage and administering environment for insulin testing/injections.
- Break and lunch time support has been developed to improve confidence in accessing break and lunch with others.

**18) How will the school prepare/support my child when joining or transferring to a new school?**

Several strategies are in place to enable effective pupils' transition. These include:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo is available to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry (if parents / carers request).
- Tours of the school can be arranged.
- The SENCo will attend Year 6 annual reviews to support with the transition.
- If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents /carers to identify and reduce any concerns.

Transition to the next school / college, preparation for adulthood and independent living:

- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN to ensure a smooth transition.
- A college representative will be requested to attend the Year 11 annual review for pupils transferring to college with an EHCP.

- The link Connexions work will attend Year 11 EHCP annual reviews.
- In the final early help before transition, there will be a representative from the new place of education to support transitioning.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents / carers notifying their child has been enrolled at another school.
- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014. This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living, participation in society, and health.

**How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

1. Targeted adaptations to increase access to text (overlays, desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, facilitation of the curriculum etc.)
3. Out of class support (relationship building, social, emotional skill development)
4. Small group tuition to enable catch up (subject or targeted at additional need)
5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)

- Partnership working with other settings, (shared resources e.g. shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
- Alternative Provision support
- Access to targeted before/after school clubs (homework, clubs targeted at increasing resilience, The HUB)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. teaching assistants or from charities (e.g. MHST / Wise Up) and community sources (e.g. Youth groups and local businesses)
- Implementation of strategies from support agencies.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

**19) How is the decision made about how much support each child will receive?**

For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and /or learning leader and parent / carer who will follow guidance provided by the trust regarding SEN Funding deployment.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

**20) How will I be involved in discussions about and planning for my child's education?**

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during progress evenings,
- meetings with support and external agencies.
- Early Help Assessment / Reviews

**21) Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's form tutor / Learning Leader
- The SENCo, Ms Coope.
- For complaints, please contact the school for a copy of the school's complaints procedure.

**22) Support services for parents of pupils with SEN include:**

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

**23) Information on where the Local Authority's Local Offer can be found.**  
<http://www.bolton.gov.uk/website/pages/Specialeducationalneedslocaloffer.aspx>

**24) The SEND Department Structure**

1 x SENDCo

1 x Assistant SENDCo

1 x SEND Administrator

1 x TA4 Mental Health Practitioner

17 x TA2 In-class support / Intervention

|  | COGNITION AND LEARNING   | COMMUNICATION AND INTERACTION   | SOCIAL, EMOTIONAL AND MENTAL HEALTH  | SENSORY AND/OR PHYSICAL  |
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| <b>Little Lever school policy for the identification of needs</b>            | Any student with a reading age or spelling age below 9.6 years Any student who has a qualitative CAT score <85.  | Identification in the classroom may request further investigation. EP assessments and links with SALT are used to identify needs greater than that of the other students in the group. Any pupil with a verbal CAT score <85. | Students struggling to comply with the demands of school life are monitored by the year leaders. Teachers may also log their concerns as part of the identification process on CPOMS. This will be discussed at the weekly student review meeting. | Any student who is highlighted by teaching staff as possibly having a sensory / physical need are referred to the EP or School Nurse for investigations. |
| <b>How Little Lever school assess whether a child/young person has a SEN</b> | Using the graduated approach: plan, assess, do, review, students are given interventions and if their need continues, they are put on the SEND register. | Concerns over language and communication are usually identified through transition visits.<br>If not identified, students are referred to Brightmet Health Centre for assessments.  | Students struggling to access the curriculum / lessons after two cycles of intervention using the graduated approach: plan, assess, do, and review.  | Links with external agencies such as Sensory Support / CAMHS / Occupational Therapy to get diagnosis / further guidance and support.                     |

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| <b>Type of SEN provision made throughout Little Lever school</b> | Key Worker<br>In class support Specific Interventions based on EHC plan objectives.<br>Identification of Learning Support Register (Single Category)<br>KS2 data / in-house screening – reading and spelling ages and CATs In-Class support (Teaching Assistants)<br>TA Key workers<br>Specialist teaching (External Agencies – Ladywood etc)<br>Additional Literacy and Numeracy teaching (including LPUs and Phonics)<br>Specific Data Tracking of students with SEN Annual Review and reporting cycle<br>PEP / Statutory meetings<br>LAC<br>Paired (buddy) reading<br>Adapted Spelling Support<br>Student Passport identifying students' personal learning styles<br>Clubs – Homework, Lunch, after school support | Key Worker<br>In class support<br>Specific Interventions based on EHC plan objectives.<br>Access to Speech & language advice and / or programme (Social Stories, Comic Strip Conversations)<br>In class support if appropriate<br>Specialist teaching if appropriate<br>Visual timetable if appropriate<br>Social Skills group training (Nurture)<br>Increased visual aids<br>Use of symbols / visuals<br>Structure school and class routines<br>Time out facility<br>Student Passport identifying students' personal learning styles | Key Worker<br>In class support<br>Specific Interventions based on EHC plan objectives. Access to Behaviour Support advice and / or specific intervention programme (anger management, wind up- calm down) if appropriate<br>In class support if appropriate<br>Specialist teaching if appropriate<br>Visual timetable if appropriate<br>Social Skills group training (Nurture)<br>Increased visual aids<br>Use of symbols / visuals<br>Structure school and class routines<br>Time out facility<br>Student Passport identifying students' personal learning styles | Key Worker<br>In class support<br>Specific Interventions based on EHC plan objectives. School offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to an inclusive mainstream placement.<br>Staff are made aware of any physical or medical implications through CPD sessions and strategies are shared to enhance student learning.<br>Sensory support visits for students with hearing or visual impairments. In-class support is put in place, where necessary to address health and safety or access issues.<br>Specific physiotherapy or occupational therapy programmes may be offered.<br>Student Passport identifying students' personal learning styles |
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|  | <p>Specialist ICT software (Lexia Reading, IDL)</p> <p>Assessments –</p> <p>Educational Psychologist, Irlen Screening, Dyslexia Screening, Literacy Pathways</p> <p>LEXONIK Reading</p> <p>Exam Concessions / special arrangements for internal examinations; Booster classes (Holidays / after school)</p> <p>Personalised Timetables; Vocabulary Enrichment Intervention Programme.</p> |  |  |  |
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| <b>How Little Lever school evaluate the effectiveness of the provision?</b> | <p>Little Lever School follow a structured programme of observations of Teaching Assistants both in class and delivering interventions.</p> <p>Detailed records are kept of all interventions and In-class support sessions against targets.</p> <p>Updates / meetings are held with parents / carers, termly, to discuss progress and provision.</p> <p>Book look / pupil voice for targeted groups</p> <p>Walkabout observations</p> <p>Visits to other provisions</p> |
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| <p><b>How does Little Lever school adapt the curriculum and school environment for pupils? E.g. equipment and facilities to support pupils.</b></p> | <p>Guided option choices<br/>Personalised curriculum<br/>Special exam arrangements (Internal and external)<br/>Revision classes<br/>Supplementary coursework sessions<br/>Mentoring programmes<br/>Study skills of revision<br/>Work placements<br/>Period 0 / 4<br/>Tracking<br/>1:1 tuition<br/>HUB Curriculum</p>  | <p>Autism – Links with Ladywood Outreach (weekly meetings, 1:1 / small group interventions and strategies for teaching and learning) Positive language environment<br/>Student passports<br/>Peer mentoring<br/>Adaptations in all subject areas<br/>Communication skills group<br/>Sensory Room<br/>HUB Curriculum</p> | <p>Guidance and welfare systems<br/>Whole school emotional and social plans School respect charter<br/>Reward system<br/>Social skills group<br/>Anger management group<br/>Emotions group<br/>Personalised timetable<br/>Mountain Rescue<br/>HUB Curriculum</p> | <p>Accessible toilets / toilet pass<br/>Movement early pass<br/>Medical support (School Nurse / Community Nurse Team)<br/>Overlay / Cream paper books / exams<br/>Enlarged work / exams<br/>Health Care Plans<br/>Medical register<br/>Asthma register<br/>Epilepsy register<br/>Lifts / ramps<br/>First Aid Coordinator / trained first aiders in every area<br/>Specialist ICT resources<br/>Specialist equipment (E.g. handwriting pens, triangular pencils, sloping board)<br/>Touch Typing training program (IDL)<br/>Bespoke furniture ordered as required<br/>HUB Curriculum</p> |
| <p><b>How the school ensure the inclusion of pupils with SEN in activities outside of the classroom</b></p>   | <p>Students are invited to the same experiences as every other student at Little Lever School.<br/>TA support is put in place to ensure all students can access all aspects of school life in Little Lever including 1:1 support on extra-curricular activities.<br/>TA support is available at lunch time and after-school, daily, to support with schoolwork and home work.<br/>SEND Sports are participated in around the country.</p> |   |  |   |

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| <b>What specialist skills/expertise do school staff have?</b>  | QTS<br>LEXONIK Training<br>EEF training<br>ELKAN  | QTS<br>Sounds Write<br>ASD Awareness<br>Teen Life<br>ELKLAN | QTS<br>Behaviour Support Training<br>Regulation Training<br>Mental Health Practitioner<br>Sensory Practitioner | QTS<br>Health and Safety<br>EpiPen / Jext Training<br>Asthma Training<br>Epilepsy Training<br>Diabetes Training   |
| <b>What training are the staff teaching and / or supporting staff with SEN having/recently had?</b>                    | QTS<br>LEXONIK Training<br>Reader / Scribe training   | Sounds Write<br>ELKLAN                                      | Sensory Processing<br>Mental Health Needs<br>Eating disorders<br>Trauma training                               | QTS<br>Health and Safety<br>Moving and Handing<br>Hoist Training<br>EpiPen / Jext Training<br>Asthma Training<br>Epilepsy Training<br>Diabetes Training |
| <b>What external specialist services are accessed by school to meet the needs of pupils and support their families</b> | Educational Psychology Service (Traded service)<br>BBSS (Bolton Behaviour Support Service)<br>Connexions Careers Advice Sensory Support<br>SALT (Speech and Language Therapy)<br>Occupational Therapy<br>Physiotherapy<br>Youth Offending Team (YOT)<br>CAMHS (Child and Adult Mental Health Service)<br>ACIS (Achievement, Cohesion and Integration Service)<br>SEND Information Advisory Service<br>Home and Hospital Teaching Service<br>Youth Challenge / Park School<br>Educational / Social Service Support Team (for LAC)<br>School Nurse<br>Mental Health School Team |   |  |   |

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|   | <p>Counselling<br/>Bereavement Support<br/>Listening Service<br/>Irlen Northwest</p>  |   |   |  |
| <b>How does Little Lever school support pupils with SEN during transition?</b>  | Year 6/7 additional visits<br>Guided option choices<br>Personalised curriculum<br>Special exam arrangements (Internal and external) Revision classes Supplementary coursework sessions<br>Mentoring programmes focusing on raising achievement<br>Study skills of revision<br>Work placements<br>Personalised timetables  | Ladywood Outreach transition visits<br>Personalised curriculum<br>Study skills of revision<br>Revision classes<br>Additional college visits / taster days | BBSS transition service<br>Guided option choices<br>Personalised curriculum<br>Study skills of revision<br>Revision classes<br>Additional college visits / taster days<br>Social skills group training<br>Mentoring | Year 6 / 7 sensory visit and preparation for move. Additional college visits / taster days (if needed) |
| <b>How does Little Lever school support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?</b> | <p>All students in the school have a careers interview prior to selecting option subjects.<br/>Parents / carers of students with SEN are invited to these meetings.<br/>Students with an EHC plan also have additional careers meetings and transition visits are arranged to local education providers.<br/>Vulnerable students also have extra transition meetings and external training providers come into school to speak with students about their options.<br/>Objectives set in EHCP annual reviews are intended to support students for the next phase of their lives.<br/>Connexions support throughout key stage 4.<br/>Personal Development lessons<br/>Assembly visitors / talks<br/>Trips / College visits / Employer interviews<br/>Ambitious curriculum</p> |   |   |  |