



Queensbridge Primary School Special Educational Needs and/or Disabilities Information Report September 2025

Updated: Sep 2025

Review Date: Sep 2026

Contents

Contents	2
1. What types of SEND does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEND.....	5
4. How will the school know if my child needs SEND support?	6
5. How will the school measure my child's progress?	7
6. How will I be involved in decisions made about my child's education?	7
7. How will my child be involved in decisions made about their education?	8
8. How will the school adapt its teaching for my child?	8
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?.....	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	11
13. How does the school support pupils with disabilities?	11
14. How will the school support my child's mental health and emotional and social development?	11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	12
16. What support is in place for looked-after and previously looked-after children with SEN?	13
17. What should I do if I have a complaint about my child's SEND support?.....	13
18. What support is available for me and my family?	14
19. Glossary	15

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 or a paper copy is available on request from the school office.

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.

Our SENDCo is Mrs H Winnington. She can be contacted via email on:
winningtonh@queensbridge.bolton.sch.uk

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

Our school provides for pupils with a variety of needs including:

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
	Profound and multiple learning difficulties (these needs are catered for in our 16 placed resourced provision, places must be requested through Bolton Local Authority.)
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 SENDCo

Our SENDCo is Mrs H Winnington

She is a delegate of the NPQ SENDCo award.

Class teachers/Teaching Assistants

All of our staff receive regular training, and are supported by the SENDCo to meet the needs of pupils who have SEND. Below is some of the training staff have taken part in to meet the needs of our children with SEND.

Training	
Autism in the Early Years	Making Sense of Autism
Attachment Needs Training	Managing Behaviour in the EYFS
Appropriate/Inappropriate behaviours in the classroom	Moving and Handling Trainers
Balancability	Moving and Handling Theory & Practical
Colourful Semantics Training	NELI Training
Colourful Semantics Training – Refresher	NESSY Dyslexia Intervention
Dyslexia Screening Assessor	Oral Suction
Dyslexia Strategies & Support (5 week block intervention observation)	Positive Handling Training
Dysphagia Training	National Award for Special Educational Needs Co-ordinator.
Dyslexikit	Signalong
Early Years Special Educational Needs Co-Ordinator.	Tacpac – Touch and Communicate
Engagement Toolkit Training	NG/PEG Feeding
ELKLAN Level 3 – Language Builders	Turn Taking/Social Interaction
Epilepsy Training	Zones of Regulation
Safe Handling and Administering Medicines inc. Asthma Level 2	Administration of Buccal Midazolam
Signalong	Anaphylaxis Awareness Training
Precision Teaching	Total Communication Approach

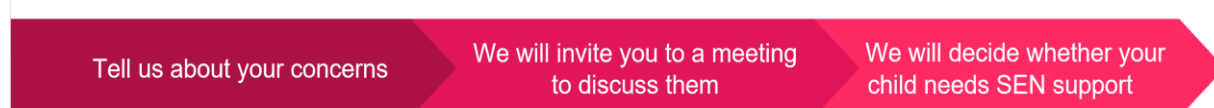
External agencies and experts

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 SEND and to support their families. These include:

- Speech and language therapists
- Specialist outreach services: Woodbridge Outreach, Greenfold Special School

- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or paediatricians
- Behaviour support service
- School nurses
- Specialist nurses
- Child and adolescent mental health services (CAMHS)
- Social services
- Alternative provision settings (PRU/Nurture Group)

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



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

You can call the school office or email to make an appointment.

Your child's teacher will listen to and record your concerns. They will then meet with the SENDCo to discuss your child and the next course of action.

The class teacher/SENDCo will then contact 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 be signposted to our SEND policy to show you how we identify special educational needs at our school. We will guide you through the process so you have a full understanding of how this process works. **(More information is outlined below of how we identify children who need SEND support at Queensbridge.)**

If we decide that your child needs SEND 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 SEND support?

All our class teachers are aware of SEND 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 to make progress, the teacher will talk to the SENDCo and will make adaptations to their classroom practice to support your child's needs. Pupils who don't have SEND usually make progress with this universal offer of support.

If after at least a term of closely monitoring the child they are still making limited progress with adaptations that have been made as part of **universal** support – the Class Teacher will complete a "Cause for Concern form" and share with the SENDCo. The class teacher will also contact the parent to share concerns they have about the child's progress. The SENDCo 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. The SENDCo and class teacher will ask for your opinion and speak to your child to get their input as well. Based on all of this information, the SENDCo will decide whether your child needs more targeted SEND support. If it is decided that your child will need **targeted** support in order to make progress, your consent will be sought to add them to the special needs register. The SENDCo/Class Teacher will work with you to devise an SEND support plan called a provision map that sets targets/outcomes and outlines the provision needed to meet these outcomes.

If the targeted SEND support delivered from school resources has little impact or it is decided that more **specialist** support is needed to meet your child's needs, an Early Help Assessment will be completed. In Bolton, the Early Help process is central to the early identification of SEND and to the co-ordination of support for children and young people with SEND. The Early Help form is the recognised way to make referrals to external services in Bolton e.g to an Educational Psychologist. A meeting will be organised and attended by both the class teacher and SENDCo where the early help process will be explained and information collated.

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

We will follow the 'graduated approach' to meeting your child's SEND 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 SEND 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 an annual report on your child's progress each year.

If your child is on the SEND register, they will have their own provision map which we welcome and encourage you to contribute to. Together we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher. Explain how parents can get in touch with their child's class teacher here.

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 two 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?

At Queensbridge Primary School, **every teacher is a teacher of children with SEND**. Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. The first step in meeting your child's need will be to adapt how we teach to suit the way the pupil works best. There is no 'one 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.

To successfully match pupil ability to the curriculum and learning environment there are some actions and adaptations we may take to achieve this:

- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.

- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities (inc. extracurricular activities/school trips) of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

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
- Gaining pupil voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Reviewing the impact of interventions when reviewing their provision maps.
- 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 hours of 1:1/group support
- 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 use their notional SEND budget for any necessary costs of upto £6000 to deliver the provision for your child if they have a SEND. If funding is needed beyond this, we will seek it from the local authority through the request for an Education, Health and Care Plan (EHCP) needs assessment.

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

Children in our resourced provision are fully included in all events, activities and trips that take place at Queensbridge. We place high importance on our resourced provision children being fully immersed into life at Queensbridge, we prioritise them building relationships and working alongside their year group peers.

Our commitment to meeting our duty under the provisions of the Disability and Equality Act 2010 will underpin all that we do in this school. No one will be treated less favourably than others.

This school will work hard to meet the individual needs of all, including those with a physical, mental or medical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We will make reasonable adjustments for current pupils with SEND and anticipate the needs of prospective pupils with a disability to ensure that their needs are met and enable access to all aspects of the school's life. All members of the school community will be involved and consulted in the process of implementing our statutory duty.

The "Accessibility Policy and Plan" is available online on the school website, and paper copies are available on request.

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

At Queensbridge, we welcome all pupils with SEN or a disability. You will apply for your child's school place through the general admissions procedure. The council will notify you when you need to do this, and you'll usually apply online. You can choose up to three schools (mainstream). These should be three schools you would be happy with, and would usually be the closest ones to your home. You will be told which one you've been allocated on National Offer Day. Check online when that date is for your child.

When you've been allocated your school, if you are unhappy, you can appeal the decision. On your decision letter there will be details of how this is done. However, it usually consists of attending a hearing where you will go, along with the school, to present your case as to why the council should reconsider the placement, and award you the school you want. Once this decision has been made, it is final, and there are no further appeal routes.

All admissions for pupils with SEND are managed in conjunction with the local authority. Pupils who require access to our resourced provision must have an Education Health Care Plan (EHCP). Our resourced provision is specifically designed for pupils with profound and multiple or severe learning difficulties.

13. How does the school support pupils with disabilities?

The site is fully accessible for wheelchair users. There are two fully accessible bathrooms which are equipped with height adjustable changing beds. There is a ceiling track hoist in both bathrooms and a tracked ceiling hoist in both the resourced provision classroom and the sensory room. In addition, there is a mobile hoist for use in other areas of the school.

➤ Our school's accessibility plan gives more details on how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

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

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. We also regularly hold events and assemblies that promote the importance of mental well-being. However, for those children who find aspects of this difficult we offer:

- Pastoral support from our Safeguarding/Welfare lead.

- Encouraging pupils with SEND to be part of extra-curricular clubs to promote teamwork/building friendships
- Having a 'zero tolerance' approach to bullying. More details can be found in our "Anti-Bullying Policy" found on our website or a paper copy can be requested at the school office.
- When appropriate, we may also suggest referrals to external support from services such as CAHMS, IThrive and ASPIRE (Behaviour Support Service.)

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

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Arrange for extra transition for children who we feel may struggle to transition to a new classroom with new classroom staff.

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.

Transition from nursery to reception.

The SENDCO of the nursery will contact our school to meet to discuss the needs of your child. We will arrange to visit your child in their nursery setting to gain a better understanding of their special educational need and to best prepare for their admission to our school.

Pupils will be prepared for the transition by:

- Attending transition days organised by the reception class teacher.
- Invited to extra transition or 1:1 transition if deemed necessary.
- Family and services working with the child to meet before the child starts at the school to ensure the appropriate provision is in place for the child.
- A meeting with the SENDCo can be arranged prior to your child starting at our school if they have a special educational need you would like to discuss.

Transition from primary school to high school.

The SENDCO of the secondary school will contact our school to meet or ask us to fill out a form that details the type of need your child has and the provision they currently receive.

Pupils will be prepared for the transition by:

- Attending transition days organised by the high school.
- If necessary as part of their provision, take part in specific interventions that prepare them for their transition to high school.
- If the child has an EHCP, they will be offered extra transition from Woodbridge Outreach to visit their school.
- If your child has an early help in process at the time of transition, the new lead professional who will be in charge of early help will be invited to the meeting to ensure a smooth handover.

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

Our headteacher Mrs Chapman will work with Mrs Winnington, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND 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?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy which can be found on the school website.

If the parent or carer is not satisfied with the school's response, they 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 [SEND 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 and mediation 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.

1. The Inclusion Advisory Service is a free and confidential service providing advice and support for parents and carers of children with SEND. Advice and support is impartial and ranges from signposting to agencies offering help to attending meetings with schools and the Local Authority and offering guidance through the process of assessment for Education & Health Care Plans and the reviewing of EHCP's.

Information Advisory Service (IAS) offer free, confidential advice, information and support to parents and carers about special educational needs. (Address: Lowndes St Nursery, Lowndes Street, Bolton, BL1 4PQ, Telephone number 01204 848722 pps@boltoncog.co.uk)

They also have Independent Supporters offering guidance through the new EHCP process.

1. Cheryl Wyatt at Bolton Information & Advisory Service who can be contacted on 01204 848722
2. Pupil and Student Services offer support and advice on school admissions. Telephone number 01204 333143
3. School Nurse Service offer in school support and advice for a child's health and well-being. Telephone number 01204 462468
4. Local Authority – the following website will give you information about the Local Authority provision for children and young people with SEND as well as a directory of contacts to give you additional advice and support <http://www.localdirectory.bolton.gov.uk/send.aspx>
5. Contact a Family, CAF offer support information and advice to families of children / young people with disabilities and operate regionally and nationally. Contact Freephone 0808 808 3555 www.cafamily.org.uk

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

- **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.
- **Early Help** -
- **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
- **Resourced provision** – a specialist classroom/s attached to a mainstream school and is focused on a specific type of special educational need.
- **SENDCo** – the special educational needs and disabilities 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
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **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

