



Aiming High
Building Confidence
Caring for Each Other
SEN Information Report
2025-26

SEND Key Information	
SENDCo	Mrs Katie Peters
Headteacher and Designated Safeguarding Lead	Miss Jennifer Bingham
Deputy Headteacher and Deputy Designated Safeguarding Lead	Mrs Lyndsey Howarth
Link Governor for SEND	Mrs Carol Burrows
Contact Telephone	01204333458
Contact Email	petersk@spindle-point.bolton.sch.uk
Number of children on roll	200
Number of children on SEN register	40
% of children on SEN Register	20%
Number of children with an EHCP	6
% of pupils with an EHCP	1%
Permanent exclusions or suspensions for any pupils including those with SEND in 2024-25	5
Ladywood Outreach Support	Rachael Lee
Behaviour Support Service	Kath Strigeon
Educational Psychology Service	Sara Kewley

Principles

Everyone at Spindle Point School is committed to providing the conditions and opportunities to enable any child to be included fully in all aspects of school life. We embrace and celebrate the fact that every child is different and therefore the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you, as a parent, have any concerns regarding the welfare of your child or the progress they are making and levels of attainment, please make an appointment to speak to your child's class teacher or Mrs Katie Peters (SENDCo) to discuss your concerns using the contact details at the front of this report.

At Spindle Point we aim to:

- Ensure all pupils have an equal opportunity to access and engage in our broad and balanced curriculum.
- Embed practices and procedures which aim to ensure that all pupils' with SEN are identified and assessed to ensure we have the best understanding of their strengths and potential barriers that may impact on their ability to access curriculum without adaptations being in place.
- To work in partnership with parents/carers and the expertise of external agencies in decision making about their child's education.

What kinds of SEN do we provide for?

Children and young people's SEN are generally placed in four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At Spindle Point we provide for children with one, all and a combination of the above needs.

What policies are in place to support children with SEND?

Our SEND policy will give you the information you need about the provision we provide for pupils with SEND, which is available to view on our school website. To discuss this in more detail you are welcome to arrange a meeting with the SENDCO, who will happy to discuss it further.

You can also access the following related policies on our school website:

- SEND policy
- Pupil Premium Policy
- Behaviour & Discipline Policy
- Anti-bullying Policy
- Health and Safety Policy
- Equality Policy
- Safeguarding Policy
- The School's Local Offer and Bolton Local Offer

- Administration of Medicine Policy
- Mental Health and Well-being Policy

How are arrangements made to consult with parents?

Spindle Point is committed to working closely with parents and carers having an open door policy to ensure information is easily accessible between parents and school. Throughout the academic year, parents and carers are consulted. Twice a year parents are invited to our school's parents' evening and are allocated twice the usual time to spend with teachers to discuss their child's progress and attainment, as well as how they are settled in class. During this time we also share termly provision maps which detail the current provision and interventions being provided for their child. In Summer term, additional provision meetings are provided to share updated and reviewed provision maps. We invite parents in to school to complete and review Early Help forms, asking them to contribute information from a home specific and any relevant family background to allow us to capture the holistic view of the child.

Parents have easy access to the SENDCO, through face-to-face meetings, telephone calls and emails.

We provide additional information about access to support services as required, and are also available on the school website.

How are the children's voices heard in this process?

At Spindle Point we ensure that all pupils are consulted and their views are sought in regards to their education. For example discussing their own strengths and areas of development. Children choose information they would like shared on their provision maps. Children are invited, from Y2 and above, to all parents' evenings where successes and achievements are shared and new targets are set. All pupils take part in regular pupil voice activities across all subjects. We have an active school council which all children are actively encouraged to contribute to.

How does school assess and review the progress of pupils with SEND?

As part of our annual assessment calendar, formal assessments take place three times a year for all pupils, including those with SEND. Outcomes are discussed with head teacher, deputy head, SENDCO and class teacher during Pupil Progress meetings following each assessment. Leaders strategically plan additional support, staffing, interventions, resources and referrals to external agencies based on these discussions. Progress is secured by: quality-first teaching by class teachers who plan lessons to meet the needs of all; quality teaching assistants support; appropriate use of successful interventions; purposeful resources; planned use of expertise from external agencies and monitoring provision and

All children with an EHCP have an Annual Review in accordance with the SEN Code of Practise.

The Woodbridge schemes of work are used for some children with SEND. All staff have received training to on this. Learning Plans are formally updated termly with the SNA, class

teacher and SENDco. Progress is discussed at Pupil Progress meetings. These are shared termly with parents.

How do we prepare children with SEND to transition into a new phase of education?

For a child with SEND, transition can be a difficult period in their lives. At Spindle Point we take steps to ensure we can make any transition as smooth as possible.

When a child joins us from a pre-school setting we ensure we have a transition meeting with the teacher and SENDCO from the child's current setting, along with the parent or carer. Children are able to visit our setting, nursery or school prior to attending.

If a child is moving to another school, we will contact the school's SENDCO to make sure any special arrangements or support is in place for the child. When needed, a planning meeting will take place with the SENDCO. We will ensure all records about the child are moved onto the new school in a timely manner. School now records SEN information electronically via SIMS and CPOMS.

When children transition with school. Such as moving to a new class, there are various procedures in place to ensure all our children integrate well into their new learning environment. Transition meetings are built into the school calendar and a very child centred approach is adopted. All information is shared with the new class teacher.

When a child is moving to secondary school, the secondary and primary SENDCO will meet for a transition meeting. Information about the child's attainment, provision requirements and their voice will be shared through detailed records including information from SIMS and CPOMS as well as any paper records held in school.

Pupils and parents are encouraged to consider all options for the next phase of their child's education and the school will involve outside agencies, where appropriate, to ensure information is comprehensive but easily accessible and understandable. A member of staff will accompany families to visit secondary schools if required.

How do we support children with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All pupils in school receive quality first teaching. This means a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

All pupils at Spindle Point have access to quality first teaching. This means that teachers assess, plan and teach all children at the level which allows them to make accelerated progress with their learning from their starting points. Their Quality First Teaching, we ensure that the curriculum and teaching sequences are adapted to meet the individual needs of all children.

To ensure that all children make at least expected progress, wave assessments are used. Along with rigorous assessment and moderation, bespoke interventions are quickly put into place. The impact of all interventions is monitored pre and post interventions.

We support pupils with SEND through various means:

Curriculum Support

- Adaptation of learning in class by the class teacher through quality first teaching
- In class support Teach Assistants either 1 to 1 or in small group

- Specialist advice and support from external agencies including Educational Psychologists, Bolton Behaviour Support Service, Ladywood Special School (and many more)
- Implementation of various strategies so every child can access the curriculum at a level appropriate to their specific need

Communication and Interaction difficulties

- Speech and Language therapy support (NHS)
- Nurture groups
- Lego therapy groups
- Ladywood Outreach- Speaking and Listening Interventions

Social and Emotional and Mental Health Difficulties

- Transition and review meetings between school and parents
- Advice is sought from the Local Authority
- Meetings with Head teacher/SNDCO for parents to support behaviour management at home
- Quiet room/ Sensory Room that can be accessed as needed
- Signposting and supporting parents to access additional support for at home

Physical Support

- Adaptation of the school building to facilitate access and give expert knowledge of specialist equipment needed
- Individual risk assessment completed
- Individualised Health Care Plans
- Physiotherapist support
- Occupational therapy advice and support

How do we adapt the curriculum and learning environment for pupils with Special Educational Needs and Disabilities?

At Spindle Point we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work. Teaching style, content of the lesson. Desired outcome etc
- Adapting our resources and staffing within each cohort depending on the specific needs of the children within each class
- Using recommended aids such as laptops, colour overlays, visual timetables. Larger font etc
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of vocabulary, reading instructions aloud etc
- We have wheelchair access to all parts of the building
- Facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability/

The school takes all reasonable steps to modify or adapt the learning environment to meet the individual needs of children.

How do we ensure that teachers and support staff are well informed and trained about the specialist needs of children with SEND?

At Spindle Point all teachers recognise that they are teachers of all pupils are all responsible for SEND provision in the school.

- SENDCo holds the National Award for Special Educational Needs Co-ordination (NASENDCO)- Manchester Metropolitan University- 2015
- The school currently employs twelve teaching assistants of which four are trained to level 4
- All relevant teaching staff can access all reports for the children they work directly with
- Provision maps, which are updated at least termly, are discussed with all staff working with the child
- Structured end-of-year transition meetings are held between all teaching staff
- Training for specific learning difficulties is offered as required eg dyslexia, autism
- Regular first aid training and updates take place
- Medical training, for example the use of Epi-pens or supporting children with diabetes, is required to all relevant staff
- Training is offered to lunchtime supervisors at the same level as all other staff as required
- All staff are trained in Basic First Aid
- The SENDCo attends cluster meetings half-termly where information is shared from the Local Authority.
- The SENDCo provides a termly SEND update to all staff

Individual teachers and support staff can also request and attend training courses run by outside agencies that are relevant to the needs of the specific children they work with.

How do we evaluate the effectiveness of its provision for pupils with SEND?

All interventions and additional support is recorded on Provision Maps. These clearly state where additional support is being provided, by whom and when. Detailed documentation is kept on the targets being addressed, the work undertaken and the progress made. Targets and progress are reviewed at the end of a block of work and information will be shared with parents and carers at termly parent's evenings. Termly Pupil Progress. Meetings discuss and evaluate the impact of any interventions that have taken place. For children following the Ladywood Scheme of Work, Learning Plans are formally updated termly.

What activities are available for children with SEND above and beyond those in the curriculum?

At Spindle Point measures are put in place to ensure that children with SEND can fully access the curriculum and opportunities such as extra-curricular clubs.

At Spindle Point

- All children are encouraged to go on a two-night residential to the Anderton centre, Horwich.
- All pupils are encouraged to take part in sports day, school plays, workshops etc
- No pupil is ever excluded from these activities because of their SEN or disability

- Where necessary, extra support will be provided to ensure full participation by all children; parents are fully informed as to the trips and activities open to every child
- The school takes part in specialised sports tournaments for children with SNED.
- Risk assessments are carried out and procedures are put in place to enable all children to participate
- Lunchtime supervised are all briefed on any children who have SEND.

What support is available for improving the emotional and social development of pupils with special educational needs?

The children are frequently reminded that all members of staff will be ready to listen to any child who needs support. Children who need specific support are appointed a support person to ensure they are managing well in school and at break times. Year 6 children take on the Fun Bunch responsibility, which ensures that younger children are supported with play activities during lunch times.

The school teaches PSHE and use circle time which enable children to develop self-awareness, managing feelings, motivation, empathy and social skills.

The planning and assessment for children experiencing special educational needs will take into account the type and extent of difficulty experienced by the child. A variety of means and activities will be used to promote their overall development.

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances.

SEN children are included in all activities which take place outside the classroom. School will ensure that all efforts have been made to include SEN pupils in educational visits. This may include making reasonable adjustments as part of the risk assessment process and will usually entail discussion with the pupil, parents, group leader and manager of the venues to be visited e.g. to ensure full access. A Pupil Based Risk Assessment will be completed to ensure the safety of any such pupil. The risk assessment may involve an extra member of staff to accompany the visit, specifically to support the pupil on an individual basis.

The school has two higher level teaching assistants that have been trained to deliver Nurture Groups across the school.