

SCHOOL SPECIAL EDUCATION NEEDS (SEN) INFORMATION REPORT

General Information/ Frequently Asked Questions

What should I do if I think my child has a Special Educational Need or Disability?

If you would like to discuss your concerns with the SENCo, please call (01204) 391800 for an informal chat. For learning needs, you would need to raise this with school so they can monitor your child's progress and intervene accordingly. If you have any health, communication or emotional concerns, it is recommended that you also contact your GP.

What is the school ethos/ approach to SEN and Disability?

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Pupils who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Pupils should have special programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work on continuing education.

How will I know how my child is doing in school?

You will receive a termly update outlining your child's current progress in school. 2 updates will be paper copies sent to the address you provide to school and one update will be in the form of a parents' evening, where you can meet all of your child teachers and discuss their attainment in depth.

What support will there be for my child's overall well-being (Ref 3g: in particular, the development of their social and emotional skills)?

At MSJ, every child is assigned a mentor who they will see every form time. We also have a Pastoral Co-ordinator for each year group who is available at all time for the emotional needs of your child. Your child's Primary school will recommend them for our Nurture group for support with emotional or social needs but we also welcome parental requests to join this group.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

We are happy for you to be as involved as you like in your child's SEN support at MSJ. We welcome parental opinion and support as this informs us further about the needs of your child.

How do MSJ involve children and young people in their education and in the decision making process?

We have a Student Council where pupils meet regularly to discuss how to improve the school. Any child is welcome to put themselves forward for this and they are voted in by their peers. With regard to SEN, pupils are asked to complete a questionnaire about their experience within the department and we seek their advice on how to improve the quality of care that we provide.

Who, outside of school, can I turn to for advice and support?

- Ladywood outreach, Ladywood School, Masfield road, Bolton, BL3 1NG Tel: 01204 333400
- Educational Psychology Service, Children's service Department, Paderborn House, Civic Centre, Bolton, BL1 1UA
- CAMHS, Royal Bolton Hospital, Minerva Road, Farnworth, Bolton, BL4 0JR Tel: 01204 390659
- Sensory Support, Thomasson Memorial School, Devonshire Road, Bolton, BL1 4PJ Tel: 01204 333118
- Physiotherapist, Royal Bolton Hospital, Minerva Road, Farnworth, Bolton, BL4 0JR, Telephone: 01204 390390
- Occupational Therapist, Royal Bolton Hospital, Minerva Road, Farnworth, Bolton, BL4 0JR Telephone: 01204 390390
- Disabled Living, Pikes Lane Health Centre, Address: Deane Road, Bolton, BL3 5HP Telephone: 01204 463700
- Speech and Language Therapy Service, Brightmet Health Centre, Brightmet Fold Lane, Bolton, BL2 6NT Tel: 01204 462670
- Parent Partnership, Bolton Parent Partnership Service, Children's Opportunity Group, Lowndes Street, Bolton, BL1 4QB Telephone: 01204 848722

Where can I find information about Local Authority provision for children and young people with SEN?

Website: www.bolton.gov.uk – Schools and children – Special Educational Needs

How should complaints regarding SEN provision be made and how will they be dealt with?

Parents are partners with the school and are welcome to query decisions made by the school. Please inform the SENCo at the first instance in order to attempt and resolve the issue. If you are not satisfied at this point you can request the involvement of Alex Devaney (Headteacher). If the issue remains unresolved, please address your complaint to the board of governors and post to the school's address where it will be dealt with formally. If on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice / assistance from the LEA. If at this point they do not agree with the school's and LEA's decision they have the right to appeal to the authority's SEN Tribunal.

How do I get a copy of the school SEN Policy?

Call or email the SENCo to request a copy.

Who do I contact for further information?

Mark Hulton – SENCo – mhulton@msj.stoccat.org.uk

Samantha Green – Assistant SENCo – sgreen@msj.stoccat.org.uk

Mount St Joseph Catholic School, Greenland Road, Farnworth, Bolton BL4 0HU

Tel: (01204) 391800

Need specific information

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
MSJ school policy for the identification of need	• Makes little of no progress even when teaching approaches are targeted particularly in a child's identified area of weakness • Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas	• Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum	• Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school	• Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
How MSJ assess whether a child/young person has a SEN	1. Information from feeder schools initially. 2. Whole-school screen assessments (NFER CATS) 3. Diagnostic assessment. 4. Class teacher / subject area comments and analysis of progress registered through: I. Class teacher / departmental targets II. Class teacher / departmental ongoing marking / assessment III. Pupil reviews IV. Pupil reports	1. Information from feeder schools initially. 2. Staff concerns reported to SENCo. 3. SENCo contacts home and reports any emerging needs – recommend consultation with GP.	1. Information from feeder schools initially. 2. Staff concerns reported to SENCo. 3. SENCo contacts home and reports any emerging needs – recommend consultation with GP.	1. Information from feeder schools initially. 2. Staff concerns reported to SENCo. 3. SENCo contacts home and reports any emerging needs – recommend consultation with GP.

	5. Pupils referred by class/subject teachers as giving concern and therefore meriting assessment and possible inclusion on SEN register. 6. Ongoing assessment, review and record-keeping of pupils in line with the school's organisation of the Code of Practice.			
Type of SEN provision made throughout MSJ School	Pupils with an Education, Health & Care Plan • Monitored by SENCo and learning support team • Monitored and advice/1:1 sessions provided by the relevant outside agencies • Monitored by the pastoral team • LSA support in specific lessons • Alternative curriculum if appropriate • Individual staff mentor • Placement in groups containing 15 students or less • Access to support at breaks and lunchtimes • Access to daily lunchtime clubs	Pupils with an Education, Health & Care Plan • Monitored by SENCo and learning support team • Monitored and advice/1:1 sessions provided by the relevant outside agencies • Monitored by the pastoral team • LSA support in specific lessons • Individual staff mentor • Access to support at breaks and lunchtimes • Access to daily lunchtime clubs • Access to Independent Learning Centre (ILC) • Access to extended school days for KS4 (after school revision sessions)	Pupils with an Education, Health & Care Plan • Monitored by SENCo and learning support team • Monitored and advice/1:1 sessions provided by the relevant outside agencies • Monitored by the pastoral team • LSA support in specific lessons • Individual staff mentor • Access to support at breaks and lunchtimes • Access to daily lunchtime clubs • Access to Independent Learning Centre (ILC) • Access to extended school days for KS4 (after school revision sessions)	Pupils with an Education, Health & Care Plan • Monitored by SENCo and learning support team • Monitored and advice/1:1 sessions provided by the relevant outside agencies • Monitored by the pastoral team • LSA support in specific lessons • Specialist equipment provided • Individual staff mentor • Access to support at breaks and lunchtimes • Access to daily lunchtime clubs • Access to the Independent Learning Centre (ILC)

	• Access to additional 1:1 literacy/numeracy session • Access to Independent Learning Centre (ILC) • Access to extended school days for KS4 (after school revision sessions) Pupils who do not have Education, Health and Care Plan • Monitored by SENCo • Monitored and advice/1:1 sessions provided by relevant outside agencies • Alternative curriculum if appropriate • Individual staff mentor • Placement in groups containing 15 students or less • Access to support at breaks and lunchtimes • Access to daily lunchtime clubs • Access to additional 1:1 literacy/numeracy support • Access to the Independent Learning Centre (ILC) • Access to extended school days for KS4	• Access to speech and language development sessions with ELKLAN trained LSA • Access to Nurture Group Pupils who do not have Education, Health and Care Plan • Monitored by SENCo • Monitored and advice/1:1 sessions provided by relevant outside agencies • Monitored by the Pastoral team • Individual staff mentor • Access to support at breaks and lunchtimes • Access to daily lunchtime clubs • Access to the Independent Learning Centre (ILC) • Access to extended school days for KS4 (after school revision sessions) • Access to speech and language development session with ELKLAN trained LSA • Access to Nurture Group	• Access to Nurture Group Pupils who do not have Education, Health and Care Plan • Monitored by SENCo • Monitored and advice/1:1 sessions provided by relevant outside agencies • Monitored by the Pastoral team • Individual staff mentor • Access to support at breaks and lunchtimes • Access to daily lunchtime clubs • Access to the Independent Learning Centre (ILC) • Access to extended school days for KS4 (after school revision sessions) • Access to Nurture Group	• Move to lessons with a buddy/LSA • Access to disabled toilet/changing room • Access to lifts • Access to extended school days for KS4 (after school revision sessions) Pupils who do not have Education, Health and Care Plan • Monitored by SENCo • Monitored and advice/1:1 sessions provided by relevant outside agencies • Monitored by the Pastoral team • Specialist equipment provided • Individual staff mentor • Access to support at breaks and lunchtimes • Access to daily lunchtime clubs • Access to the Independent Learning Centre (ILC) • Move to lessons before the bell with buddy/LSA • Access to extended school days for KS4 (after school revision sessions)
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	(after school revision sessions)			
How MSJ evaluate the effectiveness of the provision made	Termly analysis of academic attainment. If insufficient progress made, additional support put in place until pupil achieves expected level/grade.	Termly analysis of academic attainment. If insufficient progress made, additional support put in place until pupil achieves expected level/grade. Assessments completed by outside agencies if pupil is on the caseload. Advice provided to school to improve support as a result of assessment.	Termly analysis of academic attainment. If insufficient progress made, additional support put in place until pupil achieves expected level/grade. Assessments completed by outside agencies if pupil is on the caseload. Advice provided to school to improve support as a result of assessment. Termly analysis of behaviour log. If pattern is identified, additional support is put in place until pupil is able to regulate their behaviour.	Termly analysis of academic attainment. If insufficient progress made, additional support put in place until pupil achieves expected level/grade. Assessments completed by outside agencies if pupil is on the caseload. Advice provided to school to improve support as a result of assessment.
How MSJ adapt the curriculum and school environment for pupils	Curriculum To accommodate pupils, who are designated as having a special educational need, the school provides: • Individual teaching programmes designed to meet the needs of each particular child. • Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).	Curriculum To accommodate pupils, who are designated as having a special educational need, the school provides: • Individual teaching programmes designed to meet the needs of each particular child. • Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).	Curriculum To accommodate pupils, who are designated as having a special educational need, the school provides: • Individual teaching programmes designed to meet the needs of each particular child. • Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).	Curriculum To accommodate pupils, who are designated as having a special educational need, the school provides: • Individual teaching programmes designed to meet the needs of each particular child. • Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).

	Specialist equipment. The school aims to include all pupils with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken. Environment The school environment is reasonably adjusted to meet the needs of individual pupils if it is causing a barrier to their learning.	Specialist equipment. The school aims to include all pupils with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken. Environment The school environment is reasonably adjusted to meet the needs of individual pupils if it is causing a barrier to their learning.	Specialist equipment. The school aims to include all pupils with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken. Environment The school environment is reasonably adjusted to meet the needs of individual pupils if it is causing a barrier to their learning.	Specialist equipment. The school aims to include all pupils with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken. Environment The school environment is reasonably adjusted to meet the needs of individual pupils if it is causing a barrier to their learning.
How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs)	As we are an inclusive school, all pupils are invited to participate in all activities, within their capabilities. Some tasks are adapted to meet the specific needs of pupils.	As we are an inclusive school, all pupils are invited to participate in all activities, within their capabilities. Some tasks are adapted to meet the specific needs of pupils.	As we are an inclusive school, all pupils are invited to participate in all activities, within their capabilities. Some tasks are adapted to meet the specific needs of pupils.	As we are an inclusive school, all pupils are invited to participate in all activities, within their capabilities. Some tasks are adapted to meet the specific needs of pupils.
What specialist skills/expertise do school staff have?	In-service training is available in respect of SEN for whole school, departmental or individual members of staff/support staff. The	In-service training is available in respect of SEN for whole school, departmental or individual members of staff/support staff. The	In-service training is available in respect of SEN for whole school, departmental or individual members of staff/support staff. The	In-service training is available in respect of SEN for whole school, departmental or individual members of staff/support staff. The

	provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the schools professional development policy.	provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the schools professional development policy.	provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the schools professional development policy.	provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the schools professional development policy.
What training are the staff teaching and supporting pupils with SEN having/recently had?	British Dyslexia Association training	ELKLAN Speech and language training	Independence for vulnerable pupils ADHD support group	Moving and handling training
What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services)	• Ladywood Outreach • Educational Psychology Service • CAMHS • Sensory Support • Physiotherapy Service • Occupational Therapy Service • Disabled Living • School Counsellor • Parent Partnership	• Ladywood Outreach • Educational Psychology Service • CAMHS • School Counsellor • Speech and Language Service • Parent Partnership	• Ladywood Outreach • Educational Psychology Service • CAMHS • School Counsellor • Parent Partnership	• Ladywood Outreach • Sensory Support • Physiotherapy Service • Occupational Therapy Service • Disabled Living • Parent Partnership
How is equipment and facilities to support pupils secured?	Part of the school budget is dedicated to: - Educational Psychology Service - Specialist Teacher (1:1 literacy sessions/exam concessions assessments/dyslexia assessments/coloured overlays) - Dedicated staff for 1:1 literacy/numeracy/life skills sessions	Part of the school budget is dedicated to: - Educational Psychology Service - School Counsellor - Dedicated staff for 1:1 speech and language sessions - Dedicated staff for 1:6 nurture sessions - Specialised resources recommended by outside agencies	Part of the school budget is dedicated to: - Educational Psychology Service - School Counsellor - Dedicated staff for 1:1 speech and language sessions - Dedicated staff for 1:6 nurture sessions - Specialised resources recommended by outside agencies	Part of the school budget is dedicated to: - Adapting the building to improve access - Specialised resources recommended by outside agencies

	- Specialised resources recommended by outside agencies			
How does MSJ support pupils with SEN during transition?	- SEN transition officer meets with Primary school to gather information - Open Evening in Sept of Yr 6 and Parents Evening in July of Yr 6 is arranged and parents are able to discuss child's needs with SEN team - Outside agencies meet with SENCo to discuss needs - After school transition sessions are arranged for pupils recommended by their Primary school - Additional visits to the school can be arranged on request - 2 Transition days are arranged in July of Yr 6	- SEN transition officer meets with Primary school to gather information - Open Evening in Sept of Yr 6 and Parents Evening in July of Yr 6 is arranged and parents are able to discuss child's needs with SEN team - Outside agencies meet with SENCo to discuss needs - After school transition sessions are arranged for pupils recommended by their Primary school - Additional visits to the school can be arranged on request - 2 Transition days are arranged in July of Yr 6	- SEN transition officer meets with Primary school to gather information - Open Evening in Sept of Yr 6 and Parents Evening in July of Yr 6 is arranged and parents are able to discuss child's needs with SEN team - Outside agencies meet with SENCo to discuss needs - After school transition sessions are arranged for pupils recommended by their Primary school - Additional visits to the school can be arranged on request - 2 Transition days are arranged in July of Yr 6	- SEN transition officer meets with Primary school to gather information - Open Evening in Sept of Yr 6 and Parents Evening in July of Yr 6 is arranged and parents are able to discuss child's needs with SEN team - Outside agencies meet with SENCo to discuss needs - After school transition sessions are arranged for pupils recommended by their Primary school - Additional visits to the school can be arranged on request - 2 Transition days are arranged in July of Yr 6
How does MSJ support young people with SEN in preparing for adulthood, independent living and their next phase of their education, training or employment?	- Pupils take part in work experience in Yr 10 - SENCo sends all documentation relevant to pupil to college (statement, pupil profile, academic reports, exam concessions admin) - Pupils meet with Connexions officer	- Pupils take part in work experience in Yr 10 - SENCo sends all documentation relevant to pupil to college (statement, pupil profile, academic reports, exam concessions admin) - Pupils meet with Connexions officer	- Pupils take part in work experience in Yr 10 - SENCo sends all documentation relevant to pupil to college (statement, pupil profile, academic reports, exam concessions admin) - Pupils meet with Connexions officer	- Pupils take part in work experience in Yr 10 - SENCo sends all documentation relevant to pupil to college (statement, pupil profile, academic reports, exam concessions admin) - Pupils meet with Connexions officer

	throughout Yr 10 and 11 - Connexions officer is able to support pupil with college application - Connexions officer liaises with college to ensure they are away of their needs - Pupils visit local colleges in Yr 10 and 11 and participate in taster sessions - Additional visits to selected college are arranged if pupil is deemed to require significant support	throughout Yr 10 and 11 - Connexions officer is able to support pupil with college application - Connexions officer liaises with college to ensure they are away of their needs - Pupils visit local colleges in Yr 10 and 11 and participate in taster sessions - Additional visits to selected college are arranged if pupil is deemed to require significant support	throughout Yr 10 and 11 - Connexions officer is able to support pupil with college application - Connexions officer liaises with college to ensure they are away of their needs - Pupils visit local colleges in Yr 10 and 11 and participate in taster sessions - Additional visits to selected college are arranged if pupil is deemed to require significant support	throughout Yr 10 and 11 - Connexions officer is able to support pupil with college application - Connexions officer liaises with college to ensure they are away of their needs - Pupils visit local colleges in Yr 10 and 11 and participate in taster sessions - Additional visits to selected college are arranged if pupil is deemed to require significant support
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SEND Contacts for Secondary School – Bolton

Bolton Council – SEND Local Offer (Secondary Support Hub)

[Home – SEND Local Offer](#)

Bolton Information & Advisory Service (IAS Bolton)

[Home](#)

Educational Psychology Service – Bolton

[Educational psychologists – SEND Local Offer](#)

Sensory Support Service – Bolton

Phone: 01204 333120

Bolton Behaviour Support Service
Phone: 01204 338133

Bolton Parent Carers Forum
[Home - Bolton Parent Carers](#)

Autism Special Support

www.autismspecialsupport.com

[E-learning](#)

SEND Inclusion Support

www.sendinclusionsupport.co.uk

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M. Hulton SENDco