



SPECIAL EDUCATIONAL NEEDS

Information Report 2026/2027

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



If you suspect your child may be having difficulties that you think are related to an undiagnosed Special Educational Need or Disability you should discuss your concerns initially with the relevant subject teacher, form tutor or Head of Family. Your concerns will be shared with the SENCo who may contact you for further details and discussion. Should you wish to, you could discuss your concerns directly with the SENCo at Parent's Evenings or by e-mail (senco@ladybridgehigh.co.uk) or via the school switchboard.

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



(Reg 3c: In general, how do school approach the teaching of pupils with SEN/D?)

The school ethos/approach to SEN and Disability is to place the learner at the heart of the process via meeting their individual special educational needs and those set out in Educational Health Care Plans (EHCPs). Ladybridge offers a 'learner first' approach and endeavours to:

- provide a safe and happy environment in which all learners are able to develop personally, physically, socially, academically and spiritually
- ensure learners do not feel stigmatized by the word SEND, the team that coordinates and delivers the provision is called START Network (*Support That's Additional Robust and Targeted*), they know us as the START team and they work in the START centre during interventions
- ensure they have access to an inclusive extra-curricular programme
- provide a broad, balanced and adaptive curriculum with a wide range of real world learning experiences, whilst offering equality of opportunity and Quality First Teaching and promoting high standards of attainment and achievement
- ensure that learners have opportunities to display the WISDOM qualities (Team work, Resilience, Respect, Curiosity, Kindness and Commitment) and develop their independence and agency for their learning so they become good citizens and are prepared for life after Ladybridge High School

- ensure that the learning needs of those with SEND are identified and assessed as early as possible and offer support that is additional, robust and targeted where necessary, and reviewing their progress as part of the Assess – Plan – Do – Review process
- ensure all staff are involved in planning and meeting the learning needs of learners with SEND
- ensure that the school liaises effectively with parents, special schools and external agencies in order to meet the needs of learners

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

(Reg 7: School arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)



Following parents/carers or teachers raising concerns about SEND, the SENCO will collate information and invite parents in to discuss the potential learning needs and together create a plan moving forward to support their needs, using the Early Help Assessment process if necessary. Those that do not have an EHCP will follow a pathway of provision over two terms as part of the graduated approach.

The following will be covered in a meeting to ensure needs are met:

- Learner profile – this identifies the learners needs and strategies to support them
- Interventions or wellbeing support
- Informing all relevant staff of the actions
- Set next review meeting, if appropriate
- Parents contribute to progress at home

Learners with EHCPs

If learners have an EHCP then parents/carers are invited to attend and contribute to Annual Review meetings. The meetings will evaluate the effectiveness of the provision and support in place, review the outcomes in the plan and evaluate the success of them, creating a plan for the next academic year. If a learner is transitioning through a Key Stage then new outcomes may be created to reflect the change in setting, course and support that may be needed to ensure their needs are met. Careers advisors and external agencies or even college transition officers may attend these meetings. Reviews will include:

- Learner voice
- Parent views
- Subject progress and attainment reports
- Advice from external agencies if necessary
- Teachers comments on progress made to meet the outcomes

Learners with EHCPs will be assigned a keyworker at KS3. The keyworker for your child will email you fortnightly to inform you of your child's general progress and any concerns they may have. If you wish to discuss academic progress then you can contact your child's subject teacher.

Primary transition

Open Evening is held once a year in September for learners transitioning from primary school and the START team including the SENCO and Assistant SENCO are available to discuss provisions and facilities available with any potential learners and their parents/carers. We also hold a drop in evening in the summer before your child is due to start High School in the September, where you have the opportunity again to speak with the START team including the SENCO and Assistant SENCO.

Parents Evenings Year 7 - 11

Parents Evenings are held throughout the year for all year groups 7-11, the SENCO and Assistant SENCO are available for any discussions or concerns you may have about provisions in place for your child. Subject teachers will discuss your child's academic progress and attainment including Attitude to Learning and Home Learning.

Parent Drop-in sessions

START Network (*Support That's Additional, Robust & Targeted*) hosts events for parents throughout the academic year which focus on different areas of need and how you as a parent/carer can support your child at home. These are delivered by external agencies and the START team. This is also an opportunity for you to meet other parents and again discuss any concerns with the START team. The dates for these will be posted on social media or sent via email.

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

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEN/D)



Learners in Year 7 are assessed on entry to Ladybridge High School in the Autumn term and this data is used to inform us of those learners needing additional support with their reading, writing, spelling, or wellbeing. Those needing support will be involved in small group interventions for 6-8 weeks. They will be assessed again in Spring term to measure what progress has been made and continue interventions if necessary and then again in Summer term. If progress has been made then intervention is no longer needed. Learner needing interventions or additional support will be added to the SEND register and parents will be informed of this via email. This will continue during KS3 should it need to and if progress is a concern, then we may ask external agencies to be involved.

Learners entering the school having been previously assessed as having SEND will have further assessments to enable a clear picture of ability if necessary and to guide interventions. The results of any assessments and testing will be brought to the attention of teachers by the SENCO so they can make adaptations appropriately for the learner's needs in their lessons and provide any reasonable adjustments and/or resources.

Parents receive a progress report three times during the academic year, one per term which shows the learners attitude to learning and home learning grades and whether their progress is a concern, which can be discussed with the relevant teacher. In the summer term parents receive their child's examination grades from their summative assessment for that academic year. These can be discussed at the parents evening which is held once a year.

Phone calls are also made by form tutors to inform parents how Year 7 have settled in to High school and these may also occur during the academic year if the need arises, for example, to inform parents of interventions.

Learners with EHCPs

During the academic year the START team hosts celebratory events where parents are invited to celebrate their child's achievements with them. They will be given the opportunity to see their child's books and work from the term and see the live tracking of their progress in lessons.

Learners with EHCPs will be assigned a keyworker in KS3. The keyworker for your child will email you fortnightly to inform you of your child's general progress and any concerns they may have. If you wish to discuss academic progress then you can contact your child's subject teacher.

How does Ladybridge High School involve children and young people in their education and in the decision-making process?

(Reg 8 : School arrangements for consulting and involving children and young people in their own education)

Learners work with a member of staff to create their Learner Profile.

Learners with an Education Health Care Plan are supported in preparing for and attending their Annual Review.

Learners are assigned a form teacher and Head of Family that they can discuss any concerns with them at any time during the school day.

Learners can self-refer for wellbeing support.

Learners are asked regularly for their views on events hosted by the school such as Personal development Days and during Personal Development time they are expected to voice their opinions during community meetings.

Learner voice is part of the Quality Assurance process across school for all departments as part of their subject reviews.

What support will there be for my child's overall well-being?

(Reg 3g: in particular the development of their social and emotional skills)



Ladybridge High School has a strong support system and is dedicated to the health and well-being of all learners. The Heads of Family work closely with the SENCO and wellbeing team to identify and intervene in the case of specific social, emotional and mental health needs. A weekly meeting is held with the Assistant Head of Inclusion, Assistant Head of Behaviour and Safeguarding, Head of Pastoral Care, SENCO and Bolton Behaviour Support Service to discuss emerging needs and from this we plan a graduated approach to the support we offer.

Our wellbeing team can support learners on a one-to-one basis and your child can access this support by a referral from a member of staff, themselves or another learner. The sessions involve time with a member of staff to discuss their mental health and wellbeing and if needed a referral for Cognitive Behaviour Therapy. Further referrals to MHST and CAMHS can be made if appropriate.

The START Network Team organise social stories, colouring therapy, lego therapy and friendship groups and extra support for transition for Year 6.

The NEST is a nurture room based on the farm where learners can go throughout the day to self-regulate. Learners also have access to the NEST at break and lunch time which is a quiet space for them to socialise with their friends.

All learners take part in a Mindfulness course during their time at Ladybridge. [HERE](#) you can read more about the MISP programme offered to learners during Personal Development. They also actively work through a wellbeing journal during form time.

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Alternative rooming arrangements for formal exams can be arranged with the SENCO for a learner who has a formal diagnosis of a medical condition which has a substantial or adverse effect on their ability to sit their exams in the main hall.

How will my child be supported through their phases of education and in preparing for adulthood?

Primary transition

Open Evening is held once a year in September for learners transitioning from primary school and the START team including the SENCO and Assistant SENCO are available to discuss provisions and facilities available with any potential learners and their parents/carers. We also hold a drop in evening in the summer before your child is due to start High School in the September, where you have the opportunity again to speak with the START team including the SENCO and Assistant SENCO.

We provide enhanced transition days aside from the one-day transition for those that teachers in the primary school identify as needing extra support. Two mornings are organised and delivered by the Assistant SENCO where learners get to meet other learners and complete activities that are fun and develop team building and collaborative skills. Teaching Assistants from their primary schools are also able to join them on the day if necessary.

Learners with EHCPs

If a learner is transitioning through a Key Stage then new outcomes may be created via the Annual review process to reflect the change in setting, courses and support that may be needed to ensure their child's needs are met. Careers advisors, external agencies and college transition officers may attend these meetings.

Learners meet one to one with the school's careers advisor in year 11 to discuss future aspirations and post 16 education, they create a plan together that is shared with parents. A coffee morning is held in order to support parents with the transition process as well.

One to one meetings with the careers advisor are also arranged for learners in year 10 to discuss and organize work experience placements. A member of the START team is assigned to oversee the process of all of the above.

Who do I contact for further information?

(Reg 4: Contact details of the SENCO)



The SENCO is Mrs V Halliwell and the Assistant SENCO is Mrs H Kemp. They are both contactable via the school switchboard.

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

Click [HERE](#) for the SEND policy or alternatively it can be found on the school website.



How does Ladybridge High School adapt the curriculum and school environment for learners?

(Reg 3d) Please refer to the SEND Policy [HERE](#)



Training is provided for all staff on how to adapt the curriculum for the needs of all learners and the START Network Team regularly communicate with staff the ways in which learners' needs can be met in the classroom and how TAs can be deployed effectively to ensure Quality First Teaching across the curriculum. Each department has a SEND resource box to support learners, should learners forget their resources then they can take from the box, so their needs are still met throughout the school day. Learners needing coloured books and overlays are given these for all lessons. There is also support offered through ICT such as Ipads, I robot and laptops and online platforms for a blended learning approach. A member of the START team will also attend any trips in order to support those with additional needs

Alternative curriculum

Small nurture classes at KS3 have been set up in English and Maths to support learners with SEND. Learners also have access to alternative qualifications at KS4 should the need arise for them to follow a different curriculum pathway. Learners also have access to an alternative provision where they can access practical learning in small groups. The curriculum is also designed with project-based learning at it's core and is designed to support the whole rounded Individual. This means they access outdoor learning and Learning for Life throughout their time at Ladybridge.

School environment

The following have been adapted to support learners needs where possible:

- A ramp at the entrance of the building
- A lowered kirb in the car park
- A lift in the Leisure centre that can be used to get to the next floor
- A Hoist in the swimming pool

Classroom strategies

Here are some examples of adaptive teaching strategies to ensure all learners can access the trivium:

Knowledge: clarity through explanations, story-telling and modelling; responsive teaching, repetition and spaced retrieval practice.

- Use visual aids and diagrams as much as possible
- Give live or worked examples as much as possible
- Print off copies of class notes and slide notes to avoid lots of copying
- Highlight key information on handouts and slide presentations
- Deploy a TA using one of the four models
- Give one instruction at a time and reinforce oral instructions in writing
- Ask learners to repeat instructions back to test understanding
- Give model answers that learners write down so they can refer back to it
- Give the order of the lesson beforehand or at the start of the lessons, using visuals
- Give success criteria for them to tick off as they complete their work
- Offer pre-learning such as recorded videos or class notes prior to the lesson
- Use think pair share activities to allow for processing time before they give their answers
- Give movement/rest breaks
- Offer different ways for them to present their work, e.g. bullet points, storyboard, flow charts, mind maps, flash cards
- Give support such as writing frames, sentence starters or gap fills
- Use iPads/laptops to translate or find visual aids
- Use whiteboards to assess their learning
- Use different coloured paper or overlays when reading resources or writing
- Dual coding new vocabulary/content with images
- Use pastel coloured slides and presentations

Exploration: real world experiences and experimentation; debate, critical thinking and deep questioning; project-based learning, problem solving and reflection.

- Give cue cards/speaking frames for those in a class debate
- Group learners in mixed ability groups or same ability groups.
- Use iPads to translate questions and answers
- Give learners a plan of what they are expected to do prior to the project
- Give a list of success criteria they can tick off as they work
- Give live examples of teamwork, group work and how to collaborate and communicate effectively with each other
- Use graphic organisers, flow charts and mind maps
- Give them a speaking frame to support oracy skills
- Guest speakers
- Educational visits

Communication: public performance and extended writing; presentations, exhibitions and vivas; exemplify WISDOM qualities.

- Give learners several opportunities to practise presenting before they present to a large group.
- Have them present to each other, in small groups, or just to the teacher rather than the whole class or film separately for the teacher to watch.
- Teach the skills of presenting and give live examples.
- Have learners take a smaller non-speaking role first with a group, then build to saying a few lines and then presenting with a group and then independently.
- Give live or worked examples as much as possible of what is expected.
- Offer several ways for learners to communicate their work to an audience, a book, a presentation, storyboards, spider diagram, pictures, video, extended writing etc
- Give learners opportunities to redraft and refine their work.
- Give learners a series of questions to answer prior to the viva.
- Give a framework to work from.
- Give success criteria for them to tick off as they complete their work.

How does Ladybridge High School evaluate the effectiveness of the provision made?

(Reg 3a)

All provisions are assessed using pre and post standardised assessment methods where available. In addition to this, the SENCO analyses data from teachers regarding progress, behaviour and effort to assess the impact of interventions.

The SEND Governor visits the SENCo termly to discuss the provisions available and progress through the Departments Improvement Tracker.

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



Click [HERE](#) for the SEND Local offer where there is information and support services for SEN/D for anyone aged between 0 to 25.

Parents are signposted to any community events on a regular basis and learners regularly attend the Pantathlon events that are organised by the Bolton PE & School Sport organisation.

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

(Schedule 1.10: Contact details of support services/groups who can provide advice and information relating to the SEN of the children and young people concerned for example Bolton IAS Service, Bolton Parent Carers etc)



Parents/carers can contact the Bolton Information and Advisory Service should they need support from outside of school. The SENCO strongly advises parents to refer to the Service at all stages of the SEND process.

They can be contacted at:

Bolton Information Advice Service

Children's Opportunity Group

Lowndes Street

Bolton, BL1 4QB

Telephone 01204 848722

Website: www.iasbolton.com

Bolton Parent Carers

This is Bolton's parent carer forum for your 0-25 journey. They can be contacted at:

The Bolton Hub Bold Street

Bolton, BL1 1LS

Telephone: 07715 201798

Email: info@boltonparents.org.uk

Twitter: @BoltonParents Instagram: @boltonparents

They also have a Facebook page.

Website: www.boltonparents.org.uk

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

(Schedule 1.9: Detail the arrangements made by the Governing Body relating to the treatment of complaints concerning the provision made at school)



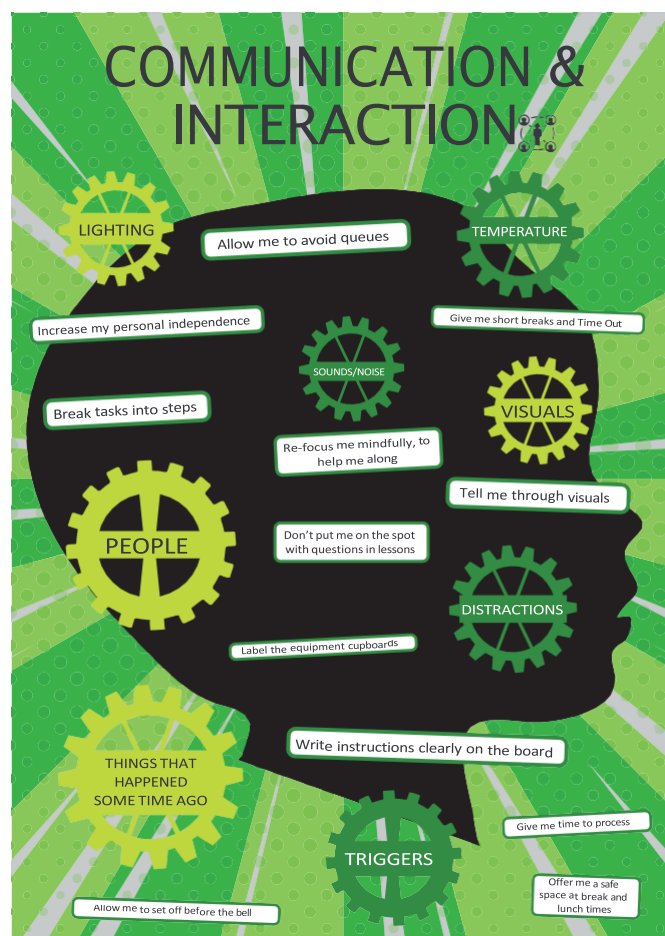
Concerns or complaints raised by parents/carers are dealt with directly through telephone calls or meetings with school staff regarding school policy.

Where necessary, parents/carers will be supported in raising their concerns or complaints to the Local Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups such as the Bolton Information Advice Service will also be made available.

1. Speak to the SENCO
2. Follow the school's complaints procedure [HERE](#).
3. Complain to the Local Authority [HERE](#).

How does the school involve other bodies to meet the needs of children with SEND and support their families?

Ladybridge High School work closely with a variety of support services to meet learner needs. This can be done via the Early process if necessary. The services will work in our school by completing observations of learners, writing reports and recommendations to support them, offering targeted interventions, mentoring and will support in the process of gathering evidence for an Educational Health Care Plan. A triage meeting is organised between the SENCO and the agency at the start of each term where learners are discussed and decisions are made on how best to support them. The SENCO then networks with other agencies and staff in school to ensure the right support is provided



	 COGNITION & LEARNING	 COMMUNICATION & INTERACTION	 SOCIAL, EMOTIONAL AND MENTAL HEALTH	 SENSORY AND/OR PHYSICAL
 Ladybridge High School policy for the identification of needs? (Schedule 1.2)	Where previous schools have identified learners as having SEND prior to transfer to Ladybridge High School, the SENCO should receive an automatic transfer of data or a paper SEND file. Learners will automatically transfer over onto the SEND register at Ladybridge High School and the SENCO will put the provision in place that primary have indicated is needed. You will receive a letter in the first term to confirm this. We will monitor your child's progress over the first term and then review whether intervention is still needed. If it is no longer needed then they will be removed from the register, if it is, then they will remain on the register and again you will be informed via email. The school provide for the four areas of need as outlined below:			
	Moderate Learning Difficulties The learner has generalised learning difficulties across all curriculum areas despite appropriate intervention including difficulties in adaptive functioning such as communication, social skills, independence and self-care. The learner has an IQ between 50 and 70. Specific Learning Difficulties The learner has observable traits of, or a diagnosis of, dyslexia, dyscalculia or dyspraxia. Severe Learning Difficulties The learner has significant learning difficulties with.	Speech, Language and Communication Needs The learner has recognised speech and language difficulties that significantly impact on the ability to understand what is being said, communicate with others or speak clearly. Autism The learner will have a diagnosis of autism.	The learner will have a recognised underlying mental health difficulty such as anxiety, depression, self harm, substance misuse, eating disorder or other physical symptoms that are medically unexplained and those with other recognised difficulties that impact on a learner's social and emotional presentation such as ADD, ADHD or attachment disorder.	Visual Impairment The learner has a recognised sight impairment. Hearing Impairment The learner has a profound, severe or moderate hearing loss. Multi-sensory Impairment The learner has a significant hearing and visual impairment. Physical Difficulty The learner has a physical need that results in them requiring ongoing support to physically access the opportunities available to their peers.



How Ladybridge High School assess whether a learner has a SEN (Schedule 1.2)

Cognitive Assessment Tests (MiDYis)

Single Word Spelling Test (SWST)

Salford Sentence Reading and Comprehension Test

New Group Reading Test (NGRT)

Sounds Write
Phonics Assessment
The school uses the Bolton Literacy Pathway and Numeracy Pathway

- Irlen's Screening
- Dyslexia Screening
- Dyscalculia Screening
- Dyspraxia Screening
- Educational Psychology assessment.
- Occupational Therapy
- Assessment

Cognitive Assessment Tests (MiDYis)

Talking Partners at Secondary Assessment

Specialist Assessments

- Speech & Language Therapy Service
- Paediatricians
- Woodbridge Service
- Educational Psychology Service
- AQ

The school uses the Bolton Autism Pathway (BSCIP)

Strengths and Difficulties Questionnaire

Boxall Profiling

Observation (TOAD)

Specialist Assessments

- CAMHS
- Bolton Behaviour Support Service
- Paediatricians
- Educational Psychology Assessment.

The school uses the Bolton ADHD Pathway

Specialist Assessments

- Sensory Support Service
- Medical Professionals



**Type of SEN provision
made throughout
Ladybridge High School
(Schedule 1.1 and 1.3e)**

Learners with an EHCP

- Alternative to GCSE pathway for relevant subjects
- Learner Profile
- Literacy intervention
- Numeracy intervention
- TA support
- Access arrangements for GCSE exams
 - Support room during unstructured times
- Visual timetable
- Travel Training to aid transition for KS4 learners to KS5
- Woodbridge caseload
- Specialist Connexions Personal Advisor

Learners who do not have an EHCP

- Learner Profile
- Alternative to GCSE
- Literacy intervention
- Numeracy intervention
- TA support
- Access arrangements for GCSE exams
 - Support room during unstructured times
- Visual timetable

Learners with an EHCP

- Alternative to GCSE pathway for relevant subjects
- Alternative Curriculum
- Speech and Language interventions
- Social Stories
- Comic Strip Conversations
- ELKLAN accredited learning support staff
- Learner Profile
- Access arrangements for GCSE exams
- Supported room during unstructured times
- Travel Training to aid transition for KS4 learners to KS5
- Woodbridge caseload
- TA support
- Visual timetable
- 5 minute early pass
- Boomerang Pass
- Lego Therapy
- Specialist Connexions Personal Advisor

Learners who do not have an EHCP

- Alternative to GCSE pathway for relevant subjects
- Alternative Curriculum
- Speech and Language interventions
- Social Stories
- Comic Strip Conversations
- ELKLAN accredited learning support staff
- Learner Profile

Learners with an EHCP

- Alternative to GCSE pathway for relevant subjects
- Alternative Curriculum
- Learner Profile
- Visual timetable
- 5 minute early pass
- Boomerang Pass
- 1:1 mentoring
- TA support
- Individualised reward system
- Bolton Behaviour Support Service
- Access arrangements for GCSE exams
- Travel Training to aid transition for KS4 learners to KS5
- Specialist Connexions Personal Advisor
- Mindfulness
- Wellbeing referral
- Cognitive behaviour therapy
- Enhanced access to Heads of Family

Learners who do not have an EHCP

- Enhanced access to Heads of Family
- Alternative to GCSE pathway for relevant subjects
- Alternative Curriculum
- Visual timetable
- 5 minute early pass
- Boomerang Pass
- 1:1 mentoring
- Supported room during unstructured times

Learners with an EHCP

- Adaptations to the school site / systems where possible
- Learner Profile
- Access arrangements for GCSE exams
- Supported room during unstructured times
- Movement Therapy
- TA support
- Travel Training to aid transition for KS4 learners to KS5
- Specialist Connexions Personal Advisor
- Sensory Support Service monitoring
- Access to relevant aids
- Use of ICT

Learners who do not have an EHCP

- Adaptations to the school site / systems where possible
- Learner Profile
- Access arrangements for GCSE exams
- Supported room during unstructured times
- Movement Therapy
- Travel Training to aid transition for KS4 learners to KS5
- Sensory Support Service monitoring
- Access to relevant aids
- Use of ICT

		• Access arrangements for GCSE exams • Supported room during unstructured times • Travel Training to aid transition for KS4 learners to KS5 • TA support • Visual timetable • 5 minute early pass • Boomerang Pass • Lego Therapy	• Individualised reward system • Bolton Behaviour Support Service • Access arrangements for GCSE exams • Travel Training to aid transition for KS4 learners to KS5 • Mindfulness • Wellbeing referral • Cognitive behaviour therapy	
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 How the school ensure the inclusion of learners with SEN in activities outside of the classroom (including school trips and after school clubs) (Schedule 1.3f)	The SENCO and Head of Sport, Health and Character work closely to monitor and ensure learners with SEND are attending both trips and extra-curricular activities. The Sport, Health and Character teachers and HLTAs will organise and facilitate the Panathlon events which give opportunity for those with SEND to participate in inclusive sporting activities throughout the academic year. The extra-curricular timetable can be found at the bottom of the enrichment page on the school website. Reasonable adjustments are made to make activities accessible to all such as adapted equipment, wellbeing sessions for all and girls only sessions. When a learner with an Education Health Care Plan attends a school trip, a member of the START team will accompany them. The START Network Team holds an After School Drop-in Club which is staffed by the START Team's HLTAs. All learners with SEND are strongly encouraged to attend. This year these are on a Monday, Wednesday and Thursday in till 4pm in E17.
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**What specialist skills/
expertise do school
staff have?**
(Schedule 1.5)

The SENCO, Assistant SENCO, three HLTAs and one TA3 are certified to deliver the Sounds Write multisensory phonics programme.

The SENCO and Assistant SENCO has completed the NASENCO Award.

All START Network staff have significant experience of intervening to support key skills.

Two TAs and a HLTA have the Food Hygiene Level 1 Certificate.

Two TAs hold the ELKLAN Level 3 qualification along with a number of members of the team.

Several members of the team have significant experience of delivering Talking partners at Secondary, Social Stories and Comic Strip Conversations.

Site and admin staff have received training and have knowledge of how to intervene in events involving learners with autism.

All START Network staff have significant experience of supporting learners who have social, emotional and mental health issues.

The SENCO is certified to teach MISP mindfulness programme.

START Network staff have significant experience of supporting with the needs of hearing impaired learners.