"The Gates - Unlocking Success For All!"

GROWTH | ACHIEVEMENT | TEAMWORK | ENJOYMENT | SUCCESS

Special Educational Needs and Disabilities Information Report September 2026

What is Our Vision?

At The Gates, we appreciate that no two people are the same: **we are all unique** and the things that make us different, are the things that bring colour to our school! We will continue to celebrate our learning differences so that all pupils continue to become confident, high achievers who excel in all they do .

Inclusion is at the heart of all that we do. We pride ourselves on providing a school where children feel safe within a happy, stimulating and attractive environment in which each child is encouraged to: enjoy learning, have high expectations of themselves, respect each other and fulfil their true potential.

The Gates Primary School **is an inclusive school** which aims to endorse mutual respect and understanding for all its pupils. We believe that all children should be equally valued, therefore we will do all we can to promote equal opportunities. Creating learning environments where **all children can flourish**.

At our school, children have access to a broad, exciting and challenging curriculum. We aim to prevent underachievement by **teaching in an innovative and creative way** to enhance learning opportunities for all.

Here, we celebrate children's differences by **instilling tolerance and empathy**. This allows children to develop compassion, understanding and encourages pupils to see the world through someone else's eyes. Our pupils know they are valued and important members of our school community.

What are Our Aims?

Growth: To help each child to grow into physically and mentally healthy, rounded people who are mature, independent and interdependent. Have regard to the SEN Code of Practice, when carrying out our duties toward all pupils with SEND. We aim to help, guide and support our pupils with Social Emotional and Mental Health difficulties to improve their behaviour and nurture their growing self-esteem. We aim to ensure all disabled pupils feel part of our inclusive school community by ensuring our school is disable friendly: all pupils can access all areas of our school.

Achievement: For all children to make progress in all of their lessons. We aim to ensure that all children, regardless of their need, make good progress across the curriculum each year. Therefore, we will provide

specialist equipment and assistive technology when necessary. Pupils with Specific Learning Differences will receive specialist intervention to help them reach their full potential.

Teamwork: At our school, everyone works together. We have an effective, passionate team who work in partnership with our caring parents, dedicated governors, happy pupils, other agencies and the local community to act in the best interests of each child! WE ensure that all staff are aware of the importance of identifying and making provision for pupils identified as SEND! We believe that working together will ensure the best outcomes for our pupils. Parents are included in the decision making regards schools SEND provision being made for their child.

Enjoyment: We make learning fun by providing a wide range of engaging and fun learning experiences. School has been commented on positively in relation to pupils' attitude to learning. Our children enjoy learning at our school.

Success: To ensure that children acquire a wide range of skills, concepts and knowledge that will help them to achieve success in the future. To support the professional development of staff and career progression should they desire it! To ensure that provision for SEND pupils is specific, appropriate and measurable for impact.

The Gates Golden Goals link to the values in a way which children can relate to and understand. The Gates Golden Goals of: Independence, Resilience, Collaboration, Engagement, Progress and Resilience permeate through all aspects of school life.

What are the different SEN needs that are provided for?

All Learning differences fall into one of the bullet points below:

- Cognition and Learning
- Communication and Language
- Sensory and Physical Needs
- Social, Emotional and Mental Health Difficulties

How do we decided who is classed as SEN?

High-quality, adaptive and inclusive teaching is the first response for all pupils. The school will identify and remove barriers to learning through inclusive universal provision, reasonable adjustments and evidence-informed teaching. Where a pupil requires provision that is additional to or different from that ordinarily available, SEN Support will be considered through the graduated approach. Support is not dependent on a medical diagnosis.

School use what is called a 'Graduated Response'? All teachers at The Gates are responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupil's additional needs.

The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. This involves the teacher and SENCo considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. School then place the pupil in additional interventions that have been uniquely designed to aid the pupil's learning. We use class Provision Maps to evidence this progress. If a pupil still does not make adequate progress, then the following process will be used:

Pupils are identified as having SEN, They have an Early Help Assessment put into place and their needs assessed, through:

- Significantly slower progress than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the gap between themselves and their peers
- The attainment gap is widening
- They need to make additional progress with wider development or social needs
- Information passed on from Nursery or previous schools
- Feedback from teaching staff and observations
- Pupil Premium interventions not showing impact
- Referrals from parents (we take all parental requests seriously and investigate them all. Frequently, the concern can be addressed through the universal offer and parental support)

At all stages children/young people should only be identified as having special educational needs if, after careful planning and differentiation of the curriculum, schemes of work, pastoral support etc, expected progress/curriculum access continues to be unsatisfactory. Then additional and/or different provision in that educational setting needs to be made.

At The Gates Primary School, if a child does not make adequate progress despite receiving high-quality teaching and personalised support, the following process will be used to identify and manage their Special Educational Needs (SEN). This process follows the Assess-Plan-Do-Review cycle, known as SEN Support.

The Assess-Plan-Do-Review Cycle

Assess

At The Gates, we track the progress of all our children to identify if they are meeting age-related expectations. We observe the child's learning in class and gather information about achievement, participation, communication, behaviour, attendance and progress. We work with all those involved, starting with the child where appropriate, to create a clear picture of strengths, needs, barriers to learning and participation, what works best, and the desired outcomes of further support.

Plan

After assessment, the class teacher, SENCO, parent/carer and pupil, where appropriate, will agree the support required and expected outcomes. The provision will be recorded through the school's SEN Support/provision mapping arrangements. Parents/carers will be involved at least termly in reviewing SEN Support, in line with the graduated approach.

Do

The class teacher is responsible for working with the child on a day-to-day basis. They will oversee any interventions that occur outside of the classroom and work closely with teaching assistants to discuss progress and ensure that interventions align with classroom teaching. The interventions will be tailored to meet the child's needs, targeting areas of difficulty. These interventions may take place within the class, in small groups of children with similar needs, or on a one-to-one basis. At The Gates, interventions are delivered by class teachers, assistant teachers, or external specialists, depending on the need.

Review

The support provided and its impact will be carefully monitored and reviewed regularly with the child and their parents/carers. The effectiveness of the support will be evaluated against the agreed outcomes and adjustments made where necessary. Reviews will normally take place every ten weeks and, in all cases, SEN Support will be reviewed with parents/carers at least three times a year. Evidence and decisions will be recorded in the school's systems. A pupil will not be removed from SEN Support solely because an intervention has ended; decisions about the SEN register will be based on the pupil's continuing needs and whether special educational provision is still required.

Where appropriate, the school will seek advice and involvement from relevant external agencies as part of the graduated approach. Current Bolton pathways and services may include: Bolton Educational Psychology Service; Bolton Speech and Language Therapy; Bolton Sensory Support Service (Hearing,

Vision and Multi-Sensory Impairment); Ladywood School and Outreach Service; Woodbridge SEND Service; Bolton Behaviour Support Services; CAMHS; paediatric Occupational Therapy and Physiotherapy; Community Paediatrics; Bolton Start Well / Family Hubs; Early Help and wider Family Help services; SEND Assessment Service (SENDAS); and Bolton Information and Advisory Service (Bolton IAS SEND) for parent/carer advice. The service accessed will depend on the child's identified needs, age, circumstances and the relevant referral criteria. School staff should use the current Bolton SEND Local Offer and service referral information rather than relying on historic service names or referral routes. An Early Help Assessment may be used where a coordinated multi-agency response is appropriate; it is not an automatic requirement for SEN Support. We will work collaboratively with families and specialists to implement, monitor and review advice and to ensure that specialist recommendations are reflected in classroom practice and provision maps where appropriate.

Who is in our Special Educational Needs Team?

At The Gates Primary School, every teacher is a teacher of SEN!
Miss Jodanna Hirst is the Special Education Needs Co-ordinator and the Designated Child Looked After teacher. She can be contacted via the SENCO inbox: senco@thegates.bolton.sch.uk or on 01942 634734.
The school is supported by a variety of Assistant Teachers who have varying degrees of experience. ATs have received training in sensory processing, ASD, Word Mapping, Emotional Coaching, PDA, Working Memory, ADHD, and a sustainable number of staff members are currently completing the EKLAN training to better support pupils with Speech, Language and Communication Needs. The school has also recently completed the Total Communication Award.
It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.
Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- they have regard to the requirements of the SEND Code of Practice 0 – 25 (2015)
- parents are notified if the school decides to make SEND provision for their child
- they are informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The SEND and CLA Governor at The Gates is Sarah Forster and she can be contacted on: office@thegates.bolton.sch.uk**.** The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/ SENCO.

Who is supporting pupils and young people who are Children Looked After and post CLA by the Local Authority?

Jodanna Hirst is the Designated CLA officer at The Gates who attends all PEP and LAC reviews. She has attended Trauma and Attachment training. School works closely with parents, foster carers, social services and therapeutic workers to get the best outcomes for our children.

School also has mentors in place for all of our CLA pupils and they also have the opportunity to access the intervention listed in this document to support their social, emotional and mental health as well as their academic progress. Miss Hirst is currently completing her Level 5 diploma in Trauma and Mental Health informed Schools and Communities.

The Gates pride themselves on the transition plans and success rates of our CLA pupils. We believe working collaborative with others, listening to the pupils needs, promoting resilience and self-worth in the pupils are key components to their success.

How do support disabled pupils?

The Gates is an inclusive school. We aim to provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. We have children who have learning difficulties, physical difficulties and/or communication difficulties. All of them are equally important. The Gates is committed to ensuring all pupils, regardless of need, have access to a diverse, inclusive, wholesome school that is accessible to all! The school is committed to providing equal opportunities for all. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Communication between school and home is collected and accessed is a plethora of ways: verbally, electronically, written, via video and/or virtually. In early communications with new parents and carers, we ask about how we may best support any disability and/or health condition at school. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, induction meetings, data collection sheets and/or as part of the Early Help Process. By doing this, we ensure that the needs of all disabled pupils, parents and staff are represented within the school.

The Gates school building is disability friendly. The school is on one level, all entrances to the school are flat and each classroom has both internal and external access points. All doors and corridors within school are wide to accommodate wheelchair users.

All of our classrooms are inclusion friendly: we aim to teach in a way that will support all children regardless of need. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be adjusted and made more accessible by using visual, tactile and concrete resources.

On-site car parking for staff and visitors includes several dedicated disabled parking bays. The main entrance features a secure reception and a low reception hatch, accessible to wheelchair users. All emergency exits are clearly marked.

There are disabled toilet facilities available in each key phase of the school these have all been fitted with handrails and lifts. The toilets have internal emergency alarms.

More information can be found in the Accessibility Plan on the school website.

How are adaptations made to the curriculum and the learning environment at our school for children with learning differences?

'All Teachers are Teachers of SEN'
Code of Practice 2015

The curriculum /learning environment may be adapted by:

- Groupings that target specific levels of progress
- A list of 'non-negotiables' has been shared with all staff
- Differentiated resources to aid quality first teaching can be found on the school computer

- Visual aids are used throughout school to better aid all learners
- Appropriate choices of texts and topics to suit the learner must be used this is why we have regular reading age assessments
- Access arrangements for tests and/or examinations have been put in place to ensure pupils have the best possible chance
- Additional adult support is available
- Alternative provision is provided in the afternoon via our SEND team
- Coloured overlays/ resources are available to help ease visual distress
- Some pupils use IPADs to aid their learning
- Resources shared from Occupational Therapy such as tilted boards to aid learning
- Fiddle aids, ear defenders and sensory cushions are available to pupils
- Advice from external agencies is sort and implemented
- Some pupils have safe zones in classrooms to support behaviour and sensory overload

We have a 'Top 10 Reasonable Adjustments' list that all teachers implement so that we are Crafting learning environments that are creative and diverse, so that all pupils can achieve!

1) "My class is a Total Communication Friendly environment!"
Use **visuals, spoken language, gestures, symbols, modelling and written information** to support understanding. Adapt the way you ask questions and give pupils additional processing time. Don't assume that looking at you means they are listening.

2) "That hurts my eyes!"
Think about **sensory needs and visual accessibility**. Avoid overly bright or cluttered slides, excessive animation and poor colour contrast. Where appropriate, offer pastel backgrounds, tinted paper or overlays and allow pupils to use their preferred accessibility settings. Remember that **coloured overlays are not appropriate or helpful for everyone**.

3) "I need to know what is coming next to feel ready, relaxed and safe!"
Use **visual timetables, Now/Next boards, task planners and clear routines**. Give advance warning of changes to the timetable, unfamiliar activities, visitors or transitions wherever possible. Predictability can reduce anxiety and support independence.

4) "There is an app for that!"
Use technology and accessibility tools to **remove barriers to learning**, not simply because technology is available. Consider text-to-speech, speech-to-text, audio instructions, visual prompts, timers and alternative ways of recording learning. Choose the tool according to the pupil's individual need.

5) "I can't remember what you just said…"
Keep instructions clear, concise and chunked. Gain the pupil's attention without demanding eye contact, give one step at a time when needed, and allow processing time. Ask the pupil to **show, explain or demonstrate** what they need to do rather than simply asking, "Do you understand?"

6) "We all respond best to positive reinforcement!"
Make expectations **explicit, predictable and positively framed**. Use visual reminders of routines and classroom expectations. Notice and reinforce effort, participation and successful regulation. When

behaviour communicates distress or an unmet need, respond with **co-regulation and curiosity rather than relying solely on sanctions or rewards**.

7) "This is too much!"
Recognise signs of **sensory or cognitive overload**. Consider noise, lighting, visual clutter, smells, movement, task demands and the classroom environment. Offer agreed regulation strategies such as a quieter space, movement break, sensory tool or ear defenders where appropriate. **Teach and practise regulation strategies when pupils are calm**, rather than introducing them for the first time during crisis.

8) "I am super keen! I just need help managing my attention, activity and impulses."
Build in **movement, active learning and purposeful opportunities to move**. Use short, clearly defined tasks, visual timers, movement breaks and practical classroom responsibilities. Avoid assuming that giving a pupil lots of jobs will automatically meet their needs — adjustments should be **individualised and reviewed for impact**.

9) "I can't remember it all!"
Don't rely on working memory alone. **Chunk instructions and make important information visible.** Use task boards, checklists, worked examples, key vocabulary, visual sequences, mini-whiteboards and writing frames. Give pupils something they can refer back to independently rather than repeatedly relying on an adult.

10) "Can I show you what I've learnt in a way that works for me?"
Provide **flexible ways for pupils to demonstrate their knowledge and understanding**, where the learning objective allows it. This might include writing, typing, drawing, speaking, recording, practical demonstration or using assistive technology. The aim is not to create a different curriculum for every pupil, but to **remove unnecessary barriers while maintaining high expectations**.

What intervention do we offer at our school?

Provision for SEN pupils includes:

- Quality first teaching, with appropriate differentiation in place
- Extra adult support in classrooms (where appropriate)
- Personalised provision through adapted resources and interventions

The school offers:

Lego Therapy This falls within the broad class of 'Play Therapy', where children can learn to communicate effectively with others, express feelings, modify behaviour, develop problem solving skills and learn a variety of ways to relate to others.

What Makes me Great? A Self Esteem intervention aimed at improving a child's self worth.

Motor Skills Intervention Designed for pupils experiencing difficulties with fine and gross motor skills, this programme offers fun techniques and activities to improve dexterity, hand-eye coordination, visual perception, and increase confidence. In turn, these motor skills support ease of learning. The programme develops eye teaming, hand-eye coordination, and whole-body flexibility, and stimulates the brain for optimal storage and retrieval of information.

Maths Intervention: Using various numeracy toolkits, pupils will learn and practice the basic maths skills they will need in order to access their mainstream lessons. The content of these sessions can be designed in response to the pupil's particular need/area for improvement.

English Intervention: The aim of these sessions is to improve pupils reading abilities, reading comprehension and reading confidence. The sessions are delivered to small groups of pupils using various well-established 'guided reading' and 'reading development' programmes, developing essential literacy skills.

Drama Therapy: Using drama as a therapeutic measure, pupils develop social and team building skills, and increase self- and peer-awareness, helping them to gain confidence through collaborative activities

Talking Partners: *is* a programme designed to improve the way children communicate across the curriculum, enabling them to be independent and skilful speakers and listeners. It's a targeted, time-limited (10 weeks) intervention that can be used with the whole class, small groups or individuals. By providing opportunities to practise and rehearse target language through a range of focused activities, pupils develop their independent skills to become good communicators. It is a structured oral language programme providing part of an integrated approach to raise levels of achievement by improving children's speaking and listening skills. **It** also helps children to become more confident and competent users of English. It encourages them to listen more actively and talk for a range of purposes and draws particular attention to the links between oracy and literacy.

Speech and Language support: programmes are provided by speech and Language Therapists and are delivered by a Teaching Assistant who has attended Speech and Language course run via Ladywood.

Art Therapy: is a form of psychotherapy that uses **art** media as its primary mode of expression and communication. Within this context, **art** is not used as diagnostic tool but as a medium to address emotional issues which may be confusing and distressing.

Mentoring: Social, Emotional and Mental Health is an increasingly concerning problem in today's society. This intervention aims at improving a child's self-worth so that he/she know how valued and special they are.

Mindfulness and **Yoga**: A healthy body and a healthy mind. Yoga is a discipline that brings the mind, body and soul together. It gives children time to reflect, and think. Sometimes it's important to stop and appreciate the silence, in an otherwise busy life.

Precision teaching: a way of planning a teaching programme to suit the needs of individual pupils. Allows you to access the accuracy and fluency which which a child can perform a task.

Comic Strip intervention: Comic strip conversations, created by Carol Gray are simple visual representations of a conversation / situation which has occurred. Comic strip conversations use stick figures and symbols to represent social interactions and aspects of the conversation. Colour can also be used to represent the emotional context.

Talkabout for Children: Talkabout is a structured programme for teaching and measuring social skills. It is a whole scheme of work which helps you assess, teach and measure your work easily. It uses a hierarchical method of teaching social skills. Developing a child's self-awareness and self-esteem before progressing onto body language.

Literacy gold: Literacy Gold is a targeted online literacy intervention designed to support pupils who are struggling with reading, spelling, fluency and comprehension. It provides personalised activities based on the pupil's starting level and uses short, repeated practice to develop key literacy skills. The programme incorporates phonics, phonological awareness, reading fluency, vocabulary, comprehension and spelling.

It can be used as a targeted intervention alongside quality-first teaching, particularly for pupils who are significantly behind age-related expectations or have additional literacy needs, including some pupils with dyslexia and other SEND.

SALT Therapy: Ats deliver children's SALT therapy programmes in school and work towards their SALT targets on their EHCPs.

To ensure we share good practice, regular training is given to all staff. Our most recent training sessions were: Irlen's syndrome- how to support children in the classroom, 10 top tips for working with SEND children, positive regard behaviour training. Upcoming training will be on: sensory circuits, trauma informed practice and we are renewing our ELKLAN- communication friendly spaces award.

What if a child needs support above and beyond what we can provide?

Our school works collaboratively with a variety of external agencies within the Local Authority. Agencies currently working with families are always invited to EHCP reviews and/or EHA reviews and would be encouraged to share views every step of the way. The services we work with include but are not exclusive to:

- Parachute Club – Nicola Coxon 07725846241
- Woodbridge SEND service: DHowarth@woodbridgesend.co.uk
- Sensory Support Service children with visual or hearing needs – wilsonb@thomasson.bolton.sch.uk
- Speech and Language Therapy - 01204 462670 paedcommtherapyreferrals@boltonft.nhs.uk
- School Nurse Boh-tr.turton0-19@nhs.net
- Occupational Therapy - 01204 462670 communitytherapyadmin@boltonft.co.uk
- CAMHS (Children and young Adults Mental Health service) - 01204390425
- Inclusion and Statutory Assessment Service – easen@bolton.gov.uk
- Behaviour Support behavioursupportservice@bolton.gov.uk
- ACIS (Achievement, Cohesion & Integration Service) acis@bolton.gov.uk
- EHE (Elective Home Education) ehe@bolton.gov.uk
- Bolton Information and Advisory Service SEND iasoutofhours@outlook.com
- Bolton Integrated Health and Wellbeing Service01204 335138
- Bolton Parent Carers info@boltonparents.org.uk
- (Bolton Social Communication and Interaction Panel) for autism assessment ICPSREFERRALS (BOLTON NHS FOUNDATION TRUST) <icpsbscipreferrals@boltonft.nhs.uk>
- Children with Disabilities Social Work Teamcwd@bolton.gov.uk
- Early Intervention Service steve.berryman@bolton.gov.uk
- Educational Psychology Service Susan Gordon 01204 338060/ Katie Egan: Katie.Egan@bolton.gov.uk
- Integrated Community Paediatric Services *boh-tr.icpsreferrals@nhs.net*

How do we keep up to date?

The SENCO and Headteacher keep fully up-to-date with special educational needs through training, as necessary. In addition, the SENCO will develops her skills through attendance at termly SEN cluster meetings and training discussions with outside specialists, as appropriate.

Other teaching staff will be kept up-to-date informally by the Headteacher/SENCO and formally at staff meetings and training. Non-teaching staff that support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge.

Training for Assistant Teachers will be regularly updated by INSET training or relevant courses being booked for them by the Headteacher or SENCO, in line with school priorities. At The Gates, all teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to

explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

All Bolton Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

How do we evaluate the effectiveness of the provision made for pupils with SEN?

Children's progress is continually monitored by their class teacher. Their progress is reviewed formally every term; this is shared with parents during parent evenings and through reports.

At the end of each key stage (year 2 and year 6) all the children are formally assessed using the standardised assessment Test (SATs). This is something the Government currently requires all schools to do; the results are published.

Some children have an IPM (individual provision map) which is reviewed regularly, and evaluated against impact, with the child and their parents.

School also completes Early Help Assessments with the family. This is a process that aims to address/ identify learning barriers early on to bridge the gap and improve performance.

Any child with an EHCP (Educational Health Care Plan) has an annual review when all parties involved attend. Each of these pupils have IPM that are shared with families so that we can work collaboratively.

Progress and evaluation is reported to the Governor with responsibility for SEN on a termly basis. The annual report to the Governing Body and SEND action plan is posted on the school Website.

How are pupils involved?

We encourage pupils to be independent thinkers and always try to adopt a growth mind-set with all of our children. We collect pupils' views in a variety of ways: pupil questions, surveys, via the What Makes Me Great intervention, parent's evening, annual reviews and/or the mentoring programme. At the end of each intervention cycle, pupils have the chance to share: what went well, what worked for them and what they think we should do differently next time. Their views are used to help us move the school forward and to make the SEND provision better for all.

How are parents involved?

We believe that a holistic, team approach is the best way to support our children. Parents of SEN pupils are encourage to share their views at: Early Help reviews, Educational and Health Care Plan reviews, Annual reviews, Parents Evenings and/or via the Annual parent surveys. In the first instance, school would share any concerns with parents and ask them to share their views. We would then work collaborative, with the child's best interests at heart, to get the best outcomes for the child. Each family is unique, school will endeavour to meet the needs of each individual family. We also have a SEND parent survey on the website and a QR for SEND parents to share feedback after meetings which links them to the parent survey.

What if you are unhappy with the school's support?

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with the relevant member of staff and seek to resolve any concerns.

If a parent believes that their concern has not been resolved to their satisfaction or if their concern is of a more serious or sensitive nature, an appointment should be made to see the Deputy Headteacher (Alex Simpson), who will investigate and report back on the results of the investigation.

If the issue remains unresolved, the parent should make an appointment to see the Headteacher or the parent can contact Bolton Information and Advisory Service. Where an issue is not satisfactorily resolved, parents should then contact the Chair of Governors. A copy of the school's Complaints Procedure is available on request.

How do we help children with transition?

At the Gates we recognise that a smooth transition for children with a SEND is crucial and take steps to ensure this happens. If a child transfers to another school, we will contact the SENCO and ensure they are full information is shared regarding the child. Records will be photocopied and shared with the new school as soon as possible.

When a child moves to the next year group, information will be shared with the new teacher in advance. At The Gates we have transition mornings where the children spend time getting to know their new teacher and environment. In addition to this we hold moving up meetings where teachers meet and share IPM's and any other relevant information. In addition to this, other support and / or intervention will be implemented to best meet the needs of the child.

In EYFS all the children in our Nursery have a key worker, who will pass on all relevant information about your child to their new setting. Transition visits will be encouraged and supported by the key worker.

In Year 6, all pupils visit their Secondary School. Staff from Local Schools also visit The Gates to meet the children and the class teacher to enable a smooth transition. Children with SEND are offered additional visits to meet key members of staff. The Secondary School mentor will also meet SEN children. Children are invited to attend summer school.

What is 'The Local Offer' and where can I find the SEND Policy?

This report is our schools local offer. The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer', which can be viewed at - http://www.localdirectory.bolton.gov.uk/send.aspx . The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The SEND Policy can also be found on the school website.

What have Ofsted said?

Pupils, including those with special educational needs and/or disabilities (SEND), rise to the high expectations that the school sets for their academic achievement and behaviour. They work hard and achieve well.

Pupils with SEND are ably supported to access the ambitious curriculum in place for all subjects. The school is quick to identify any additional needs and secure early help and expert support for pupils if it is needed. Pupils with SEND enjoy learning alongside their peers and achieve well.

The school is continually developing and improving the curriculum that is on offer. Consequently, pupils, including those with SEND, experience a broad and ambitious curriculum that engages them and meets their needs. Pupils achieve well as a result.

Leaders, including subject leaders, have developed strong systems that help them to analyse how much progress pupils make over time in reading, writing and mathematics. This enables them to hold teachers to account for the outcomes of individuals and for groups of pupils. Teachers say that this is helping them to focus their planning on the needs of particular pupils, including the most able, those who are disadvantaged and those who have special educational needs (SEN) and/or disabilities.

Pupils who have SEN and/or disabilities are well supported, because leaders have established effective procedures for identifying and meeting their needs. Although the numbers of current pupils who have SEN and/or disabilities are relatively small, information from the school's assessments show that from their very varied starting points they make generally good progress.

Alongside the curriculum, leaders have planned a range of activities aimed at enriching pupils' experiences, known as 'The Gates Great Expectations'. These activities help pupils to develop socially, morally, culturally and spiritually through experiences as diverse as sponsorship of school pupils in Africa, interacting with older people in the community, and representing their school in sport.

Leaders' effective use of the physical education and sport funding is having a positive impact on pupils' participation in a range of sports. This is especially the case for girls. Pupils learn to take care of their physical and mental health through activities such as golf, judo, yoga and daily running.

Transition arrangements between home and school and between key stages are strong, and pupils are well prepared for the next stage in their education. To ensure that provision in the next class meets pupils' needs, teachers talk with each other and share important information about pupils' learning strengths and weaknesses.

Children who have SEN and/or disabilities are well supported in the early years. Staff work cooperatively with parents, and liaise with a range of agencies, including speech and language therapists and the educational psychology service. Children's needs are assessed using a wide range of information, and children make good progress towards meeting their individual development targets.