



Thornleigh
Salesian College

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

Person responsible	SENCO
Date of Last Review	Autumn 2025
Adopted by Governing Body:	Autumn 2025
Date of Next Review	Autumn 2026

General Information/Frequently Asked Questions

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

If you think that your child may be having difficulties that may be related to an undiagnosed Special Educational Need or Disability you should discuss your concerns, initially, with your child's Form Tutor or Head of Year. Your concerns will be shared with the SENCO / Assistant SENCO who will contact you for further details and discussion. Should you wish to, you could discuss your concerns directly with the SENCO / Assistant SENCO.

The SENCO at Thornleigh Salesian College is **Mrs V Anthony** and the Assistant SENCO is **Mrs Pickup**.

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

To meet the needs of our students with Special Educational Needs and Disabilities, we aim to:

- provide a safe and happy environment in which all students have the opportunity to develop personally, physically, socially, academically and spiritually
- provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual students, whilst offering equality of opportunity and high standards of teaching
- ensure that students participate in their learning and increase their responsibility for their learning and behaviour as they move through the school
- ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to students with special educational needs and disabilities and promotes high standards of attainment and achievement
- ensure that the learning needs of students with special educational needs and disabilities are identified and assessed as early as possible and their progress is closely monitored
- ensure staff are involved in planning and meeting the learning needs of students with special educational needs and disabilities
- ensure that the school liaises effectively with other schools and external agencies in order to meet the needs of our students

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

All students are assessed on entry into Thornleigh Salesian College. Students are assessed using Cognitive Ability Tests (CATs), alongside literacy tests using GL assessment. Students entering the school, having been previously assessed as having a special educational need or disability, will undergo further assessment, if necessary, to enable us to have a clear picture of their ability and needs, in order to guide future interventions and provision.

The Inclusion Team will contact parents/carers to inform them of the outcomes of the assessments and discuss interventions that may be implemented. Parents/carers will be contacted on a termly basis to share news of progress made and to ensure that parents/carers have the opportunity to participate in their child's learning.

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

Thornleigh Salesian College has a strong pastoral support system. The Lead Learning Mentor, and Student Progress Co-ordinator for each year group, work closely with the Inclusion Team to identify and intervene in the case of specific social, emotional and mental health needs and/or learning difficulties.

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

The SENCO and Inclusion staff are happy to meet parents/carers informally at any time during the school week.

- All students with an Education Health Care Plan will have an Annual Review to which parents/carers are invited
- Students on the SEND register will have Pupil Passports. Parents/carers have the opportunity to contribute to the Pupil Passports which form a document for staff to view.

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

Parents/carers can contact Bolton's 'Information and Advisory Service' should they need advice and support from outside of school. They can be contacted at:

Bolton Information and Advisory Service
Children's Opportunity Group
Lowndes Street
Bolton
BL1 4QB
Telephone: 01204 848722

How does Thornleigh Salesian College school involve children and young people in their education and in the decision making process?

Students will work with members of the Inclusion Team to create their Pupil Passport. Students with an Education Health Care Plan are given support to prepare for and attend the Annual Review of their needs. Such reviews are conducted in a Person-Centred way to ensure that the student's voice is heard so that they feel able to participate fully. During the meeting the students are involved in the decision making and evaluation process.

EHCP reviews are carried out without ten and a half months of a previous review, or sooner if needed or required by deadlines of transfers. Changes are made without delay, if this is recommended by professionals, families and students.

For information on Children Looked After, please refer to the schools Children Looked After policy on the school website.

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

Bolton Local Authority has published the details of their Local Offer on the following website:

<https://www.bolton.gov.uk/sendlocaloffer/>

My child has a physical disability, how will their transition to school / time in school be supported?

- In line with section 69 of the Children's and Families act (2014), students with physical disabilities will have additional transition meetings before starting at Thornleigh. Thornleigh, the primary school, parents and the child will work together to organise the bespoke transition package.
- To ensure that students with disabilities are treated equally, risk assessments and Personal Emergency Evacuation Plan's (PEEP) may be created to ensure that all potential barriers to learning and access are removed.
- School will create an accessibility, if needed, so students are fully able to access school

How is the impact of the provision provided by Thornleigh measured?

- The SENCO uses progress data to track the progress of students and ensure they are achieving in line with their expected performance

- The SENCO uses attendance data to monitor the attendance of SEND students and support families if this is needed
- Exclusion data is tracked and monitored by the SENCO to ensure any support needed is implemented in a timely manner
- Destination data is monitored by the school, in connection with the Connexions, to ensure students are appropriately supported with their post 16 and post 18 options

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

- Concerns or complaints raised by parents/carers, with regard to school policy, can be dealt with directly through telephone calls or meetings with school staff. We would always encourage open communication and encourage parents to share their concerns with us directly.
- This policy aligns with the whole-school complaints policy which is available on the school website
- School will work with external agencies on SEND tribunals and provide any information that is requested
- Where necessary, parents/carers will be supported in raising their concerns or complaints to the Local Authority and fully informed of SEND Disagreement Resolution Procedures and SEND Tribunal Procedures.
- Information regarding external support groups such as the Information Advisory Service will also be made available to parents / carers.

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

The policy can be found on the school website.

How do I get a copy of related policies?

The policies, related to safeguarding, medical, equality, medical and accessible plans, for example, can be found on the school website.

Who do I contact for further information?

The SENCo (Mrs Anthony) or Assistant SENCo (Mrs Pickup) at Thornleigh Salesian College School can be contacted on 01204 301351

Need specific information

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Thornleigh Salesian College policy for the identification of needs	<p>The SENCO / Assistant SENCO liaises with feeder schools to identify students with 'cognition and learning' needs prior to transition.</p> <p>The SENCO / Assistant SENCO uses KS2 and KS3 results in combination with CATs scores, standardised reading and spelling assessments, and teacher's observations when identifying students who are experiencing difficulties with cognition and learning. Gathered information is shared and discussed with parents and the student.</p>	<p>The school SENCO / Assistant SENCO liaises with feeder schools to identify students with 'communication and interaction' needs prior to transition.</p> <p>The SENCO / Assistant SENCO uses CATs scores, Assessment Period data, needs specific checklists and teachers observations when identifying students who are experiencing difficulties with communication and interaction. The school will liaise with external agencies, such as Ladywood Outreach Service and CAMHS, to make appropriate provision. Gathered information is shared and discussed with parents and the student.</p>	<p>The school SENCO / Assistant SENCO liaises with feeder schools to identify students with 'social, emotional and mental health' needs prior to transition.</p> <p>The Pastoral Leads work with the Senior Pastoral Lead using behaviour management data which is uploaded to the school's recording system.</p>	<p>The school SENCO / Assistant SENCO liaises with feeder schools to identify students with 'sensory and/or physical' needs prior to transition.</p> <p>The majority of students entering Thornleigh Salesian College with sensory and/or physical needs are identified prior to transfer. The SENCO / Assistant SENCO liaises with external agencies, such as the Sensory Support Service, Ladywood Outreach Service or the occupational therapist. Needs specific checklists and teachers' observations are used when identifying students who are experiencing difficulties due to sensory and/or physical needs. Gathered information is shared and discussed with parents and the student.</p> <p>Accessibility plans for students who need them will be created with students, carers and the SENCO to ensure they are able to fully engage with school life.</p>
How Thornleigh Salesian College assess whether a child/young person has a SEN	<p>The following Assessments can be used to assess where cognition and learning is thought to be below the average range:</p> <ul style="list-style-type: none"> • Cognitive Abilities Tests (CATs) 	<p>The following Assessments can be used to assess:</p> <ul style="list-style-type: none"> • Cognitive Abilities Tests (CATs) • PASS 	<p>The following Assessments can be used to assess:</p> <ul style="list-style-type: none"> • Strengths and Difficulties Questionnaire • Boxall Profiles 	<p>The following Assessments can be used to assess:</p> <ul style="list-style-type: none"> • Teacher's observations • Medical correspondence • Medical meetings

	<ul style="list-style-type: none"> ● Sentence word reading test ● Reading Comprehension Tests ● Spelling tests ● Dyslexia screening ● Dyscalculia screening ● DASH ● CTOP ● Non-verbal tests ● WIAT ● ART ● Salford reading test ● Spelling tests ● GL Assessment NGRT, PET, PMT <p>Further assessments may be undertaken by external agencies:</p> <ul style="list-style-type: none"> ● Educational Psychologist ● Ladywood Outreach ● Alternative Curriculum ● Reading intervention ● Spelling Intervention ● Numeracy intervention ● Extra-curricular homework sessions ● Sounds-Write intervention ● Access arrangements ● Bosco Centre is available during unstructured times 	<ul style="list-style-type: none"> ● Parent/carer feedback ● Teacher feedback ● Classroom observations ● CCC ● BPVS ● GL Assessment NGRT, PET, PMT <p>Further assessments and observations may be undertaken by external agencies:</p> <ul style="list-style-type: none"> ● Educational Psychologist ● Ladywood Outreach ● Speech and Language Service ● Alternative Curriculum ● Speech and Language interventions ● Social stories and comic strip conversations ● Access arrangements ● Bosco Centre is available during unstructured times 	<ul style="list-style-type: none"> ● Observations ● Parent/carer feedback ● Teacher feedback ● PASS ● RCAD <p>Further assessments and observations may be undertaken by external agencies:</p> <ul style="list-style-type: none"> ● Educational Psychologist ● Ladywood Outreach ● Bolton Behaviour Support Service ● Report cards ● Support from Pastoral Leads ● Access arrangements 	<p>Further assessments and observations may be undertaken by external agencies:</p> <ul style="list-style-type: none"> ● Educational Psychologist ● Ladywood Outreach ● Sensory Support Service ● Medical specialists ● Reasonable adaptations to the school site ● Access arrangements ● Bosco Centre is available during unstructured times
Type of SEND provision made throughout	High quality teaching and learning Staff CPD Inclusion focus	High quality teaching and learning Staff CPD Inclusion focus	High quality teaching and learning Staff CPD Inclusion focus	High quality teaching and learning Staff CPD Inclusion focus

Thornleigh Salesian College	HLTA support HLTA/LSA observations and support Interventions based on their specific area of need: reading, spelling and comprehension interventions. Liaison with external agencies	HLTA support HLTAs with ELKLAN training HLTA/LSA observations and support Interventions based on their specific area of need: Social Understanding of Language Programme, Vocabulary Voyage. Liaison with external agencies	HLTA support HLTA/LSA observations and support Interventions based on their specific area of need: Mentoring, Developing Emotional Literacy by Tina Rae. Liaison with external agencies	HLTA support HLTA/LSA observations and support Liaison with external agencies
How Thornleigh Salesian College evaluate the effectiveness of the provision made	Thornleigh Salesian College follows a structured performance management programme for all teaching staff that supports the academic progress of all students. Meetings are held with parents, termly, to discuss progress and provision.			
How Thornleigh Salesian College allocates resources and funding to SEND students	Thornleigh Salesian college allocates funding and resources to students with SEND by using HLTAs, LSAs, tutors and our nurture provision to ensure all students areas of need are met We offer a flexible and adaptive approach to our provision and are needs led			
How does Thornleigh Salesian College adapt the curriculum and school environment for pupils?	Differentiation and scaffolding in the classroom Access arrangements Alternative qualifications Personalised timetables Liaison with external agencies Personalised Support Strategies A wide range of interventions to meet specific needs Health Care Plans			
How Thornleigh Salesian College adapt the curriculum and school environment for pupils	Please refer to the SEND Policy on the school website.			
How the school ensures the inclusion of pupils with SEND in activities outside of the classroom	All students are given the same opportunities to attend extra-curricular activities and school trips. Reasonable adjustments are made in order to make activities accessible to all. When a student with an Education Health Care Plan attends a school trip, a member of the inclusion team will accompany them, or the party leader is made fully aware of the student's needs. The inclusion department actively encourage students with Special Educational Needs and Disabilities to participate in enriching, extracurricular activities.			
What specialist skills/expertise do school staff have?	Whole School CPD with the option to focus on Inclusion. Level 4 HLTAs and level 2 LSAs have completed different internal and external training:	Whole School CPD with the option to focus on Inclusion. Level 4 Teaching Assistant and team of Learning Support Assistants have significant experience of delivering small-group intervention and	Whole School CPD with the option to focus on Inclusion. All inclusion staff have significant experience of supporting pupils who have social, emotional and mental health issues	Whole School CPD with the option to focus on Inclusion Learning Support Assistants have significant experience of supporting the needs of hearing or visually-impaired students. They are guided and advised by

	1 NASENCO qualification 2 ELKLAN 3 Access arrangement training 4 IDL training 5 Reading training	supporting students in lessons, across the curriculum. 1 Autism friendly school training 2 Sensory friendly environments	1 Trauma informed approach	members of the Sensory Support Service
What training / experience do the staff teaching and supporting pupils with SEN having/recently had? Past 12 months.	<p>All school staff have had training from the SENCO on the 2014 SEND Code of Practice.</p> <p>The SENCO has participated in a significant amount of training on the SEND Code of Practice (2014).</p> <p>Director of Inclusion: Bachelor of Science, PGCE, Masters in Education, NASENCO award, NPQSL</p> <p>SENCO: BSc (Hons), PGCE, NASENCO award</p> <p>Assistant SENCO: BA (Hons), MSC Masters, ELKAN</p> <p>HLTAs: have completed, or are currently completing, the EKLAN course, Emotion Coaching, Differentiation and reading training.</p> <p>LSAs: EAL training, reading training and emotion coaching.</p> <p>Teachers: Scaffolding, SEND needs.</p> <p>Pastoral staff: Emotion Coaching, Trauma Informed trained.</p> <p>The school has recently been awarded the Inclusion Quality Mark.</p> <p>All teaching staff have completed Trauma Informed training and SEND specific training.</p> <p>All departments have a strong emphasis on SEND to ensure the best possible teaching in the classroom.</p>			
What external specialist services are accessed by school to meet the needs of pupils and support their families	<ul style="list-style-type: none"> ● Educational Psychology Service ● Ladywood Outreach Service 	<ul style="list-style-type: none"> ● Educational Psychology Service ● Ladywood Outreach Service ● Speech and Language Therapy Service 	<ul style="list-style-type: none"> ● Educational Psychology Service ● Bolton Behaviour Support Service ● School Nurse ● Child and Adolescent Mental Health Service (CAMHS) 	<ul style="list-style-type: none"> ● Ladywood Outreach Service ● Medical professionals ● Occupational Therapy ● Sensory Support Service
How is equipment and facilities to support pupils secured?	<p>Equipment and facilities to support pupils is secured through the school budget allocation as required. Additional funding can also be accessed from the Local Authority.</p>			

<p>How are students supported when following the online curriculum?</p>	<p>For more information, please see Thornleigh Salesian College's Online Learning Policy on the school website.</p>
<p>How does Thornleigh Salesian College support pupils with SEN during transition?</p>	<p>The Year Leader for Year 7 together with the SENCO / Assistant SENCO will identify students who will benefit from an enhanced transition package. Such packages are bespoke to meet the needs of individual students. The Inclusion Department also works closely with external agencies, for example Ladywood Outreach Service, to arrange more intensive transition packages.</p> <p>The Assistant SENCO works closely with all primary schools during term 3 of the academic year. Additional meetings and visits to Thornleigh Salesian College are arranged to ensure students with additional needs have an appropriate transition plan in place.</p>
<p>How does Thornleigh Salesian College support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?</p>	<p>The SENCO works closely with the in-school Careers Advisor from Year 9 onwards to ensure that preparation for life, beyond Thornleigh Salesian College, is smooth.</p> <p>Life skills feature strongly in the Inclusion Department's ethos, through the Alternative Curriculum Programme that runs in KS4.</p> <p>Objectives set in EHCP reviews are intended to support students in the next phase of their lives.</p>