Thornleigh Salesian College

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

Person responsible	SENCO
Date of Last Review	Autumn 2026
Adopted by Governing Body:	Autumn 2026
Date of Next Review	Autumn 2027

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 Hargreaves** and the Assistant SENCO **is Mrs Allsop.**

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:

- Ensure the early identification of pupils with Special Educational Needs and Disabilities (SEND) and provide timely, appropriate and effective support to enable them to make good progress.
- Deliver provision that is fully aligned with the SEND Code of Practice (2015), the Equality Act 2010 and the inclusive values of Thornleigh Salesian College.
- Promote a 'pupil centered' approach, recognising the uniqueness of every child.
- Ensure that the SENCO provides strategic leadership for SEND across the school, monitoring the quality and effectiveness of provision and promoting continual improvement.
- Foster a culture where every teacher is a teacher of pupils with SEND, and are equipped through high-quality professional development to deliver inclusive, ambitious and adaptive teaching.
- Ensure that all pupils have access to a broad, balanced and ambitious curriculum, together with the wider enrichment opportunities that enable them to develop academically, spiritually, socially, emotionally and culturally.
- Promote independence, resilience, confidence and preparation for adulthood.
- Work collaboratively with parents, carers, governors, external agencies, health professionals and local authority services to secure the best possible outcomes for every pupil.

- ~~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, with staff working collaboratively alongside the SEND and Inclusion Team to ensure that pupils receive the right support.

Form Tutors, Heads of Year and pastoral teams play a key role in providing daily pastoral care and are often the first point of contact for pupils and are able to identify emerging concerns and communicate these effectively with Heads of Year, pastoral staff and the SEND and Inclusion Team.

We also recognise the importance of a successful transition from primary to secondary school. For pupils moving from Year 6 into Year 7 who have identified additional needs, Thornleigh provides enhanced transition support through close liaison between primary schools, families, pastoral staff and external agencies..

Through this collaborative approach, Thornleigh aims to ensure that every pupil is known and supported. Form Tutors, teaching staff, pastoral teams and the SEND and Inclusion Team work together to help pupils feel safe, supported and confident throughout their transition and during their time at Thornleigh.

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 during the school week.

- All students with an Education Health Care Plan will have an Annual Review to which parents/carers are invited
- Parent advice is requested at least two weeks in advance of EHCP reviews.
- All students on the SEND register have the opportunity to meet the SEND team a minimum of three times a year, including parents evenings.
- Students on the SEND register will have regularly updated 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 Plans (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 impact of the provision provided by Thornleigh is measured through a regular cycle of **assess, plan, do and review**, ensuring that support and interventions are responsive to pupils' individual needs.
- The SENCO uses termly 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
- The SENCO and Inclusion team will observe lessons to ensure that interventions are having the desired effect in the classroom.
- Teacher observations will be recorded on EHCP reviews
- 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?

- Thornleigh is committed to working in partnership with parents and carers and aims to resolve concerns about SEND provision as quickly as possible.
- 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 Hargreaves) or Assistant SENCo (Mrs Allsop) 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	The SENCO / Assistant SENCO liaises with feeder schools to identify students with 'cognition and learning' needs prior to transition. 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.	The school SENCO / Assistant SENCO liaises with feeder schools to identify students with 'communication and interaction' needs prior to transition. 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.	The school SENCO / Assistant SENCO liaises with feeder schools to identify students with 'social, emotional and mental health' needs prior to transition. The Pastoral Leads work with the Senior Pastoral Lead using behaviour management data which is uploaded to the school's recording system.	The school SENCO / Assistant SENCO liaises with feeder schools to identify students with 'sensory and/or physical' needs prior to transition. 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. 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.
How Thornleigh Salesian College assess whether a child/young person has a SEN	The following Assessments can be used to assess where cognition and learning is thought to be below the average range: ● Cognitive Abilities Tests (CATs)	The following Assessments can be used to assess: ● Cognitive Abilities Tests (CATs) ● Parent/carer feedback	The following Assessments can be used to assess: ● Strengths and Difficulties Questionnaire ● Boxall Profiles	The following Assessments can be used to assess: ● Teacher's observations ● Medical correspondence ● Medical meetings

	• Sentence word reading test • Reading Comprehension Tests • Spelling tests • Dyslexia screening • Dyscalculia screening • GL Assessment NGRT, PET, PMT Further assessments may be undertaken by external agencies: • Educational Psychologist • Ladywood Outreach • Woodbridge • Alternative Curriculum • Reading intervention • Spelling Intervention • Numeracy intervention • Extra-curricular homework sessions • Sounds-Write intervention • Access arrangements • ~~Bosco Centre is available during unstructured times~~	• Teacher feedback • Classroom observations • GL Assessment, NGRT Further assessments and observations may be undertaken by external agencies: • 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~~	• Observations • Parent/carer feedback • Teacher feedback Further assessments and observations may be undertaken by external agencies: • Educational Psychologist • Ladywood Outreach • Bolton Behaviour Support Service • Report cards • Support from Pastoral Leads • Access arrangements	Further assessments and observations may be undertaken by external agencies: • 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 Thornleigh Salesian College	High quality teaching and learning Classroom adaptations Staff CPD Inclusion focus Pastoral support HLTA support HLTA/LSA observations and support	High quality teaching and learning Classroom adaptations Staff CPD Inclusion focus HLTA support HLTAs with Lexonic training HLTA/LSA observations and support	High quality teaching and learning Classroom adaptations Staff CPD Inclusion focus Pastoral support Transition Support HLTA support	High quality teaching and learning Classroom adaptations Staff CPD Inclusion focus HLTA support HLTA/LSA observations and support Liaison with external agencies

	Interventions based on their specific area of need: Literacy, numeracy, handwriting, working memory and processing, organisation, preparation for adulthood. Liaison with external agencies	Interventions based on their specific area of need.	HLTA/LSA observations and support Interventions based on their specific area of need: Mentoring, Developing Emotional Literacy Liaison with external agencies	
How Thornleigh Salesian College evaluate the effectiveness of the provision made	The impact and effectiveness of the provision provided by Thornleigh is measured through a regular cycle of **assess, plan, do and review**, ensuring that support and interventions are responsive to pupils' individual needs. 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 intervention 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?	Quality First Teaching Differentiation and scaffolding in the classroom Chunking information Visual supports Organisation support Adapted resources Interventions based on need Access arrangements Personalised timetables Liaison with external agencies Personalised Support Strategies A wide range of interventions to meet specific needs Health Care Plans Alternative qualifications			
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	At Thornleigh, we actively encourage all students to take part in our rich enrichment offer. All students are given equal opportunities to attend extra-curricular activities and school trips. Staff are required to give the SEND team additional notice for planning when trips require additional considerations for SEND students. 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 may accompany them, or the party leader is made fully aware of the student's needs.			

	The Inclusion department actively encourages students with Special Educational Needs and Disabilities to participate in enriching, extracurricular activities. Additional programmes are run in the Inclusion space for SEND students such as homework club and sports 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: 1 NASENCO qualification 2 ELKLAN 3 Access arrangement training 4 IDL training 5 Reading 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 supporting students in lessons, across the curriculum. 1 Autism friendly school training 2 Sensory friendly environments	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 1 Trauma informed approach	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 members of the Sensory Support Service
What training / experience do the staff teaching and supporting pupils with SEN having/recently had? Past 12 months.	All school staff have had training from the SENCO on the 2014 SEND Code of Practice. The SENCO has participated in a significant amount of training on the SEND Code of Practice (2014). Director of Inclusion: Bachelor of Science, PGCE, Masters in Education, NASENCO award, NPQSL SENCO: BSc (Hons), PGCE, NASENCO award Assistant SENCO: BA (Hons), MSC Masters, ELKAN HLTAs: have completed, or are currently completing, the EKLAN course, Emotion Coaching, Differentiation and reading training. LSAs: EAL training, reading training and emotion coaching. Teachers: Scaffolding, SEND needs. Pastoral staff: Emotion Coaching, Trauma Informed trained. The school has recently been awarded the Inclusion Quality Mark. All teaching staff have completed Trauma Informed training and SEND specific training. All departments have a strong emphasis on SEND to ensure the best possible teaching in the classroom.			
What external specialist services are accessed by	• Educational Psychology Service	• Educational Psychology Service	• Educational Psychology Service	• Ladywood Outreach Service

school to meet the needs of pupils and support their families	• Ladywood Outreach Service	• Ladywood Outreach Service • Speech and Language Therapy Service	• Bolton Behaviour Support Service • School Nurse • Child and Adolescent Mental Health Service (CAMHS)	• Medical professionals • Occupational Therapy • Sensory Support Service
How is equipment and facilities to support pupils secured?	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.			
How are students supported when following the online curriculum?	For more information, please see Thornleigh Salesian College's Online Learning Policy on the school website.			
How does Thornleigh Salesian College support pupils with SEN during transition?	The Year Leader for Year 7 together with the SENCO / Assistant SENCO will identify students who will benefit from an enhanced transition package. Support is bespoke to meet the needs of individual students. The Inclusion Department works closely with external agencies, for example Ladywood Outreach Service, to arrange more intensive transition packages. The Inclusion team works closely with all local 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. Enhanced transition days take place for SEND students. Enhanced support in class for September. Pupil passports are put into place to support teaching staff.			
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?	Preparation for Adulthood is a strong focus for the Inclusion team and takes place from Year 7 - 13. 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. Life skills feature strongly in the Inclusion Department's ethos, through the Alternative Curriculum Programme that runs in KS4. Objectives set in EHCP reviews are intended to support students in the next phase of their lives.			