

Markland Hill Primary School



Name of Policy: SEN Information Report 2025/2026

Adopted from Bolton Council	YES/NO	Date of last update	24.3.26
Updated	Annually		
Latest review		Date agreed by Governors: Date:	

Current version	Previous version	Summary of changes made
March 2026		Added SEND email and updated SEND data.

Our School



Our School Vision

Our vision at Markland Hill is to inspire a love for learning, cultivate happiness, and foster kindness, creating a primary school where students thrive academically, creatively, socially, and emotionally. We aim to empower our students to become not only successful individuals but also caring, empathetic, and responsible citizens who make a positive impact on the world and **SHINE**.

What types of Special Educational Needs do we provide for?

Everybody is somebody

We want all our children to know they are unique and valued.

At Markland Hill our motto is “**Everybody is Somebody**” is celebrated and embraced by all members of our community. We believe that every individual possesses inherent value, unique qualities, and the potential to make a positive impact on the world.

We foster a culture of inclusivity, respect, and appreciation for diversity. We recognise and celebrate the different backgrounds, abilities, interests, and talents that each student brings to our community. We create an environment where every student feels seen, heard, and valued for who they are.

We encourage a spirit of empathy and understanding, nurturing a sense of belonging among our students. Through meaningful connections and collaborative activities, we promote positive relationships, teamwork, and a shared responsibility for creating a supportive and inclusive community.

We want to foster inclusivity and embrace the diverse range of neurological differences that exist within the human population some of which are categorised within SEND. We will increase awareness and understanding of neurodiversity within our school, and communities by educating people about different neurotypes, such as autism, ADHD, dyslexia, and other neurological conditions, to dispel misconceptions and promote acceptance.

Our teachers and staff play a pivotal role in nurturing the belief that everybody is somebody. They serve as role models, treating each student with dignity, respect, and kindness.

How are Special Educational Needs defined?

A child or young person has Special Educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

March 2026 Information

Markland Hill currently has 317 children on role (March 2026)

There are currently 34 children on SEND register with a range of needs from universal to specialist.

13 children (41%) have a diagnosis of need, that can be accommodated through quality first teaching (universal needs)

10 children (32%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT. (targeted need)

11 children have an EHCP (35%) have a significant and complex need that requires support over and above in class provision. (specialist need)



Meet our SENDCO

Who is the best person to talk to about my child's difficulties with learning/SEN?

The SENDCO is Sammy Roocroft
If you would like to contact Miss Roocroft, please call school on 01204 332626 or via Email: SEND@markland-hill.bolton.sch.uk



Special Educational Needs

At Markland Hill Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

How does Markland Hill Primary School know if children need extra help?

At Markland Hill we work closely as a team and if staff have a concern about a child, they fill in an initial concern form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Bolton's SEND handbook has further information about our local offer. <https://www.bolton.gov.uk/sendlocaloffer/sen-support>



Your special educational needs and disabilities information hub

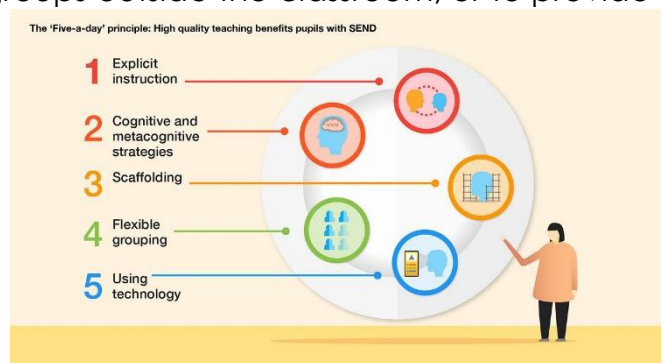


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



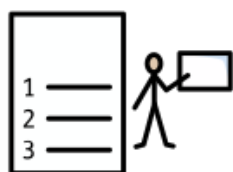
4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

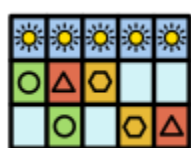


5 Using technology

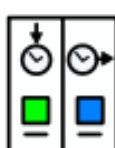
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Curriculum adaptations



Visual timetables



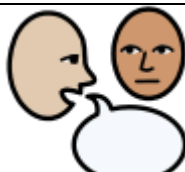
Task boards



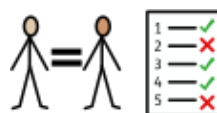
Peer mentoring



Assistive technology



Talk partners



Peer marking



Self-assessment



Word banks



Positive behaviour



Ear defenders



Timers



Explicit instruction

How do we support child with SEND?

Access to quality first teaching (QFT) is a priority for all pupils at Markland Hill Primary School. All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make accelerated progress with their learning. Through Quality First Teaching, we ensure that the curriculum and teaching sequences are adapted to meet the individual needs of all children. We support pupils with SEND through various means:

Curriculum support:

- Adaptation of learning in class by the class teacher through quality first teaching (QFT).
- Specialist advice and support from external agencies including Educational Psychologists, Ladywood Outreach and Speech and language therapy.
- Implementation of various strategies so every child can access the curriculum at a level appropriate to their specific needs.

Communication and interaction difficulties:

- Speech and language therapy support (NHS).
- Reception Narrative Intervention
- Personalised Pastoral sessions
- Ladywood Outreach Support
- Targeted interventions for functional social communication

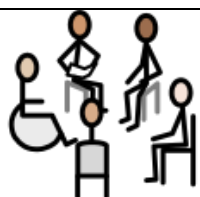
Social and Emotional and mental health difficulties:

- Transition and review meetings between school and parents.
- Advice is sought from the Local Authority
- Meetings with Head teacher/SENCO /Pastoral team for parents to support behaviour management at home.
- Social skills groups

Physical support:

- Outreach Support Service for Physical Disability.
- Sensory support service for visual and auditory difficulties.
- Risk assessments are completed.
- Individualised Health Care Plans.
- Emergency evacuation plan.
- Physiotherapist support.
- Occupational therapy advice and support.

We also seek advice and equipment from outside agencies as and when the need arises.



How are arrangements made to consult with parents?

At Markland Hill Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Parent Consultations

We hold drop-in sessions every term and Miss Roocroft is available at parents' evenings to discuss any concerns.

We also hold three coffee morning a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Markland Hill, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.

Parents are able to ask questions and find out information through various means:

- Initial support from the teacher
- Liaison with the SENCO
- Information is on the school website showing links to school, support services such as SENDIASS and Bolton Information and Advisory Service
- Access to support from the Head teacher.
- Meetings with the Pastoral Team are held to offer support where necessary.
- Pre transition meetings to ensure smooth entry to school.
- Transition reports for new children starting in Reception



Child Consultations

How are the children's voices heard in the process?

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

At Markland Hill we strive to enhance our provisions through rigorous evaluation. Throughout the academic year we:

- Review progress in SLT meetings and discussing next steps.
- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



Staff Training

How do we ensure that teachers and support staff are well informed and trained about the specialist needs of children with SEND?

At Markland Hill, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Child Development	Drawing and Talking
			
Autism- A Deeper understanding	Signalong	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions following the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Policies

What policies are in place to support children with SEND?

Our SEND Policy will give you the information you need about how we organise provision for all pupils with SEND. Our SEND policy is available to view on the school website. If you would like to discuss our SEND provision or find out more, please contact our SENCO who will be happy to discuss it further. The following policies are available for viewing on the website:

- SEND Policy
- Accessibility Plan
- Admission Policy / Admission Arrangements
- Anti-bullying Policy
- Complaints Procedure

	• Equality Policy • Health and Safety Policy • Safeguarding Policy • Positive behaviour policy • The School's Local offer can be found at: https://mylifeinbolton.org.uk/send.aspx
 Outside Agencies	How does the school and governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils? We work with the following agencies to provide support for children with SEND: Woodbridge Outreach Team Speech and Language Therapy Irlen Northwest Visual and Hearing impairment team Behaviour Support. Educational Psychologist CAMHS (Child and Adolescent Mental Health Services) Physiotherapy Sensory Support Service Occupational therapy School Nursing Team Sensory Support Service Young Minds Matter Children's Services We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.
 Clubs and Trips	What activities are available for children with SEND above and beyond those in the curriculum? All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips such as residentials, ski-trips and overnight stays at school. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

	No child is ever excluded from taking part in these activities because of their SEN or disability.					
 Complaint Procedure	What arrangements are made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school? Your first point of contact is your child's class teacher and/or phase leader. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher- Mrs Naylor. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher- Mrs Kavanagh. If you are not happy with the response, then you may contact the governors through the school office. Amanda McCorkindale– Chair of Governors Rachel Berry – SEND Governor					
 Bolton Local Offer	The Bolton Local Authority Local Offer can be found at: https://www.bolton.gov.uk/sendlocaloffer/sen-support <table><tr><td>SENDAS</td><td>01204 331347</td></tr><tr><td>Information And Advisory Service Bolton</td><td>01204 848722</td></tr></table>		SENDAS	01204 331347	Information And Advisory Service Bolton	01204 848722
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