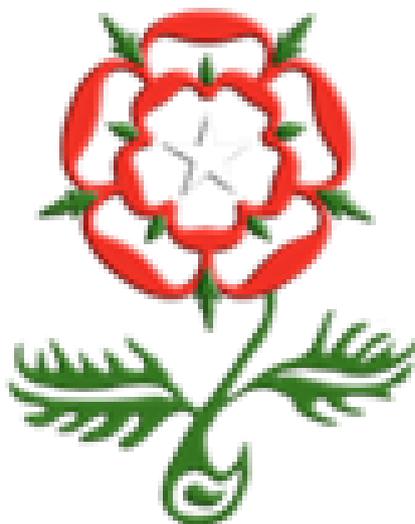


# THE ELTON HIGH SCHOOL

## SEND Information Report 2025-2026



Date of report	November 2025
Date agreed by Governors	November 2025
Review Date	September 2026

# **Ambition - Resilience - Kindness**

## **Children and Families Act 2014 – SEND Information Report**

The Special Educational Needs and Disability Code of Practice (June 2014, updated May 2015) places a duty on local authorities to publish a Local Offer, setting out in one place, information about provision available across education, health and social care for children and young people who have SEND or who are disabled.

This document has been taken from Bury Council, Children Services framework and sets out the Local Offer at The Elton High School, as detailed in The Bury Directory ([www.theburydirectory.co.uk](http://www.theburydirectory.co.uk))

### **1. The types of Special Educational Needs and Disabilities for which provision is made at The Elton High School.**

All children in school receive ordinarily available inclusive provision (OAIP); this means that a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children may present with difficulties in accessing learning, and may need provision that is additional to and different from the whole class differentiated teaching approach, in order for them to access the learning and make progress.

This may mean they have a Special Educational Need or Disability (SEND) which are categorised into four broad areas according to the 'Code of Practice':

- Communication and interaction needs
- Cognition and learning needs
- Social, Emotional and Mental Health needs
- Sensory and/or physical needs

The purpose of identification is to inform what action is necessary to meet needs, not to fit a pupil into a category. It is recognised that individual children or young people often have needs that cut across all these areas and these needs may change over time. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need.

### **2. The school's policies for the identification and assessment of pupils with special educational needs and disabilities.**

Effective provision improves long term outcomes for students. We have a clear approach to identifying and responding to SEND. This is built into the overall approach to monitoring the progress and development of all pupils and the school regularly reviews and evaluates the breadth and impact of the support they offer or can access.

Identification is initially done through liaison with feeder primary schools, Local Authorities and outside agencies in order to adopt a strategic and joined up

approach to meeting the needs of the student. The SENDCo will also attend transitional reviews, and where appropriate, will meet prospective pupils' parents.

The data that can be used to determine whether a child might have a special education needs could be:

- Data that is collected from KS2 results
- On-entry testing in Y7 to determine the reading and spelling age of the child
- Assessment using WRAT5 for older pupils transferring from other schools, to determine their word reading, reading comprehension, maths computation and spelling ability
- Regular summative and formative assessments in line with EHS assessment policy
- Liaison with parents, staff and outside agencies
- Continuous formative and summative assessment throughout the students' time at Elton High School
- Using grade card data to identify areas of success and difficulty
- Observations in lessons
- Liaison with staff e.g. Behaviour Mentors, Learning Coordinators, Form Tutors, Teaching Assistants
- Annual Review meetings
- Social Services/Looked after team/TAF meetings
- The Early Help Delivery model, developed through the Family Help team

Close monitoring of this data will determine whether the student has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

### **3. Information about the school's policies for making provision for pupils with special educational needs.**

#### **How the school evaluates the effectiveness of provision.**

All students are monitored through the schools' progress tracking system. These are reviewed by members of the Student Support Team to ensure that progress is made by SEND students. If insufficient progress is being made then interventions are put in place. These interventions are regularly monitored and reviewed, along with feedback given to both students and parents on attainment and progress. The school considers the efficiency, effectiveness and value for money of any programmes used, as part of the SEND and Pupil Premium (PP) audit. Feedback is provided through regular Pastoral, Student Support and Head of Department team meetings. Parents are informed of the results of testing and any proposed support is discussed with them.

As well as subject by subject tracking, all pupils registered as M (monitoring), K (SEND support) or EHCP (Education Health and Care Plan) are additionally tracked by the Curriculum Support Department. All support programmes are reviewed and their impact on student progress evaluated regularly.

## **The school's arrangements for assessing and reviewing the progress of pupils.**

The quality of teaching for pupils with SEND, and the progress made by all pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCo, identify patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

## **The school's approach to teaching pupils.**

The Elton High School has a child-centred inclusive approach to education. The school is committed to ensuring all students receive a high quality education and realise their academic potential regardless of any challenges they may face.

Students with additional needs are educated in the classroom as part of this inclusive strategy, but may receive intervention and support on an individual and personalised level. A small number of students may follow a personalised curriculum.

## **How the school adapts the curriculum and learning environment.**

Every teacher is a teacher of students with additional needs and every young person has an important role to play in the school community. Staff will adapt learning to remove any barriers that may prevent the students from fulfilling their potential. All staff are made aware of strategies to meet the individual learning needs of the student and support them to achieve their outcomes. It is important to keep young people and their families at the heart of decision making, and when needed, structured conversations to ascertain the pupil's views take place. Pupil Passports are designed using the advice of parents and professionals to support teachers to meet the needs of the students.

Elton High School has the same academic, technical or vocational ambitions for all learners. The curriculum is designed to be ambitious and to meet their needs and the majority of learners study the full curriculum. We ensure this by teaching the full range of subjects for as long as possible. Some students however study for Entry-Level English and Maths and follow the ASDAN Personal Development Programme (Award Scheme Development and Accreditation Network) Personal Development Programmes. A small number of students will follow a personalised, bespoke curriculum which runs alongside the main school academic offer.

From year 9 onwards, all students, as part of inclusive practice, receive support with option choices, careers guidance, further education and employment or training. Students who face additional challenges will receive more support to ensure that their aspirations are achieved and alternative pathways will be considered as necessary.

## **Additional support for learning that is available to pupils.**

Some students whose needs are outlined in an Education, Health and Care Plan receive the necessary support to meet the detailed outcomes of their plans. They will have a personalised support programme with focus on meeting their specific needs.

This can be through:

- in class support from a teaching assistant
- SpLD specialist teaching
- group reading intervention
- targeted, research based interventions
- peer reading
- homework club
- social skills
- counselling and
- mentoring.

The effectiveness of these research-based interventions is monitored and as part of the graduated response, additional advice from other professionals is requested if required.

All children are assessed and interventions carefully planned, delivered and reviewed as required by the SEND Code of Practice 2014. The success of the programmes and student's progress and attainment are regularly monitored and shared through a variety of methods: whole school, subject and through Curriculum Support.

Regular reviews are held for all children who are at SEND Support level, and students whose needs are outlined in Educational Health and Care Plan have a formal annual review during the school year. This gives parents/carers and teachers opportunities to formally discuss progress and propose amendments to learning programmes.

All children benefit from Ordinarily Available Inclusive Provision and reasonable adjustments will be made in lessons.

Wave 1 Support, for example, gives:

- Access to ICT
- Assessment for Learning (AfL)
- Adapted curriculum planning, activities, delivery and outcome e.g. simplified language, keyword lists, visual aids/modelling
- Care plans
- Enrichment sessions during lunch time
- Exam Booster classes
- Increased visual aids/modelling
- Medical Healthcare Plans
- Multi-sensory learning aids

- Progress reports
- Revision classes
- Strategies to benefit Visual, Kinaesthetic and Aural Learners
- Timeout card
- Use of symbols (environmental clues, signs, location systems, picture/object exchange)
- Use of writing frames/graphic organiser
- Whole school behaviour policy
- Whole school/class reward and sanctions systems
- Whole school/class rules.

Support is mapped across the school using a 'Provision Map'. Should students require specific strategies to bridge gaps, research-based interventions will be applied in order to meet their needs. Students may benefit from Wave 2 support, for example:

- Additional fine motor skills practice
- Appropriate resources
- Barington Stokes reading books
- Colour coded or visual timetables
- Connexions
- Educational Psychology Service input/assessments
- Handwriting programme
- In-class Teaching Assistant support
- In-class teacher support
- Involvement of Attendance Officer
- Involvement of Safeguarding Officer
- Looked After Children (LAC) and Personal Education Plan (PEP) meetings
- Overlays and/or coloured exercise books for children who have symptoms or a diagnosis of Scotopic Sensitivity Syndrome (Irlen's Syndrome)
- Paired/buddy reading
- Pastoral Team involvement
- Pupil Passports
- Restorative and reflective practice
- Social Skills programme
- Targeted professional Counselling

### **How the school enables pupils to engage in activities together with children who do not have special educational needs.**

The Elton High School has a child-centred inclusive approach to education. The school is committed to ensuring all students receive a high quality education and realise their academic, emotional and social potential regardless of any challenges they may face. Staff have a good understanding of inclusive practice and diversity is celebrated amongst the staff and students.

### **Support that is available for improving emotional, mental and social development of pupils.**

It is imperative that the positive mental health of all students is maintained and each person feels that their contribution to the community is valued in order to improve wellbeing. There is a comprehensive Student Support system in place at Elton High School. Students are placed into forms and have a form tutor who is responsible for day to day pastoral care. Each Year Group is overseen by a Head of Year and linked to the Deputy Head for Student Support.

The Student Support team follows a graduated response to support students with Social Emotional and Mental Health (SEMH). They work closely with the local authority bodies who can offer advice or work with a student. There is also a rewards and sanctions system that supports positive behaviour for learning. A variety of individualised interventions can be delivered based on the needs of the child.

The department has a supervised Hub base which has a nurturing environment. Vulnerable students can access quiet rooms at lunchtime taking part in social activities. Interventions and mentoring take place before school, during the day and after school.

#### **4. The name and contact details of the school's SEND coordinator.**

Mrs Jenni Topham (SENDCo)  
sendco@eltonhigh.bury.sch.uk

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Walshaw Road  
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0161 763 1434

#### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The children benefit from the expertise and professionalism of all staff. The SEND Department is made up of:

- Mr James Tomlinson, MA, Deputy Head (Student Support).
- Mrs Jenni Topham, SENDCo
  - BSC (Hons) Psychology
  - Post Graduate Certificate in Education (PGCE) Primary Education
  - National Award for SEN Coordination (NASENCO)

As part of the LA procedures for meeting needs in school, the SENDCo meets with other professionals as needed to seek advice on individual students. If students are still not making expected levels of progress, further support will be sought from the LA, through strategically planned Partnership Meetings. The school liaises significantly and extensively with the LAs Children's Services, as well as other external agencies, to seek advice and guidance to support students.

The SENDCo will keep abreast of any local and national updates and disseminate this information to all staff throughout the school through drop-in sessions, targeted in-house training and workshop sessions.

## **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Elton High School has excellent safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment. The school follows legislative guidelines to ensure that it is accessible for wheelchair users, and reasonable adjustments have been made to support the enabling of most persons. We work closely with specialist professionals including the vision and hearing impairment/Deaf Education Service, occupational health and physiotherapy services who provide or loan specialist equipment.

Further assistance is secured via the Multiagency Inclusion Panel (MIP) who provides advice concerning the equipment needs of individual children. Loans or purchases are then made according to specific needs. This is used and stored in line with Health and Safety protocols and is maintained regularly by the appropriate persons.

Students with both hearing and visual impairment are taught at the school and their needs are met on an individual needs basis in liaison with the Bury Vision and Hearing Impairment/Deaf Education Service.

## **7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Elton High School recognises the importance of strong home-school links in improving outcomes for students. Meeting the needs of the child and parents is very much part of the decision-making process. Formal and informal interactions are necessary to identify clear outcomes, review progress, and discuss the activities and support that will help achieve outcomes. Interactions help to identify the responsibilities of the parent, the pupil and the school. Information regarding progress is shared three times over the year through the grade card system and annual parents' evenings, where the SENDCo is available.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Structured conversations between staff and students are highly valued at the Elton High School, and enable students' opinions and thoughts to be at the centre of decision making. Pupil Centred Reviews are integral to meeting the needs of students. Students' views are sought through the student council and through student voice, enabling feedback on the effectiveness of support provided.

Students are also able to provide feedback at parents' meetings and annual reviews. Many students have a key worker or SEND link allocated to them who is another point of contact for them to voice any concerns they have.

**9. Any arrangements 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.**

The school's complaints procedure is published on the school's website (<https://eltonhigh.bury.sch.uk/policies>).

**10. How the governing body involves other bodies, including health and social services, 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.**

Governors have oversight of the various bodies the school liaises with to support students with SEND in the school. The SENDCo informs the Governing Body at least yearly of the educational needs of students, reports on their progress, and updates on changes to the services available as listed in the Local Offer.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

There are many services to support children and families and further information can be found <https://www.theburydirectory.co.uk>

**12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

The Elton High School has an extensive transition programme in place both for students joining the school, and those moving on to further education. Once a student has been accepted on roll the transition process begins and can include the following:

- A member of staff will visit all primary schools
- Data and information is collected about assessment, progress, attendance, friendship groups, behaviour and other learning needs
- The SENDCo is invited to the annual review of any child with an EHCP
- Transition days are arranged so pupils can meet other members of their form and their form tutor, and experience a day in school
- Extra transition days can also be arranged for students that have been highlighted as vulnerable, have additional needs or have an EHCP
- Further visits to school can be arranged on an individual basis, as required
- Specific groups of students are invited to attend Summer School activities, which take place in the Summer Holidays.

For those pupils in KS4 with SEND preparation for Post 16 may involve the following:

- Year 10 taster days at college
- PHSE student development days include mock interviews, college applications and CV writing
- Careers interviews with a personal advisor
- Annual review meetings
- Transition visits to college
- SENDCo liaison with the college.

### **13. Information on where the local authority's local offer is published.**

The Bury Local Offer can be found at the following website link:

<https://www.bury.gov.uk/social-care-and-support/child-care-and-support/children-with-disabilities/bury-send-local-offer>

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