Special Educational Needs & Disabilities (SEND) Information Report 2026-27

RIVINGTON & BLACKROD
High School

Take Part • Work Hard • Do the Right Thing

Leverhulme
Church of England and Community Trust

This information report has been designed to provide general information and answer any frequently asked questions with regards to Special Educational Needs and Disabilities in line with the Code of Practice 2014.

Frequently Asked Questions

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

If you think your child has a Special Educational Need or Disability, contact the school and make an appointment with **Mrs J Rawlings** (SENCO) to discuss your concerns and worries. **Mrs J Rawlings** (SENCO) can be contacted on (01204) 333266 or email JRawlings@rbhs.co.uk. Your concerns can also be expressed to your child's Year Team who will pass the details onto the SENCO.

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

Rivington and Blackrod High School is an inclusive school that works hard to provide the highest quality of education creating a community of happy, successful and well-rounded individuals who can flourish and make a difference in our world. Our staff provide support in the classroom, and through individual and group learning programmes. We are committed that all our pupils have access to the same ambitious and engaging curriculum; we work hard to ensure that this objective is met. To this end, the school ensures that the resources at their disposal are being used effectively and efficiently to meet the needs of the pupils.

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

All pupils are assessed throughout the year in each of their curriculum subjects with interim reports being sent out to Parents/Carers throughout the year. On entry to the school in Year 7, pupils complete Cognitive Ability Tests and the New Group Reading Test (NGTR), a standardised assessment which assesses reading and understanding. Pupils with identified SEND difficulties and requiring additional specialised interventions, will be issued with a communication passport which is reviewed by the SEND Team with the pupil and parents/carers, three times throughout the school year thus ensuring supportive strategies continue to encourage academic progress. Pupils with Educational Health Care Plans (EHCP) are issued with a keyworker who will make weekly contact with parent/carers. The SENCO annually reviews their EHCP to ensure they are meeting or working towards the outcomes and objectives as outlined in their EHC Plans.

What support will there be for my child's overall wellbeing?

The SEND team will work cooperatively with primary schools to address transition issues and to ensure a continuity of staged provision, meeting with SEND pupils and in some circumstances their parents, prior to transfer. Identified Year 6 pupils are given an opportunity to experience and become familiar with Rivington and Blackrod High School through a series of individual or small group visits during the summer term prior to admission. Upon entry, each pupil who has an Educational Health Care Plans (EHCP), will have direct access to a keyworker who mentors weekly and provides pastoral/wellbeing support, liaising with home on a regular basis. In addition, the HUB Nurture provision provides a wraparound holistic support for all pupils irrespective of their needs either short or long term.

We work closely with various specialist support services such as Woodbridge Outreach Service, Speech and Language therapists, Behaviour Support Service, Woodbridge Specialist Teachers, experienced counsellors, and Educational Psychologists, all of whom we can call upon to offer support for your child.

The pastoral support ensures that our pupils can meet with their Team Leader twice a day and are further supported by the Pastoral Year Lead so that they have a familiar face to talk through any problems or ask for advice. We know our pupils well and do our very best to ensure they learn in a safe, supportive environment so that they will develop into self-reliant and resilient individuals. When problems do occur, our pupils know that they will be listened to and that we will work together in partnership to resolve issues quickly and fairly.

Pupils have a structured mental health and wellbeing programme which is accessed via the assemblies, Team Time learning activities and extensive personal development programmes. In addition, SEND pupils are encouraged and supported to attend enrichment activities during and after school.

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

The school works closely with parents to support pupils with special educational needs and are fully included in the process of working with their child/young adult. This includes:

- Initial visits to school
- Introductory meetings
- Frequent communication through various messaging methods
- Parent/Carer and teacher meetings including updates from external professionals as appropriate
- EHCP Annual Review meeting and report
- Parental representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

How does Rivington and Blackrod High School involve children and young people in their education and in the decision making process?

We empower pupils to manage and direct their own learning and work towards their future aspirations. All pupils at Rivington and Blackrod have a right to express an opinion and to have that opinion taken into account in any matters affecting them from the time that they start at the school. These views are recorded in pupil voice exercises and termly review of communication passports and Annual reviews. Their views will be given due weight according to their age, maturity, and capability.

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

- Woodbridge SEND Service & training HUB, Waggon Road Young Peoples Centre, Breighmet, Bolton. BL2 5AB/ Telephone: 01204 318101
- Educational Psychology Service, Schools ICT, Smithills, Dean Road, Bolton, BL1 6JT/Telephone: 01204 338612

- CAMHS, Royal Bolton Hospital, Minerva Road, Farnworth, Bolton. BL4 0JR/Telephone: 01204 390659
- Behaviour Support Service, North Campus, Smithills, Bolton, BL1 6JT/Telephone: 01204 338133
- Sensory Support, Thomasson Memorial School, Devonshire Road, Bolton BL1 4PJ/Telephone: 01204 333118
- Physiotherapist, Royal Bolton Hospital, Minerva Road, Farnworth, Bolton, Lancashire, BL4 0JR/Telephone: 01204 390390
- Occupational Therapist, Royal Bolton Hospital, Minerva Road, Farnworth, Bolton, Lancashire, BL4 0JR/Telephone: 01204 390390
- Disabled Living, Pikes Lane Health Centre, Address: Deane Road, Bolton, BL3 5HP/Telephone: 01204 463700 -SENCATT, email office@sencatt.co.uk
- School Counsellor, Dragonfly Counselling, Bolton
- Speech and Language Therapy Service, Breightmet Health Centre, Breightmet Fold Lane, Bolton BL2 6NT/Telephone: 01204 462670
- Bolton Information and Advisory Service, Lowndes Street, Bolton, BL1 4QB/Telephone: 01204 848722

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

There is further detail on the Bolton Local Offer for children with Special Educational Needs and Disabilities and their families on the local authority website. Visit **www.bolton.gov.uk/sendlocaloffer.**

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

Staff and governors of Rivington and Blackrod High School wish to work co-operatively with parents/carers and other members of the community to ensure the school provides a high quality of service. Therefore, we are very keen that any initial concerns are brought to our attention so that they can be dealt with quickly and effectively; in the first instance **Mrs Rawlings**, our SENCO, will address any concerns.

In addition, if you are in need of extra support as parents/carers of SEND children, please visit **Bolton Information and Advisory Service** at **www.iasbolton.com.**

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

The Special Educational Need and Disability Policy is available both on the website and directly from school.

Special Educational Needs - Specific Information

Rivington & Blackrod High school policy for the identification of needs	**Communication and interaction**	Pupils with speech, language, and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language, or social communication at different times of their lives. Pupils with an autism spectrum disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction, and imagination, which can impact on how they relate to others.
	Cognition and learning	Support for learning difficulties may be required when a pupil learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.
	Social, emotional and mental health difficulties	Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
	Sensory and/or physical needs	Pupils who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and

		young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
How Rivington and Blackrod High school assess whether a child/young person has a SEND	If a young person has significant barriers (physical, emotional, psychological, medical, etc.) that hinder/prevent him/her from learning or impacting on progress or benefiting from the normal education or educational facilities provided for the majority of his/her peers, then that young person has a *learning difficulty*. Our baseline, and regular subject based assessments allow us to monitor progress of all learners carefully and respond accordingly to need. This definition of **learning difficulty** does not apply to pupils who have learning difficulties solely because of the following reasons: • Pupil's first language is different from the language (EAL- English is an additional language) in which he/she will receive his/her education. • Attendance and/or punctuality irregularities. • Health and welfare concerns. • Being a looked after child or in receipt of Pupil Premium Grant money. • Identified behaviour is not as a result of some form of social and emotional difficulties. • Pupils receiving therapeutic or other health-related services from external agencies. Special education provision should be matched to the child's identified need. There are four broad areas of need and support: • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical needs Pupils found on the Special Needs register: • School Support (K)- accessed two consecutive rounds of targeted intervention for identified area of need • Education, Health and Care Plan (E) • A medical diagnosis or disability which requires special educational provision to be put in place to access the curriculum	

	• Examination access arrangements (e.g., scribe, reader, extra time)
Type of SEND provision made throughout Rivington and Blackrod High school	For the School's type of provision available, please refer to **LOCAL OFFER- SUMMARY OF PROVISION: 2026/27**
How Rivington and Blackrod High school evaluate the effectiveness of the provision made	The following information is available within school in respect of the effectiveness of the support available for pupils with identified special educational needs. It is gleaned from monitoring and evaluation via observations of: • Lesson temperature checks: to ensure key consistencies of school expectations towards all SEND pupils • Whole class teaching: quality assurance cycle to ensure key consistencies of school expectations • Individual pupil progress data; Engagement with Learning (EWL) & Academic Data Drop (DD) • Targeted intervention: small group/individual teaching • TA lesson observation: quality assurance cycle of observing classroom based working practice • Resource Provision learning walks; quality assurance cycle of Individual Support Plans (ISP) for pupil interventions in the RP • Review the SEND provision map termly to evaluate impact against value for money of all interventions against pupil targeted outcomes • EHCP annual reviews • Communication passport termly reviews • Parent and pupil voice: SEND Team undertake periodic parental and pupil voice- outcomes reported to Senior Leadership Team & Middle leaders regarding next step actions. • Workbook scrutiny: all whole school/departmental book scrutiny to include a SEND focus, which either focuses on targeted SEND groups and/or whole year group as found on the SEND register • External quality assurance checks; Bolton Quality Management Checks of specialist support provisions and Ofsted whole school inspections. All quality assurance processes include SEND as a key focus area to ensure teachers accountability for SEND students; learning walks, lesson temperature checks, workbook scrutiny & student voice all to include the monitoring of SEND. All subject departments are responsible for monitoring and recording all pupils' progress; Departmental Line Management meetings and the Headteacher's academic review. The Senior Leadership Team analyses all pupil data and monitors the progress of vulnerable groups, including those pupils SEND. The SEND Team regularly provides training and coaching to support effective SEND practice for staff identified as needing further support.

	Through Inclusion Panel meetings half termly, Pastoral Leaders and SEND team ensure appropriate and timely interventions are in placed to address recognised barriers to learning (attendance, behaviour or mental wellbeing); decisions are made to determine appropriate intervention for the individual pupil.
How Rivington and Blackrod High school adapts the curriculum and school environment for pupils	We are ambitious for all pupils and provide a broad, balanced and inclusive curriculum. Our three-year Key Stage 3 curriculum prepares pupils for a range of GCSE and BTEC opportunities at Key Stage 4. In core subjects, pupils are taught in broad ability bands with sets that enable teachers to provide appropriate levels of challenge and support. Pastoral Teams (Form groups) are mixed ability. Our support follows a graduated approach: Universal, Targeted and Targeted Plus: • **Universal –** Every classroom, every lesson: All pupils benefit from Quality First Teaching. Teachers know their students, use adaptive teaching, provide clear explanations and modelling, establish clear routines and expectations, and use scaffolding that builds independence. Teachers use frequent checks for understanding, maintain high challenge for all and respond early when pupils experience difficulties. In practice, this may include breaking instructions into smaller steps, using visual prompts or examples, allowing additional processing time, adapting resources or providing different ways for pupils to demonstrate their learning. Reasonable adjustments are made where needed to remove barriers to learning. Staff have access to relevant SEND information and receive regular training to support inclusive practice. • **Targeted –** Some pupils need more: Where Universal support is not enough, pupils may receive additional support such as interventions, mentoring, small-group work or targeted pastoral support. Support is based on the pupil's individual needs and may be provided alongside classroom teaching or for a specific period outside the classroom. It is reviewed regularly to check its impact and ensure pupils continue to develop their confidence and independence. • **Targeted Plus –** Some pupils need personalised support: Pupils with more complex or significant needs may require personalised provision, specialist strategies, EHCP provision, specialist equipment or support from external professionals. Our SEND and Teaching Assistant teams work closely with pupils, families and professionals to ensure support is appropriate, regularly reviewed and promotes independence. We also adapt the school environment where required to remove barriers to participation. This may include adapted resources, specialist equipment, accessibility arrangements, visual markings, appropriate lighting, acoustic considerations and adjustments to enable pupils to access PE, extracurricular activities and wider school life. Our HUB Nurture, Speech and Language and Autism Resource Provisions provide additional specialist support for pupils who meet the relevant criteria. These provisions offer nurturing, personalised environments while supporting pupils to develop their learning, communication, confidence and independence.

	We work in partnership with pupils, parents/carers and professionals, listening to their views and regularly reviewing support. Our aim is to ensure that every pupil can access an ambitious curriculum, participate fully in school life, overcome barriers to learning and achieve their potential.
How the school ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs)	As a School, we are committed to providing high quality opportunities outside the usual curriculum time through enrichment activities. These activities are an important and exciting feature of school life and contribute enormously to our pupils' academic and social development, whether that be through the Duke of Edinburgh scheme, through representative sport, drama & school productions, musical instrument tuition, school leadership or one of the many educational visits. The enrichment program at Rivington and Blackrod High School encourages our pupils to engage with their school community so that when they leave in Year 13, they are active, confident, and emotionally resilient young men and women. We have an exciting array of extra-curricular activities for our pupils. Where a need is identified, appropriate support is put into place to ensure accessibility.
What specialist skills / expertise do school staff have?	Our staff at the school have specialist skills in the following areas: • Nurture Group Trained • First Aid Training • ASD, ADHD, Dyslexia, Elklan, Social Stories trained • Trained counsellor • Behaviour mentoring • Mental Health First Aiders • Sensory Circuit Assessment • Teaching Level 4- Year 6 transition, Autism and Developmental language Disorder • Every teacher is trained to at least level 1 in child protection, safeguarding
What training are the staff teaching and supporting pupils with SEND having/recently had?	Staff training on SEND has played an integral role within the Quality Assurance and CPD calendar. Over the last 18 months, a number of training sessions have been provided to Teachers and Teaching Assistants. **Whole School** • **Middle Leader & Whole School Briefings- Mar 2025:** SEND Updates HT4 - current SEND profile and how to meet individual needs. • **Middle Leader & Whole School ASD Briefings- Apr 25:** Information shared by Assistant SENCO regarding ASD Awareness Week informational and celebratory activities • **Middle Leader & Whole School Briefings- Jun 2025:** SEND Updates HT6 - current SEND profile and how to meet individual needs

	• **Whole Staff SEND INSET – Sept 2025:** SEND profile, adaptive teaching, communication passports, strategic seating and effective TA deployment. • **DLD Awareness – Oct 2025:** Whole-school awareness of Developmental Language Disorder through briefings and activities. • **Middle Leaders SEND Briefing – Nov 2025:** SEND register, parental feedback, adaptive strategies, communication passports, Teacher–TA collaboration and Access Arrangements. • **Middle Leaders SEND Briefing – Jan 2026:** Student voice, SEND register, adaptive strategies, Y11 support, outreach and Annual Reviews. • **Governor Training – Mar 2026:** EHCP application process and new SEND reforms. • **Middle Leader & Whole School Briefings – May/June 2026:** SEND profile, meeting individual needs and revised HUB Exit Pass. **SEND Team** • **Teaching Assistant Preparation Time- Jan & Apr 25:** Time to review updated Communication Passports of assigned SEND pupils and prepare all intervention materials, which support intended learning outcomes • **Examination Invigilation Training- Mar 2025:** Delivering Access Arrangements to EHCP and School Support pupils • **Teaching Assistants Classroom Training- Mar 25:** Further developed Teaching Assistants working practices to improve learning support for SEND pupils in/outside the classroom for HT4 onwards • **New Staff Induction- Mar & Apr 2025:** Teaching Assistants Level 2. • **Woodbridge ASD Training - How to Support ASD Pupils- May 25:** Recognising emotional/sensory needs and how best to support the individual and differing needs/characters of ASD pupils • **SEND Departmental Training – Sept 2025:** Classroom support, targeted interventions and supporting pupils with ASD. • **New Staff Induction – Oct/Nov 2025:** SEND provision, pupil needs, classroom strategies and safeguarding. • **DocsPlus Training – Nov 2025:** Assistive technology to support reading and scribing for students with specific learning difficulties. • **SEND Departmental Training – Mar 2026:** Further development in classroom support, interventions and ASD. • **Adaptive Teaching Days – Mar 2026:** Strategies for supporting learners with a range of SEND needs. • **Examination Invigilation – Mar 2026:** Access Arrangements for EHCP and SEN Support pupils. • **New Staff Induction – June 2026:** School systems and safeguarding procedures. All staff receive annual safeguarding training at the appropriate level, with the school also contributing to Newly Qualified Teacher and Recently Qualified Teacher programmes. Support staff are provided with opportunities, including through performance management, to gain relevant qualifications and develop their theoretical knowledge and practical expertise in specific areas of learning and support.

	The SEND Team meets with each SEND pupil termly when creating and reviewing their Communication Passport. Parents/carers receive a draft copy and are invited to discuss it by telephone, allowing any necessary amendments to be made before it is shared with staff. Communication Passports are reviewed with pupils at three key points during the academic year — December, March and June — and updated versions are shared with staff to ensure they understand individual needs and the strategies required to support them. Staff are notified of updates through Middle Leader and whole-school briefings and school notices, with all passports centrally stored in the SEND Teams folder. Relevant in-house training is provided for SEND Support staff as part of the school's commitment to raising awareness of SEND and strengthening the quality of support provided in lessons. Lesson observations help identify future training needs, while also providing opportunities to monitor, record and share effective practice in supporting the teaching and learning of pupils with SEND.
What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community / voluntary sector services)	Use is made of specialist experts and facilities from outside school to assist both staff and pupils. Parents are always informed where an outside agency is involved with their child. The SENCO and Assistant SENCO along with Pastoral teams will liaise with a number of local authority external agencies. Speech and Language Therapists are employees of Bolton Health Trust. Autism teaching staff are employed by Woodbridge Trust. All these professionals work within school, who train and advise staff working with children who are on their case load. All other external agencies please refer to **Local Offer- Summary of Provision**, under the heading Families and communities. These professionals will work in school on particular days or as necessary. **Transport to school is organised by the Local Authority and not the school; Transport staff are employed by the transport companies**. All contact numbers for the most common support services are described above, under the section entitled, ***'Who, outside of school, can I turn to for advice and support?'***. If families have a query relating to these areas, it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.
How is equipment and facilities to support pupils secured?	Equipment provided on advice / support from external agencies; Occupational Health / Hearing Impaired services / Dyslexic Specialist Teacher / Behaviour Support / Educational Psychologist. Equipment provided: • DocsPlus Software • Specialist hearing aids – Roger Pen • Soft and/or supportive seating • Lift • Evac chair

	• Reader pens • Fully fitted ASD sensory room including crash mats and LED fibre optics equipment • Sensory equipment/resources
How does Rivington and Blackrod High school support pupils with SEN during transition?	As part of the liaison with feeder primary schools, identified Year 6 pupils are given an opportunity to experience and become familiar with Rivington and Blackrod High School prior to transfer through a series of individual or small group visits during the summer term prior to entry. Y6-7 & Y7-8 identified SEND pupils received individualised transitional package of support prior to transition day in July. A pupil communication passport is created for each Educational Healthcare Plan and School Support pupil prior to the starting date. This passport is then issued to all teaching staff who will teach the pupils concerned. A Connexions officer will be invited to attend all EHC Plan reviews as from Year 9. The Connexions officer is also provided with information by the SENCO on all SEND pupils so that he/she can make early contact with the pupils and their parents/guardians in order that appropriate guidelines are available for the choices of further education at the school, elsewhere or regarding job opportunities. Year 10 ECHP and identified SEND K are supported during Sixth Form and College transition visits. Year 11 SEND pupils will transitional visits to Post-16 Colleges and have Connexion interviews. External providers are invited to attend Annual Reviews of all Year 11 EHCP pupils. From Year 9, all annual reviews must focus on the preparation for adulthood- reflecting their ambitions, routes to higher education, employment & independent living. Appropriate professionals will be invited to attend and/or contribute to pupil/s EHCP reviews.
How does Rivington and Blackrod High School support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training, or employment?	All transitions are well planned for throughout school as pupils move from year group to year group and phase to phase. Parents/Carers always have the opportunity to meet key staff. Where appropriate, a range of adjustments, from support in the classroom to transport support and services, will be implemented to ensure pupils with disabilities can make the most of all educational opportunities. Pupils are increasingly supported in planning for their transition from school to adult life. For learners with SEND, careers guidance can help to ensure a smoother transition from school to post-16/19 provision, training, independent living and employment. SEND staff work with pupils in school to get to know them and advise both pupils and Parents/Carers on what is available after leaving the school. We continue to have strong links with local provisions. Opportunities to visit the work placements, Sixth form and college campus are available for Parents/Carers and pupils from Key Stage 4 onwards at Rivington and Blackrod High School.

External advice and support?	• Woodbridge SEND Service & training HUB, Waggon Road Young Peoples Centre, Breighmet, Bolton. BL2 5AB/ Telephone: 01204 318101 • Educational Psychology Service, Schools ICT, Smithills, Dean Road, Bolton, BL1 6JT / Telephone: 012044 338612 • CAMHS, Royal Bolton Hospital, Minerva Road, Farnworth, Bolton. BL4 0JR / Telephone: 01204 390659 • Behaviour Support Service, North Campus, Smithills, Bolton, BL1 6JT / Telephone: 01204 338133 • Sensory Support, Thomasson Memorial School, Devonshire Road, Bolton BL1 4PJ / Telephone: 01204 333118 • Physiotherapist, Royal Bolton Hospital, Minerva Road, Farnworth, Bolton, Lancashire, BL4 0JR / Telephone: 01204 390390 • Occupational Therapist, Breightmet Health Centre, Breightmet Fold Lane, Bolton BL2 6NT / Telephone: 01204 462670 • Disabled Living, Pikes Lane Health Centre, Address: Deane Road, Bolton, BL3 5HP / Telephone: 01204 463700 - SENCATT, email office@sencatt.co.uk • School Counsellor, Dragonfly Counselling, Bolton • Speech and Language Therapy Service, Breightmet Health Centre, Breightmet Fold Lane, Bolton BL2 6NT / Telephone: 01204 462670 • Bolton Information and Advisory Service, Lowndes Street, Bolton, BL1 4QB / Telephone: 01204 848722

RIVINGTON & BLACKROD HIGH SCHOOL LOCAL OFFER

SUMMARY OF PROVISION 2026/27

If a child is non-SEND or has a SEND difficulty or Education, Health and Care Plan, then we provide the support detailed in the school local offer. As described below, is a detailed breakdown of the School's offer through waves 1 to 3.

Transition	RBHS SENCO's holds meetings with all primary SENCOs during summer term prior to transition commencing. Teaching Assistant Level 4 visits SEND pupils in Primary School (visiting the learners is fundamental in order to build trust). Pupils and parents or TA to visit RBHS for a tour around the school and provisions to meet key staff. Additional to the transition day, incoming SEND pupils offered an enhanced transition

	package across two weeks, which is supported by external specialists. A meeting with parents / guardians takes place as appropriate. One page profile requested from primary to support pupils in the autumn term when accessing lessons.

Provision Mapping KEY STAGE 3 - 5

TYPE OF PROVISION	WAVE 1 **Universal Lesson Provision** *Subject teachers effectively include all pupils in high quality learning and teaching.*	WAVE 2 **Beyond Lesson Provision** *Small group interventions aimed at pupils who are short term assisted learners who can be expected to 'catch up' with their peers with an identified need.*	WAVE 3 **External Provisional Support** *Individual specific targeted support for long term assisted learners identified as requiring specialised provision.*
Learning in the Curriculum These actions are intended to directly affect performance in the classroom. • Specific Learning Difficulties • Autistic Spectrum Conditions • Speech, Language and Communication Needs • Hearing Impairment • Visual Impairment • Physical Difficulties	• Quality First Teaching, adaption of lesson resources. • Communication Passport (One page pupil profile) • CPD culture, observation/moderation and coaching. • SEND Link online internal service highlighting teacher/pastoral concern • In-class targeted Teacher/Learning support • Use of writing frames / highlighting key subject words • Access to ICT • Access to resource provision homework support • Revision classes • Homework support across the curriculum • Flexible teaching arrangements • Staff aware of implications of physical impairment and/or specific learning difficulty	• Break/Lunch HUB Nurture Resource Provision Supervision • One to One Tuition- English / Maths • Handwriting Sessions • Literacy intervention • Nurture Group Sessions • Vocabulary Enrichment • Developing Working Memory • Phonological Training • Toe by Toe • Narrative Group Work • Numeracy Intervention • Dyslexic Screening • Dyscalculia Screening • Irlens Screening • Individual Dyslexic Learning (IDL) • Precision Teaching • Pre-teach Vocabulary- Tier 1 & 2 words • Guided Reading • Reciprocal Teaching • Lego therapy • Talking Partners (communication) • HUB Nurture Provision / zoned areas	• Woodbridge Outreach Service • Educational Psychologist • Examination Access Arrangements supported by DocsPlus software • Occupational therapy programme (as appropriate) • Alternative accreditation/vocational courses • Speech & Language therapist • Developmental Language Disorder Resource Provision- **LA placement referral only** • ASD Resource Provision- **LA placement referral only** • Hearing Impairment specialist (as appropriate)

	• Improved accessibility of building environment	• DocsPlus software- Exam scribe/reader support (upon assessment recommendations)	
Social, Emotional & Mental Health Difficulties [These actions are intended to address barriers to learning.	• Whole school behaviour policy • Communication Passport (One page pupil profile) • Whole school rewards & sanctions systems • Mental Health school support & motivational online learning resources • KOOTH online Counselling • QWELL online counselling for parents/carers • Mental Health Pupil Pathway • PSHE lessons & form time Mental Health & Wellbeing programme • Team Time Enrichment and extra-curricular timetables activities after school	• Social & Self-esteem Skills Sessions • Life Skills • Lego therapy • Nurture Group Sessions • Emotional Behaviour Programmes- Literacy / Regulation • In-class observation focusing on supporting behaviour & emotion • Friend Resilience (anxiety & depression) • Conflict Resolution • School Counselling • Assertive Mentoring sessions • SWAN Project – raising self esteem • Social Stories • Sensory Circuits • Mindfullness • My Mindset Matters • My Ideal School (EBSA) • Managing My Anxiety & Rise and Thrive (ELSA) • Managing My Behaviour • Social skills - Building Friendships • Talkabout • ADHD & Me • Play Doh Disco	• Educational Psychologist • Medical Services • Early Intervention Team • Targeted Youth Service • Behaviour Support Service • Individualised reduce timetable- **time limited only** • Alternative accreditation/vocational courses • External one to one tutoring • CAMHS • iThrive Alliance for 11 – 19-year olds programme • External Alternative Provision- **Bolton LA directory approved only** • Managed school trails
Enrichment Beyond the Curriculum These actions are intended to extend the learning offer beyond the curriculum and/or to provide a safe place between school and home.		• Breakfast Club • Weekly chosen enrichment activity • Extra-curricular timetables activities after school • Duke of Edinburgh Award- Y9 to Y12	

	• External school activity trips • School rewards in-house activities & external trips	
Families & Communities These actions are intended to help parents provide better support to their children by engaging them in their children's learning and/or providing them with the knowledge and skills to do so effectively.	• Pastoral Parental Support • School Nurse • SENCO Consultation • School Counselling • Classcharts- Attendance, Behaviour & Attainment updates • KOOTH online counselling • QWELL online counselling for parents/carers • Mental Health First Aiders • iThrive Alliance for 11 – 19-year olds programme • Extra-curricular timetables activities after school • Mental Health online support http://www.rbhs.co.uk/Parents/Mental-Health/	• KOOTH online counselling service • QWELL online counselling service • 360 Project • Bolton Lads & Girls Club • CAMHS • Connexions • Parallel • RUNNAS • Early Intervention Team • Social services • Family First • Urban Outreach • Cruse Bereavement • LGBT Foundation • PAPYRUS Self Harm support and awareness • ChildLine UK • Samaritans • EXIT Team Child Sexual Exploitation • PACE Parents Against Child Sexual Exploitation • THINKUKNOW E-Safety advice for parents
Alternative Learning & Curricula This provision is expected to apply primarily to secondary schools. It comprises alternatives for pupils who are having difficulties with the traditional learning pathways.		• EdStart • Bolton Impact Trust
Access Strategies		

Communication & Interaction Access to Speech and Language advice, programmes & access to specialist Therapists.	• Adaptive planning, activities and delivery to support outcomes in the curriculum • Communication Passport (One page pupil profile) • Structured school and class routines • Specialist Learning support- focusing on supporting speech & language and ASD
Sensory and/or Physical Medical Conditions School offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are made aware of impairment implications and offer flexible teaching arrangements. Specific physiotherapy or occupational therapy programmes may be offered. Some in-class support may address health and safety or access issues.	• Medical support (as appropriate) • Occupational therapy programme (as appropriate) • Physiotherapy programme (as appropriate) • Technical communication aids • Improved accessibility of building- ramps / lifts / hand rails • Lunchtime activities / supervision • Risk assessments • Specialist resources • Bespoke furniture- supporting in appropriate classes; Science, PE, Technology • SEND homework provisional support • Accessible disable toilets

Reviewees: Mr A Kirby & Mrs J Rawlings

Updated: August 2026

Review: August 2027