

MYTHAM LITTLE STARS NURSERY AND MYTHAM SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT



General Information/Frequently Asked Questions

What is the nursery and school ethos/approach to SEN and Disability?	We are committed to ensuring every child, including those with Special Educational Needs and Disabilities (SEND), is valued, supported, and able to thrive. Our inclusive approach focuses on early identification, personalised support, and close collaboration with families and professionals to remove barriers to learning. We celebrate diversity and promote awareness within our school community.
I think my child has a special educational need. What does Mytham class as a SEN?	Mytham follows the 'SEN code of Practice,' from the government. Please see below a list of categories that cover SEN.
My child has a physical/ sensory disability. Is this included under the SEN code of practice?	Yes — children with physical or sensory disabilities are included under the Special Educational Needs and Disabilities (SEND) Code of Practice. This means we provide additional support and reasonable adjustments to help every child access learning, take part in all activities, and reach their full potential. We work closely with families and professionals to ensure each child's individual needs are understood and met in an inclusive and supportive environment.
My child is already receiving support for a special need. What will happen when they join Mytham?	If your child has a diagnosis or indicators of Special Educational Needs or Disabilities before they arrive at Mytham, we will work with Professionals who already know them and use this information to provide a smooth transition. It is important families share any information with us so we are able to provide early support for your child. School may ask you to attend meetings so that we can discuss your child's needs in greater detail. It is also useful for school to contact any previous settings your child may have attended.
I am worried that my child is falling behind. What should I do about it?	If you're concerned about your child's progress, please speak to your child's key person or class teacher as soon as possible. We'll listen carefully to your concerns, share what we've noticed in school, and work together to understand your child's needs. If extra support is needed, we'll plan this with you and may involve our Special Educational Needs Coordinator (SENCO) or other professionals to make sure your child receives the right help. Early communication and partnership with families are key to helping every child succeed. Mrs Amanda Lord is the SENCo for Early Years Foundation Stage (Nursery and Reception) and Years 1 and 2. Miss Lisa Nuttall is the SENCo for Years 3, 4, 5 and 6.
How does Mytham assess whether a child/young person has a SEN?	At Mytham, we identify Special Educational Needs through ongoing observation, assessment, and partnership with families. Class teachers closely monitor each child's progress and development. If a child is not making expected progress, despite high-quality teaching and support, the teacher will discuss concerns with the Special Educational Needs Coordinator (SENCO).

	We then gather information from a range of sources — including parents, observations, assessments, and where appropriate, advice from external professionals. Together, we decide whether a child has a Special Educational Need and what additional support may be needed to help them achieve their full potential. Where appropriate/ required, we are able to refer children to a range of specialists and professionals who support us with assessing an individual child. These professionals/ specialists include: - • Educational psychologists • Behaviour support service • Communication and interaction specialist teachers (Woodbridge Outreach Service) • Specific learning difficulty specialists (e.g. dyslexia, dyspraxia, dyscalculia) • Speech and language therapists • Medical professionals based at CAMHS (Child and Adolescent Mental Health Services) and Halliwell Health Centre • Specialist doctors and nurses at hospitals located in the North West • Occupational therapists • Physiotherapists • School nurse or health visitor • Sensory support specialists • Specialist teachers for the hearing impaired. • Paediatrician We seek parent/ carer consent prior to referral and will keep families updated as school receive information from external services.
Will I be involved in planning for my child's education?	Yes we are committed to communicating with parents of children with SEN on a regular basis. Often this would be by informal chats and also: - • Through formal termly discussions with the school team. In addition - • If external agencies, such as behaviour support service and speech and language therapists are involved, you should expect regular updates about their work with your child.
Will my child with special needs be involved in decisions about their education?	We aim to include children as fully as possible in plans for their education and do so according to their understanding and maturity. In EYFS and KS1 they may not attend meetings about them but the class teacher will share with them the arrangements and next steps. In KS2 we involve children more in meetings so they know what's being discussed and contribute as appropriate. However this will only be with parent/ carer consent.

Who checks that SEN provision is good enough at Mytham?	At Mytham, the quality of SEN provision is regularly reviewed to ensure it meets each child's needs. The Special Educational Needs Coordinator (SENCO) monitors support and progress, working closely with teachers and teaching assistants. Senior leaders and governors also review provision and outcomes to make sure our approach is effective, inclusive, and helping all children achieve their full potential. At Mytham we carefully plan SEN support and then monitor and evaluate this on a regular basis. We do this through : - - Analysis of assessment outcomes - Pupil voice - Lesson Observations - Termly SEND Pupil Progress meeting (each child on the SEN list is discussed and tracked along with the provision being made and the impact that the provision is having on their learning) - Questionnaires and discussions with staff and families - Termly caseload meetings with senior leaders and SENDCOs - Analysis of data and careful planning of next steps
I am worried that my child with special educational needs will not be able to take part in activities outside of the classroom (including educational visits and after school clubs)	At Mytham, our aim is for all activities, including educational visits and after-school clubs, to be accessible and inclusive. We work closely with families to understand individual needs and make reasonable adjustments so children with Special Educational Needs and Disabilities (SEND) can take part safely and confidently. Our aim is for every child to enjoy a full range of experiences, build new skills, and feel included in all aspects of school life.
Are staff kept up to date with SEN developments?	Staff training is provided throughout the school year. SEND training that staff have recently had includes : - - Both SENCo's have the National SENCo qualification. - SENCOs attend the annual SENCo conference along with Bolton's termly SENCo cluster meetings. - Ongoing CPD for all class based staff - Training from internal and external providers
How does Mytham school support pupils with SEN if they move from one school to another?	At Mytham we support all children with transition to and from our school or nursery. You can request a copy of our transition policy to find out more information. If your child joins us from another setting, we will speak to the previous setting to find out as much information as possible to support a successful transition. Transition can include: -Meeting children and families prior to the start date -a phased transition to meet a child's need -meetings and discussions with families to help us to gain a clear understanding into how we can help your child as they move to our school. -meeting or conversations with other agencies and external support systems that currently work with the family or support the child -contacting social workers (where the family have an assigned social worker or there are safeguarding complexities) -use of transition booklets e.g 'all about me' booklet

	-stay and play sessions -asking health care providers e.g health visitors, speech and language, OT etc to come into school -ensuring staff have the relevant training to meet the child's needs -ensuring school have the right equipment in place to meet a child's need. -contacting the next setting (if a child is leaving us) and sharing key information to support a positive start at the next setting.
How does Mytham school support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?	The curriculum we offer at Mytham encourages children to develop resilience, independence and other key life skills. Our Personal Development curriculum encompasses learning around careers, aspirations, managing finances and more. Additional support can be provided to identified pupils as they approach transition to high school or alternative provisions. This is lead by our SENDCOs and school pastoral team in conjunction with teachers, families and external services as required.
If I am unhappy with the SEN provision being made what should I do?	If you have concerns about the support your child is receiving, please speak first with your child's class teacher or key person. You can also discuss your concerns with our Special Educational Needs Coordinator (SENCO) or a senior leader. We will listen carefully, review the provision, and work with you to find the best solutions for your child. If you feel your concerns are not resolved, you can follow the school's formal complaints procedure, which ensures your worries are considered fairly and thoroughly. This available on our school website.
How do I get a copy of the school SEN policy?	The school SEN policy is available to view on the school's website - https://www.mytham.bolton.sch.uk/statutory/send-policy/
Who, outside of school, can I turn to for advice and support?	There are many agencies that can support you with additional needs that your child might have. Your first point of contact should be Bolton Information and Advisory Service (previously known as Parent Partnership). They offer free, confidential advice, information and support to parents and carers about special educational needs. In Bolton you can contact them in one of the following ways: - Bolton Information and Advisory Service , BL1 4QB Telephone number - 01204 848722. Email - pps@boltoncog.co.uk Website - Home (iasbolton.com) Also the following website allows you to search for support services and groups based on your child's individual needs. https://www.bolton.gov.uk/sendlocaloffer/
Where can I find information about Local Authority provision for children and young people with SEN?	The following website will give you information about the Local Authority provision for children and young people with SEN as well as a directory of contacts to give you additional advice and support. Home – SEND Local Offer (bolton.gov.uk)

I have additional questions that haven't been answered above. What do I do?	Please contact the school directly to request further information/ a telephone call/ a meeting. You can do this via the school email address, available on the school's website. Please mark your email for the attention of a relevant member of staff. This may include: Head teacher – Mrs Angela Bogle Deputy Head teacher and Early Years and KS1 lead– Mrs Stacey Burke KS2 lead – Mr Liam Spires SENCo (KS2) – Miss Lisa Nuttall SENCo (EYFS and KS1) - Mrs Amanda Lord.
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Need specific information

Area of Need	Universal Support for all (Wave 1)	SEN support (Wave 2, Wave 3a and Wave 3b)	Child with an Education and Health Care (EHC) plan
COGNITION AND LEARNING	• Developing listening and attention skills • Practical work with concrete / visual materials to establish concepts and skills Flexible grouping arrangements will provide opportunities for: • access to curriculum and support groups where pupils are working with peers of similar levels • access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task • simplified language reinforced by visual material and approaches to compensate for mild to moderate language delay, where this is part of a general pattern of difficulties	• Strategies and games to develop and extend listening and attention – e.g. Kim's game, visual memory skills activities and auditory memory skills activities. • Visual timetables to help with sequencing and organisational skills • Alternative strategies for recording information – whiteboards, computer, laptops, Dictaphone, I-pads, TA scribe. • Handwriting interventions - Write from the Start, Speed Up. • Reading and Writing Interventions – Toe by Toe, Hornet Primer, Precision Teaching, Direct Phonics, The Word Wasp and Stareway to spelling • Maths Interventions – Plus One and Power of 2.	This may be used to provide 1:1 support from a Teaching Assistant (SEN) or to provide a mixture of small group/teaching support work and 1:2/3/4 support from a Teaching Assistant as school feels appropriate. In nursery we will apply for inclusion funding if your child's needs fit the criteria. This will be used to provide 1:1 support or small group support as appropriate.

	• phonological awareness programmes – Little Wandle phonics • clear classroom routines supported by visual cues • teaching and learning which is multi-sensory and well structured, with opportunities for repetition and consolidation of skills. • involvement of pupils in planning, target setting and evaluation of their work. • strategies to develop and support independent working skills – Timer, boxes for the children to tick off when they have completed correct number of sentences/ calculations.	Bespoke interventions tailored to meet the needs of individuals, planned and delivered by a teacher or teaching and learning assistant. • Advice from Woodbridge SpLD team (specific learning difficulty team) regarding dyslexia, dyspraxia, dyscalculia, dysgraphia and Irlen syndrome also known as visual stress. • Advice from support services. ✓ Woodbridge Outreach Services ✓ Educational Psychologists	
COMMUNICATION AND INTERACTION	• Consistency within the classroom in terms of organisation, structure, routines, space and place. • Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, language use, understanding and use of imagination. • Peer support systems may be established and developed. This may be of particular benefit in unstructured times.	Additional support in acquiring comprehension skills. • Teaching Assistant time may be used to break down tasks into appropriately staged steps as part of the individual support. • In the classroom written or drawn visual supports for tasks and/ or personal organisation. (e.g. visual timetables etc) • Woodbridge Outreach Team • Social Stories • Visual Timetables, Now and Next cards, visual symbols on key fobs.	This may be used to provide 1:1 support from a Teaching Assistant (SEN) or to provide a mixture of small group/teaching support work and 1:2/3/4 support from a Teaching Assistant as school feels appropriate. In nursery we will apply for inclusion funding if your child's needs fit the criteria. This will be used to provide 1:1 support or small group support as appropriate.

	• Practical work with concrete / visual materials to establish concepts and skills. • Social support in the playground • Explanations and instructions can be individualised and specific to the pupil.	• Individual speech and language programmes set by a speech and language therapist carried out at school. • Speech and language groups run by teaching assistants with expertise in this area (ELKLAN level 3) • Advice from support services – speech and language therapists, Woodbridge Outreach Service (specialist teachers in communication and interaction difficulties), CAMHS (child and adolescent mental health services) and Educational Psychologists. • Set up individual "workstations" to protect personal space. • Teachers may need to use prompts and 'scaffold' tasks to promote independent working. • Lego Therapy (KS2), and Socially Speaking (KS2) – communication and interaction intervention programmes. • Wellcomm interventions in nursery • Attention Autism in nursery	
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Flexible grouping arrangements. PSHE lessons taught throughout school. Buddy system or peer mediation for children experiencing difficulties.	Pupils will be encouraged to monitor their own behaviour (behaviour charts/ books, kindness diary). Individual and group social support services run by Behaviour Support Services. Highly structured behaviour management programme in place.	This may be used to provide 1:1 support from a Teaching Assistant (SEN) or to provide a mixture of small group/teaching support work and 1:2/3/4 support from a Teaching Assistant as school feels appropriate.

	Clear behaviour policy detailing rewards and sanctions. Variety of teaching methods and styles to ensure maximum engagement. Access to a Pastoral team.	Designated pastoral team who work with groups and individual children. Advice from support services – Educational Psychologists, Behaviour Support Service, CAMHS (child and adolescent mental health services)	In nursery we will apply for inclusion funding if your child's needs fit the criteria. This will be used to provide 1:1 support or small group support as appropriate.
SENSORY AND/OR PHYSICAL	<u>Visual Impairment</u> Flexible grouping and seating arrangements. The pupil's position in class will need to be considered for access to visual stimuli. Adaptations to the school environment may be necessary e.g. vertical blinds, highlighting of hazards etc. <u>Deaf and Hearing Impairment</u> - Flexible grouping and seating arrangements - close to but facing the teacher in a position where the teacher's face is clearly visible. <u>Physical Impairment</u> Accessibility in the classroom and around school are made. Mytham school has a lift onto the first floor (Upper KS2 classrooms). Flexible grouping and seating arrangements.	<u>Visual Impairment</u> All areas of the curriculum are accessible with appropriate adaptation or modification where necessary. Teachers have regard to advice submitted by Specialist Advisory Teachers as well as parents, health professionals etc, in how they present the curriculum e.g. • use of whiteboard/ smartboard • accessibility of printed materials • speed of work • physical position of pupil • worksheets with bold and enlarged print • access resources from the RNIB (Royal National Institute of Blind people) Access to the use of specialist equipment provided by sensory support teachers/ Physiotherapists/ Occupational Therapists : - • sloping reading/writing boards • low power magnifiers (line or dome) • dark pens/pencils • dark lined books/paper • large print materials (e.g. reference books) • bright PE equipment • accessibility software for ICT • sensory lamp <u>Deaf and Hearing Impairment</u> • Child will be reminded and encouraged to use any hearing aid with which they have been provided.	This may be used to provide 1:1 support from a Teaching Assistant (SEN) or to provide a mixture of small group/teaching support work and 1:2/3/4 support from a Teaching Assistant as school feels appropriate. In nursery we will apply for inclusion funding if your child's needs fit the criteria. This will be used to provide 1:1 support or small group support as appropriate.

		• Advice from the 'Advisory Teacher for Hearing Impaired Children' • If the child wears a hearing aid the Advisory Teacher will give the school advice and guidance as to its use and maintenance. - Where there is some language delay linked to the hearing loss the Advisory Teacher will give advice and guidance on the implications of this and how the school can aid language development. <u>Physical Impairment</u> - Advice from occupational therapists, physiotherapists and other medical professionals.	
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