

SEN INFORMATION REPORT FOR
WESTHOUGHTON HIGH SCHOOL

2025/2026



Contact Details

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1. Aim, Ethos and Vision

Our Aim

Our SEN Information Report sets out how we support and make provision for learners with special educational needs and disabilities (SEND). It explains the roles and responsibilities of everyone involved in providing for these learners.

The Hub is central to this work — providing targeted support and interventions designed to remove barriers to learning and enable every child to achieve their potential. Support may include 1:1 work, small group intervention, or specialist teaching, always alongside access to the full, ambitious curriculum.

Our Ethos

At Westhoughton High School, the beliefs and opinions of all are valued. Our **LEARN** mission statement underpins everything we do:

- Look after each other
- Enjoy our school
- Aim high
- Respect ourselves, each other, and our school community
- Never stop learning

Our Vision – “Every Child”

We have a legal duty, and more importantly a **moral imperative**, to create a culture of care, equality and inclusion for **every child**.

This means:

1. Every child is known, with their needs understood and independence encouraged.
2. Every child learns with staff who have high expectations and believe in them.
3. Every child receives the right support at the right time.
4. Every child enjoys, thrives, and is prepared for future success.

Fundamental Principles

- All teachers are teachers of SEND.
 - Most needs are met through **high-quality adaptive teaching** in the classroom.
 - Provision matches the nature of need and is reviewed regularly.
 - Every child is entitled to full participation in all aspects of school life.
 - Liaison with parents, carers and primary schools is essential.
 - A **graduated response** — Assess, Plan, Do, Review — underpins all support.
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2. Legislation and Guidance

This report is based on:

- **Children and Families Act 2014** (Part 3)
 - **Special Educational Needs and Disability Regulations 2014**
 - **SEND Code of Practice: 0–25 years** (2015)
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3. Definitions

A learner has SEND if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities generally provided for their peers.
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Special educational provision is **additional to or different from** that made for others of the same age in mainstream settings.

4. Types of SEND Supported at Westhoughton High School

We use our best endeavours to meet the needs of all children and young people. SEND needs are broadly grouped as:

1. **Communication and Interaction**
(e.g. speech, language and communication needs, autism)
2. **Cognition and Learning**
(e.g. dyslexia, moderate learning difficulties)
3. **Social, Emotional and Mental Health Difficulties**
(e.g. anxiety, ADHD, emotional regulation)
4. **Sensory and/or Physical Difficulties**
(e.g. visual/hearing impairment, physical disability)

We also support learners with:

- Dyslexia, Dyspraxia, Irlen's
- General and specific learning difficulties
- Behaviour and emotional needs
- Medical and physical need

5. If You Think Your Child May Have SEND

- Speak to your child's **Student Support Leader (SSL)** or **Student Progress Leader (SPL)**.
 - If further support is needed, contact the SENCO.
 - We will gather information from you, teachers, and your child.
 - Possible next steps may include:
 - Classroom strategies and reasonable adjustments
 - Further cognitive assessments
 - Dyslexia/Dyscalculia screening
 - Behaviour or outreach support
 - Early Help referral to external agencies
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6. Identifying and Assessing Needs

On entry, we assess learners' skills and attainment, building on previous data. We monitor progress to identify those:

- Making slower progress than peers
- Not closing attainment gaps
- Showing widening gaps over time

Slow progress alone does not mean SEND. We focus on outcomes, expected progress, and the learner's and family's views to shape appropriate support.

7. Consulting with Learners and Parents/Carers

Early conversations are key. We ensure:

- Strengths and difficulties are clearly understood
- Parent and pupil voice shapes decisions
- Desired outcomes and next steps are agreed
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Parents are formally notified when SEN support is put in place. Annual reviews are held for all learners with **Education, Health and Care Plan (EHCP)**.

Regular contact is maintained through meetings, email, phone calls, or review sessions. Many learners have a key worker who meets them regularly.

8. Assessing and Reviewing Progress

We follow the **graduated approach**:

1. **Assess** – Identify need through observation, data, and external advice.
2. **Plan** – Agree outcomes and strategies with staff, parents, and the learner.
3. **Do** – Teachers remain responsible; interventions complement classroom learning.
4. **Review** – Progress reviewed and provision adapted accordingly.

Information is shared with all staff to ensure consistent, high-quality support.

9. Supporting Transitions and Preparing for Adulthood

Primary to Secondary

- Early liaison with primary schools.
- Enhanced transition visits for learners who need additional support.
- Use of Learner Passports to share key information.
- Additional support from outreach services.

Post-16

- Support with college applications, interviews and visits.
- Connexions careers advice and travel training.
- Collaboration with Post-16 providers to ensure smooth transition.

10. Our Approach to Teaching Learners with SEND

- Teachers are responsible and accountable for the progress of all pupils.
- Adaptive teaching is the **first step** in meeting need.
- **Learner Passports** provide clear strategies for each child.
- Interventions are targeted, evidence-informed, and regularly reviewed.

Examples of interventions:

- Additional Maths, English & Science support
- Lexonik, Times Tables Rockstars
- Speech & Language support
- Mentoring and Nurture
- Behaviour and anger management work

We use a range of cognitive assessments (e.g., CATs, WIAT III, DASH, CTOPP 2, TOWRE) to identify needs accurately.

11. Additional Support for Learning

Our team includes:

- 8 Level 2 LSAs
- 3 Level 3 LSAs
- 4 HLTAs
- SEND Support Lead
- Behaviour Support Manager
- Behaviour mentors

External agencies we work with include:

- Woodbridge Outreach Service
 - CYPMHS
 - Behaviour Support Service
 - Educational Psychologists
 - Bolton Sensory Support
 - School Nurse
 - Connexions Careers
 - SALT and OT services
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12. Complaints

Complaints follow the **school's complaints procedure**.

Parents/carers may also make a disability discrimination claim to the SEND Tribunal regarding:

- Exclusions
 - Provision of education/services
 - Reasonable adjustments
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13. Support Services for Parents/Carers

- **Parent Partnership (ISA):** 01204 848722
 - **Bolton SEND:** 01204 338984
 - **Bolton Parent Carers:** www.boltonparents.org.uk
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14. Raising Concerns

Contact the SENCo directly:

DPartington@westhoughton-high.org

15. Local Authority Local Offer

Visit Bolton SEND Local Offer

16. Monitoring Arrangements

This SEN Information Report is reviewed **annually** by the SENCo, SLT and Governing Body, and updated as needed.

Report written: October 2025

Next review: October 2026

"Inclusion is celebrating differences while removing barriers to learning."