



QUEST TRUST

Supporting Young People from
Early Years to Employment

Special Educational Needs (SEN) Information Report

For QUEST schools

Company Number 09306360

Hindley Green Community Primary School

St John's C. of E. Primary School, Abram

St Peter's C. of E. Primary School, Hindley

St John's C. of E. Primary School, Hindley Green

University Collegiate School, Bolton

Reviewed: Autumn 2026

Next Review Date: Autumn 2027

Director of SEND



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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND Policy. In other words, we want to show you how SEND support works in our schools. It can be found here:

<https://www.quest-trust.org.uk/attachments/documents.asp?id=2498>

Note: If there are any terms/wording or references that we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.



1. What types of SEN does the school provide for?

Our schools provide for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autistic Spectrum Condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia and dyspraxia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/or physical	Deafness
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Please note that this list is not exhaustive

2. Which staff will support my child, and what training have they had?

Head of SEND

The position of Head of SEND is currently vacant.

SENDCo's

Our SENDCo's are:

St. Peter's C. of E. Primary School, Hindley

Mrs A. Cartwright is a qualified teacher who has been part of Quest Trust since 2017. She has a strong commitment to inclusive education and brings valuable, current classroom experience to her role as SENDCo, having only recently transitioned from teaching into SEND leadership. Mrs Cartwright is currently completing the National Professional Qualification for SENDCo (NPQ SENDCo) and has been an Expert SENDCo within Quest Trust since January 2026.

Her expertise lies in cognition and learning, with a particular focus on adapting teaching and learning to ensure that every child can access an ambitious curriculum and achieve their full potential. She works closely with staff to develop inclusive classroom practice, promote high-quality adaptive teaching and remove barriers to learning for pupils with SEND. Mrs Cartwright is passionate about working collaboratively with pupils, families and external agencies to provide personalised support that enables every child to thrive academically, socially and emotionally.



Hindley Green Community Primary School

SENDco

St. John's C. of E. Primary School, Hindley Green

Miss J. Rodgers is a qualified teacher with 19 years' experience and holds both NPQSL and NASENCO qualifications. She has been a SENDCo for 17 years, with extensive experience leading SEND provision and working closely with Wigan Local Authority, including participation in EHCP panels. She has also worked across several mainstream school settings within Wigan and St Helens, supporting whole school SEND development and inclusive practice.

Her expertise includes the use of multi-sensory and highly adaptive approaches to support children with a range of SEND needs, including SEMH, autism, and speech, language and communication needs, ensuring access to learning and positive outcomes for all pupils.

St. John's C. of E. Primary School, Abram

Mrs E. Smith is a qualified primary school teacher with 22 years' experience across mainstream and specialist settings. Her expertise is in multi-sensory teaching approaches to meet the needs of children with autism and communication difficulties.

University Collegiate School, Bolton

Mr T. Ward brings a wealth of educational experience to the role, having successfully served as a Head of Humanities. Throughout their career, they have demonstrated a strong commitment to supporting students with Special Educational Needs (SEN), ensuring that every learner is able to access the curriculum and achieve their potential. Their leadership experience, combined with extensive classroom practice and a deep understanding of inclusive education, enables them to work effectively with students, families, and staff.

Inclusion Team

Our Trust Inclusion Team is:

DCEO-Mrs N. Richards

Head of Safeguarding (Secondary)- Mrs. A Lockett

Head of Safeguarding (Primary)-Mrs V. Aindow

Head of Attendance (Secondary)- Miss N. Harrison

Head of Attendance (Primary)- Miss K. Birchall

Head of Behaviour-Miss A. Howard

Head of SEND- Vacancy

Head of Personal Development- Miss F. Brown

Designated Safeguarding Leads (DSLs)

Our Trust Safeguarding Lead is Mrs. N. Richards (Deputy CEO).

Our Trust Deputy Safeguarding Lead is: Miss L. Lockett and Mrs. V. Aindow

Our School Safeguarding Leads are:

UCS: Miss A. Lockett (DSL), Mr I. Barry (DDSL), Miss N. Harrison (DDSL), Mr T. Ward (DDSL), Mrs A. Gilroy (DDSL)

Hindley Green Community Primary School: Mr. B. Jennings

St. John's C. of E. Primary School, Hindley Green: Miss L. Burns

St. Peter's C. of E. Primary School: Mr. S. Eccles

St. John's C. of E. Primary School, Abram: Mrs R. Bear



Teachers

All our teachers receive in-house SEN training, and are supported by the Head of SEND, the wider Inclusion Team and the school SENDCO's to meet the needs of pupils who have SEN.

Teaching Assistants (TAs)

We have a team of TAs, who are trained to deliver SEN provision and interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Early Learning and Child Care Team

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Teams (MHST)
- Start Well, Social services and other LA-provided support services
- Voluntary sector organisations
- Behaviour Support services
- SEN Outreach services



3. What should I do if I think my child has SEN?

Tell us about your concerns			We will invite you to a meeting to discuss them			We will decide whether your child needs SEN support		
If you think your child might have SEN, you should contact the school in the first instance.			We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.			If we decide that your child needs SEN support, you will be informed, and your child will be added to the school's SEND register.		
You can get in touch by contacting the school office and requesting an appointment.			Together we will decide what outcomes to seek for your child and agree on next steps.					
They will raise your concerns with the SENDCo and will feedback to you following these discussions.			We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.					
You can also contact the SENDCo's and the Head of SEND via the school offices:								
enquiries@admin.hindleygreen.wigan.sch.uk								
enquiries@admin.hindleygreensaintjohns.wigan.sch.uk								
enquiries@admin.hindleysaintpeters.wigan.sch.uk								
enquiries@admin.abramsaintjohns.wigan.sch.uk								
enquiries@ucs-bolton.org.uk								

4. How will the school know if my child needs SEN support?

All our teachers are aware of SEN and can recognise any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will make adaptations to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo may observe the pupil to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The teacher/SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENDCo and Head of SEND will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register. The needs of children on the SEND register will be met through high-quality inclusive teaching and learning. This will include a person-centred approach, adaptive teaching, differentiation and assessment for learning. Additional support and resources will be introduced when required in line with the Graduated Approach. Children's progress and social, emotional and mental health needs will be closely monitored through half-termly pupil progress meetings including class teachers, subject leaders and school SENDCo's. Regular opportunities will be provided throughout the year to review and discuss your child's progress.



5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**.



6. How will I be involved in decisions made about my child's education?

We will provide regular opportunities to review and discuss your child's progress throughout the year. We encourage open, positive, and regular contact with parents to share information, advice and practical help. The experience, knowledge and views of parents are invaluable in helping us to meet a pupil's needs. Parents are invited to contribute to early help reviews and annual reviews as well as meet class and subject teachers at parental consultation evenings.

The SENDCo's and pastoral staff are happy to arrange meetings with parents at more frequent intervals when there is need. Immediate and pressing concerns can be conveyed by phone or email.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete a Talking Mat, Pupil Voice, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Our accessibility plan includes information on how we increase the extent to which disabled pupils can participate in the wider curriculum and extra-curricular offer. It can be found here: <https://www.quest-trust.org.uk/attachments/documents.asp?id=2485>

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality inclusive teaching is our first step in responding to your child's needs and your child will be supported by our Universal Offer which includes the QUEST 12 adaptive strategies to support quality first teaching. We will make sure that your child has access to a broad and balanced curriculum in every year they are in school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

The QUEST 12 adaptive teaching strategies to support our Universal Offer
These include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting teaching style etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, altering communication style, multi-sensory opportunities, offering more scaffolding and modelling.
- Personalised SEND pupil passports for students on the SEND Register.
- Adapting our resources and staffing.
- Using recommended aids, such as i-pads, laptops, coloured overlays, symbol support for vocabulary and visual timetables, larger font, etc.
- Team around the child holistic support including teaching assistants working with pupils on a 1-to-1 basis or in small groups to support progress towards outcomes, delivering interventions, promoting independence and wellbeing, support for students with physical or medical needs.

We may provide the following interventions:

Speech and Language Programme, Maths Recovery, Little Wandle synthetic phonics, Understanding Inference, Reciprocal Reading, Vocabulary Enrichment Programme, Handwriting intervention, Occupational Therapy and Physiotherapy programmes, Sensory Sessions, Sensory Circuits, Emotional Regulation, Emotional Coaching, Therapeutic LEGO. We also work closely with Schools' Outreach Services to provide bespoke programmes of support when necessary.



AREA OF NEED	CONDITION	EXAMPLES OF HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual checklists Visual timetables Social stories Transitions at quieter times Exit pass Safe space access
	Speech and language difficulties	Speech and language therapy strategies Speech and language therapy programmes of support
Cognition and learning	Specific learning difficulties, including dyslexia and dyspraxia	Coloured overlays and paper Alternative ways of communicating information Writing slopes and pen grips Access arrangements Bespoke interventions
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Seating plans Movement breaks Exit pass Fidget toys and wobble cushions Sensory sessions/circuits Zones of Regulation Safe space access
	Adverse childhood experiences and/or mental health issues	Nurture groups Access to trusted adult Meet and greet Safe space access Exit pass Zones of Regulation
Sensory and/or physical	Hearing impairment	Seating plans Sensory support visits
	Visual impairment	Limiting classroom displays Dimming lights where possible Seating plans Sensory support visits
	Multi-sensory impairment	Sensory support visits
	Physical impairment	Occupational therapy visits Physiotherapy Specialist equipment Lift access and PEEP



These interventions are part of our contribution to the Wigan and Bolton Local Authority Local Offers

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each half term
- Reviewing the impact of support/interventions
- Using pupil questionnaires
- Monitoring by the SENDCO's, Head of SEND and Inclusion Team.
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Additional teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our Local Authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips and to take part in sports events and educational workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admission arrangements are the same for all pupils admitted to our schools. We do not discriminate against the admission of pupils on grounds of SEND. Each pupil is entitled to receive educational opportunities appropriate to their abilities.

In some cases, positive discrimination may occur if professional bodies consider our school to have the best provision for a child and this will be detailed within the EHCP.

Our admissions policy can be found here:

<https://www.stjohns-abram.org.uk/page/?title=Admissions&pid=58>

<https://www.stjohns-hindleygreen.org.uk/page/?title=Admissions&pid=55>

<https://www.stpeters-hindley.org.uk/page/?title=Admissions&pid=59>

<https://www.hindleygreenprimary.org.uk/page/?title=Admissions&pid=63>

<https://www.uks-bolton.org.uk/page/?title=Admissions&pid=37>



13. How do our schools support pupils with disabilities?

- Our school sites are fully accessible to wheelchairs. We have Personal Emergency and Evacuation Plans (PEEPs) in place as required. Outreach workers from Sensory Support and Occupational Therapy visit school regularly to meet with students with disabilities and review their support plans and equipment with teachers/SEND Co's/ Head of SEND
- Our Equality Scheme and Accessibility Plan are regularly updated, and we are happy to discuss individual access requirements as they arise. School's accessibility plans can be found here:

<https://www.quest-trust.org.uk/attachments/documents.asp?id=2485>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of sports and extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- Pupils who need extra support with social or emotional development have access to Nurture spaces and are closely monitored by their teachers, the Inclusion Team and SEND Co's.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in our schools by implementing the strategies detailed in our anti-bullying policy, which can be found here:

<https://www.quest-trust.org.uk/attachments/documents.asp?id=2503>

15. What support will be available for my child as they transition between classes or settings?

Children starting in Reception

SEND Co's/Head of SEND will meet with Nursery SENCOs, the Early Years and Child Care Team and other relevant professionals to discuss the needs of incoming pupils during the summer term.

All incoming pupils will be invited to attend 'Inspire' sessions including a parent/carer meeting, transition sessions (attended by parent/carer and child) and a teddy bears picnic. Additional meetings/transition sessions may be scheduled for children with additional needs and visits by Reception teachers to Early Years settings may also take place.

Between primary and secondary schools

Transition reviews will be held in the autumn term of Year 6 for pupils with an EHC plan. The Local Authority SEND officer will attend this meeting.

The Year 6 teachers and SEND Co's teacher will meet with High School SENCOs to discuss the needs of the incoming pupils near the end of the summer term.

Y6 pupils attend a transition day during the summer term. Additional transition days may be arranged for pupils with SEND.

In our High Schools the year 7 lead or the SEND CO will meet with primary SENCOs to discuss the needs of incoming pupils near the end of the summer term.



Year 6 pupils with an EHC plan will be invited in for a tour prior to transition. All year 6 pupils attend a transition day. Additional transition days are also arranged for SEND pupils with the highest needs.

Year 11 to college. For external students. Either the sixth form lead or the SENDCO will contact the secondary SENDCO's to discuss the needs of incoming students near the end of the summer term. External students have a welcome event where they are introduced to staff.

Year 13 to university we provide the information universities request through UCAS.

Between schools

When your child is moving on from one of our schools we will ask you and your child what information you want us to share with the new setting.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teachers are:

Hindley Green Community Primary School: Miss S. McCormick
St. John's C. of E. Primary School, Hindley Green: Miss J. Rodgers
St. Peter's C. of E. Primary School: Mrs. A. Cartwright
St. John's C. of E. Primary School, Abram: Mrs E. Smith
University Collegiate School: Mr. T. Ward

They will work with the Inclusion Team, Head of SEND and the SENDCo's to make sure that all teachers understand the impact of a looked-after or previously looked-after pupil's circumstances, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our complaint's procedure can be found here:

<https://www.quest-trust.org.uk/attachments/documents.asp?id=2520>

Complaints about SEN provision in our schools should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that one of our schools has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination> You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.



The disagreement resolution service can be accessed through the Wigan Special Educational Needs and Disabilities Advisory Service (SENDIASS), which helps to resolve disagreements or to prevent them from escalating further. For contact information, please see <https://wigansendiass.com/> or telephone 01942 233323

18. What support is available for me and my family?

If you have questions regarding SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at the Local Offer for your area. Wigan and Bolton Local Authorities publish information about the Local Offer on their websites : <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offers/index.aspx>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Adaptation** – when teachers adapt how they teach in response to a pupil's needs
- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical/medical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Talking Mat** – A visual communication framework which supports people with communication difficulties to express their feelings and views.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.