

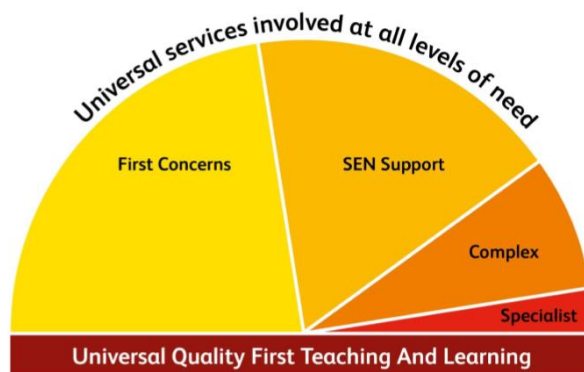
Bollinbrook CE (A) Primary School Special Educational Needs and Disability (SEND) Information Report



This report aims to answer typical questions about our SEND provision, (Updated September 2025)

Types of Special Educational Needs	A pupil has Special Educational Need and Disability (SEND) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A pupil may have a disability which requires the school to make reasonable adjustments, but this does not automatically mean that they have a SEN. Children's SEND needs are generally thought of in the following four broad areas of support: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical.
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Identification of Special Educational Needs	<p>'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.'</p> <p>At Bollinbrook CE (A) Primary school we adopt the graduated approach to the identification of SEND.</p>
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- Universal- Quality First Teaching available to all children with or without SEN.
- First Concerns- Children who have been identified as having emerging difficulties.
- SEN Support- Children who have been identified as having special educational needs requiring provision that is additional to or different from the mainstream curriculum

	<ul style="list-style-type: none"> • Complex- Children who have been identified as having significant and complex difficulties and may be in the process of an Education Health Care (EHC) needs assessment or have an EHC Plan in place. <p>Specialist- Children and young people who have an EHCP and are receiving their education in specialist provision</p>
Teaching and learning support	<p>Our aim is to bring out the best in every child through high-quality first-class teaching. Class teachers differentiate teaching to match individual learning needs. This could be through adaptations for materials or visual reinforcements.</p> <p>We use a range of individual and small group interventions to target specific areas of need. Interventions include programmes such as 5 minute-box, IDL, Toe by Toe, Plus One.</p>
Social and Emotional wellbeing	<p>Social and emotional well-being is at the heart of what we do in school and class teachers address this through regular personal, social, health and economic (PSHE) education sessions in class and daily worship. Where children require additional support we have a range of interventions including a Meet and Greet, Drawing and Talking, Resilient classroom, block therapy as well as access to the safe space in school. Miss Nikki is the Pastoral team lead and has ELSA training. Miss Nikki works closely with children across the whole school needing emotional or social support be it short or long-term.</p>
Involving Parents and Pupils in Assessing Progress Towards Desired Outcomes	<p>Parents are involved in the 'Assess, Plan, Do and Review' (ADPR) model when monitoring progress towards outcomes for their child.</p> <p>When first concerns are identified a meeting is held with parents and a first concerns proforma will be completed with the class teacher (assess and plan). This will contact next steps (do) which the teacher and/or parents will implement and then review.</p> <p>At SEN Support level parents are invited to 3 meetings a year where they work with the teacher to be involved in the monitoring cycle.</p> <p>Children with an EHCP will also have an annual review of their plan.</p>
Staff Training and Expertise	<p>Staff receive regular professional development on SEND which helps them to support the needs of the children. Where necessary outside agency support is sought for specific needs of children or groups. Our TA team access continuing professional development and have received training in Drawing and talking intervention, Resilient classrooms, Emotionally healthy school, and Speech and Language. Miss Nikki is ELSA trained and is also out Mental health lead and has completed training for this role.</p>
Other organisations and Specialist Expertise	<p>The SENDCO can consult with and refer to a number of external agencies to support the needs of children with more specialised need in partnership with the child's parents. Agencies include: Child and Adolescent Mental Health Service (CAMHS), Cheshire East Autism Team (CEAT) the Educational Psychology team (EP), school health, Sensory Inclusion and the team. Support is also available from Cheshire East's SEND Inclusion Quality team.</p>
Admissions	<p>If any needs are identified the SENDCO leads on the admission of that child.</p>

	<p>The SENDCO arranges for new pupils with severe needs to attend the setting on a gradual admission, in order to fully identify the child's needs and to implement the appropriate intervention.</p> <p>The SENDCO will contact the child's previous setting, parents/carers and/ or medical professionals to ensure that a smooth transition is established by creating a transition plan.</p> <p>We endeavour to be a fully inclusive school.</p> <p>At Bollinbrook will take all steps possible to provide effective educational provision.</p>
Inclusion and Accessibility	<p>We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We use a variety of resources to support children with SEND, i.e. standing desks, TheraBand, fidget toys, writing slopes, workstations, and voice activated technology. We work with children with SEND, their parents and professionals involved to seek advice and information to ensure that we are able to remove any barriers to them accessing the curriculum in school. Where needed information can be presented to pupils in a variety of ways to ensure that the child still have access to it, i.e. braille, enlarged print, coloured paper etc.</p> <p>We have a ramp at the front of the school and all classes can be accessed from the external or internal classroom doors, and a wheel chair accessible toilet is available.</p> <p>Further details can be found in the school's accessibility plan.</p>
Transitions	<p>When a child with SEND is transitioning to another school e.g. high school, the SENDCO works closely with the previous or new school to plan a thorough transition process and hand over all key information. For year 6 pupils this handover of information is completed in September once their placement is confirmed in line with the SEND policy.</p>
Evaluation of the Effectiveness of Provision for Pupils with SEN	<p>The SENDCO and the Senior leadership team meet with class teachers each term to review the progress of children including those with additional needs. Plans and support are updated in collaboration with parents and any outside agencies involved. The SENDCO meets regularly with the SEND governor and reports are provided to governors termly.</p>
Further Information	<p>Bollinbrook Primary's SEND policy can be found on the school website, click here</p> <p>For further information about support and service available to parents use the LiveWell local offer website click SEND policy</p>
Contacts Details	<p>To discuss your child's needs your first point of contact should be their class teacher. Appointments can either be made directly with the class teacher or via the school office. To contact the office email admin@bollinbrook.cheshire.sch.uk or telephone on 01625 789 089.</p>

	<p>You may also want to contact the SENDCO Miss Lynne Le Marinel who is also the headteacher head@bollinbrook.cheshire.sch.uk</p>
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