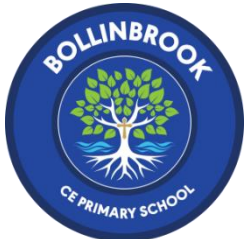


# Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



## Our Local Offer for Special Educational Needs and/or Disability

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<b>Name of Setting</b>	
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	4-11
<b>Number of places</b>	210
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



## Our Local Offer for Special Educational Needs and/or Disability

### Questions from the Parent/Carer's Point of View:

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#### Identification

##### How will you know if my child or young person needs extra help? *(IRR)*

Children with SEND are identified as early as possible within our setting. It can come from a number of sources these being: -

- Concerns raised by parents/carers, teachers, teaching assistants or the pupil's previous school.
- There may be a lack progress so a child may be identified as performing below age related expectations.
- A pupil asks for help.
- There is a change in the pupil's behaviour or low self-esteem that is affecting performance.
- Liaison with external agencies or a health diagnosis through a paediatrician

Staff working in school monitor the child's progress carefully on at least a termly basis through regular pupil progress meetings which are led by the assessment leader/SENDCO. A termly SEND briefing is part of the staff meeting agenda.

Cheshire East have developed a SEND Toolkit which is available online: [inclusion toolkit](#)

The term "Special Educational Needs" covers a broad range of different types and levels of need, and special educational provision that is provided for a child or young person should match their particular special educational need. The SEND Code of Practice: 0-25 years (January 2015) describes four broad areas of need; Communication and Interaction, Social, Emotional and Mental Health, Cognition and Learning, and Sensory and/Physical needs. In addition to being described via different broad areas of needs, Special Educational Needs and Disability (SEND) can also exist at different levels of severity. The different levels exist as a continuum and needs may go up and down the continuum over time.

See a diagram that models The Cheshire East Continuum of Need for SEN in Section 3 of the Toolkit.

The purpose of identification is to work out what action the educational setting needs to take, not to fit a child or young person into a category.

Concerns are initially raised with the school SENDCO who would discuss them with those working with the pupil and guide staff to use the Toolkit's Graduated approach, implementing, evaluating and tracking strategies used. The class teacher and/or the SENDCO will discuss concerns with pupil's family and the pupil themselves will. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class-based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENDCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school. As part of a learning community we participate in regular cluster meetings with the Educational Psychologist, CEAT team etc.

(Please see the school SEND policy for further clarification)



## Our Local Offer for Special Educational Needs and/or Disability

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### Identification

When external agency evidence from Cheshire East specialists suggests that children and young people may require additional support over and above the 'SEN Support' level provided by the educational setting, we conduct a multi-agency assessment (Education, Health and Care needs assessment) to determine what additional support they need. If following assessment, it is found that a child or young person will require provision in accordance with an Education, Health and Care (EHC) Plan, an EHC Plan will be written.

### What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. *Parents may contact the school office on the [admin@bollinbrook.cheshire.sch.uk](mailto:admin@bollinbrook.cheshire.sch.uk) email and they will forward your message on to your child's class teacher to arrange a telephone call in the first instance.* The class teacher may then seek the involvement of the school SENDCO. Alternatively, the school SENDCO can be contacted directly, by emailing [sendco@bollinbrook.cheshire.sch.uk](mailto:sendco@bollinbrook.cheshire.sch.uk) or [head@bollinbrook.cheshire.sch.uk](mailto:head@bollinbrook.cheshire.sch.uk)

### Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

Please visit <https://www.bollinbrook.cheshire.sch.uk/>

The website provides you with all relevant school policies and documents relating to provision offered to our pupils.



## Our Local Offer for Special Educational Needs and/or Disability

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### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND? *(IRR)*

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer. The Cheshire East Local Offer can be found at <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Within our school we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning considers individual student's needs and any personalised learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to aid them in differentiating learning opportunities for the learners in their class. The school has a wide range of intervention programmes available to support children who require support which goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Read, Write Inc, Fast Track tutoring, Power of Two, Motor Skills United, 5 Minute Box, etc. Others are bespoke/personalised approaches based on best practice guidance, for example social stories groups. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists and Occupational Therapists. In some cases, these specialists might work in school with the child.

All additional support will be covered on a provision map and evaluated at least termly. Reactive planning for support is made when the Assessment Lead and/SENDSCO analyse whole school data and progress. During Pupil Progress meetings class teachers identify children with areas of need or concern and suggestions or support are put in place where applicable. Where children need SEN support, a SEN Support Plan is created, which will outline the provision available to each child and will be available to parents. Some children will need to continue on the graduated response and will require an Education Health Care Plan in order for their needs to be met. In addition, parents will be involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent- teacher meetings. There is also the opportunity to contact the school SENDSCO via email or in person to discuss pupil's needs in more detail.

As an inclusive school all work within the curriculum and specific learning environments is pitched at an appropriate level so that all children are able to access it according to their specific needs. All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated to consider personalised learning. The benefit of this type of differentiation is that all children can access the lesson and learn at their level.



## Our Local Offer for Special Educational Needs and/or Disability

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### Teaching, Learning and Support

Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. Where learners are working at an attainment level below that of their peer group class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENDCO or Subject leaders. All additional provision for pupils with SEND is overseen by the school SENDCO, and monitoring of these pupils' progress takes place at regular pupil progress meetings held between class teachers and the Assessment Leader and SENDCO.

In order to ensure that high quality first teaching approaches (HQFT), which are the first level of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes, ICT equipment etc. For those requiring provision additional to class-based approaches, funding facilitates the school's "menu" of intervention programmes. In some cases, it might also be used to provide additional human resource e.g. teaching assistants, specialist teaching etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHCPs). The SEND budget is the responsibility of the head teacher and SENDCO and the SEND Governor and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

The Head Teacher decides on the use of the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. Together they discuss all the information they have about SEN in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- All resources/training and support are reviewed regularly and changes made as needed

Parents are involved in the planning of support during SEN Support Plan meetings held with the class teacher and/the SENDCO as part of the Plan, Do, Review, Assess cycle.

#### **How will the curriculum and learning environment be matched to my child or young person's needs? (IRR)**

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer. The Cheshire East Local Offer can be found at <https://www.cheshireeast.gov.uk/livewell/>



## Our Local Offer for Special Educational Needs and/or Disability

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### Teaching, Learning and Support

Within our school we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning considers individual student's needs and any personalised learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to aid them in differentiating learning opportunities for the learners in their class. The school has a wide range of intervention programmes available to support children who require support which goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support, such as the Rapid programme (for reading and maths), Power of Two, Motor Skills United etc. Others are bespoke/personalised approaches based on best practice guidance, for example social stories groups. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists and Occupational Therapists. In some cases, these specialists might work in school with the child.

All additional support will be covered on a provision map and evaluated at least termly. Where children need SEN support, a school specific support plan is created, which will outline the provision available to each child and will be available to parents. Some children will need to continue on the graduated response and will require an Education Health Care Plan in order for their needs to be met. In addition, parents will be involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent- teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes, ICT equipment etc. For those requiring provision additional to class-based approaches, funding facilitates the school's "menu" of intervention programmes. In some cases, it might also be used to provide additional human resource e.g. teaching assistants, specialist teaching etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHCPs). The SEND budget is the



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### Teaching, Learning and Support

responsibility of the head teacher (SENDCO) and the SEN Governor and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

#### **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)**

The Head Teacher decides on the use of the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. They discuss all the information they have about SEN in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- All resources/training and support are reviewed regularly and changes made as needed.

#### **How will equipment and facilities to support children and young people with SEND be secured? (IRR)**

The school possesses a range of equipment and facilities (e.g. Differentiated reading material, writing slopes, coloured overlays etc.) to support pupils with SEND and the school SENDCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENDCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

#### **How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)**

Your child's progress is continually monitored by his/her class teacher. All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school communication books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers, Math and English subject leads, and the Assessment Leader/SENCO.

Information about pupil progress is shared with parents at parent-teacher meetings which are held in the Autumn and Spring Terms and via the annual school report.

For learners with SEND, provision maps or school specific support plans will be discussed with parents at parent-teacher meetings, and for those with EHCPs an annual review will be held.





## Our Local Offer for Special Educational Needs and/or Disability

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### Teaching, Learning and Support

Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day or at a mutually convenient time. Parents are asked to make contact via [admin@bollinbrook.cheshire.sch.uk](mailto:admin@bollinbrook.cheshire.sch.uk).

### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

We as a school value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through regular pupil voice which allows an open forum for any issues or viewpoints to be raised. If your child has an EHCP their views will be sought before any review meetings.

We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with the child.

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school's Assessment lead and the SENDCO and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools which enables opportunities for shared expertise and resources and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money.

As a school we have an annual cycle of how we assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through on-line surveys, questionnaires, formal and informal discussions. We also employ the services of external School Improvement Partner and Consultants who work with us to evaluate and develop plans for improvements.

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### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount.



## Our Local Offer for Special Educational Needs and/or Disability

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### Keeping Students Safe and Supporting Their Wellbeing

Information about pupils with SEND is communicated to relevant school staff via transition meetings. Where risks are identified measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Where necessary alternative arrangements for the most “risky” times of the day are made, for example an additional teaching support assistant may be employed to help facilitate good play at break and lunch time. For some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCO.

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody’s health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

The school has invested in a set of Walkie-talkies which are an integral part of the school’s lockdown procedure, but are also used when members of staff are outside, i.e. before school supervising the yard, playtimes, lunchtime, PE and any outdoor learning opportunities. Staff inside the school can be contacted quickly to ensure support is provided if needed.

### What pastoral support is available to support my child or young person’s overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child’s well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents’ first point of contact. If further support is required the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Educational Psychologist Support Team.

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching we offer a range of interventions, such as MyHappyMind, There’s a Volcano in my Tummy, 101 Games for Social Skills, I am Special. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. Miss Nikki (pastoral and mental health lead) has successfully completed ELSA training which further allows Bollinbrook to support the emotional needs of our pupils. We remain an ELSA accredited school.

At Bollinbrook we identify children where there is cause for concern and then prioritise those for consultation at the Emotionally Healthy Schools (EHS) Project consultation. At the consultation individual cases are discussed anonymously and advice is given on the most appropriate interventions, resources and pathways.



## Our Local Offer for Special Educational Needs and/or Disability

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### Keeping Students Safe and Supporting Their Wellbeing

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities available to support pupils. A 'safe space' has been created situated off the school hall where groups or individual children can spend time before school, receiving a 'meet and greet' start to the day and carrying out roles of responsibility. This space is also be available throughout the day for 1:1 and group work, interventions, a space during lunchtimes as well as a meeting space. A nurture space has been set up within school where children can spend time calming down or regulating their emotions either alone or supported by a member of staff. This space is a calm, softly decorated and furnished room.

We have staff trained to deliver the 'Resilient Classroom' intervention in both Key stage 1 and 2. In addition, we have a member of staff qualified to deliver the 'Drawing and Talking' intervention, a 12 week 1:1 programme. Children are referred to this by the class teacher to the SENDCo.

During KS1 lunchtime children are encourage to use different areas of the outdoor space according to their interests, i.e. football pitch, quiet zone, use of the woods. Children are encouraged to link up with Midday Assistants if they need a friend to play with and they will support them to interact with others and develop friendships. If a class teacher has a specific concern for a child at lunchtimes then this is communicated to the team of Midday Assistants and they will closely supervise and support that child, reporting back to the class teacher at the end of the session.

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying (including anti-bullying week), and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. [The preventive actions we take are directed at all children and focus on preventing bullying.](#) Where bullying is suspected a screening tool is used with all parties involved and this is then fed back to parents. If bullying has been identified then an intervention is put into place and closely monitored.

Bullying is a standing point on the agenda with Governors each term.

The school's **anti-bullying policy** can be found on the school website.

### How will the setting, school or college manage my child or young person's medicine or personal care needs?

The school has a policy regarding the administration and managing of medicines on the school site. (Available on request). Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.



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### Keeping Students Safe and Supporting Their Wellbeing

Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the staff room where medication is kept in a locked first aid cabinet in the staff room and or the fridge. Medicine is then usually administered in the presence of 2 members of staff who sign to acknowledge correct administration.

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom. Where this occurs close adult, supervision is maintained to ensure the safety and dignity of all pupils. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day. For further details on this please refer to the Intimate Care Policy on the school website.

For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored alongside the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. Copies of these plans can also be found in the child's class and in the staffroom notice board in order for all staff to be aware of their needs.

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. If a child will be away from school for a significant period of time Bollinbrook school will try to arrange home tutoring through the Medical Needs Team. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING - Staff undertake regular first aid training and are trained annually by the school health team (i.e. Epilepsy nurse, diabetes nurse) or the school health team, in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils.

### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services or the Emotionally Healthy Schools consultation process.



## Our Local Offer for Special Educational Needs and/or Disability

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### Keeping Students Safe and Supporting Their Wellbeing

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school offers a range of support, i.e. adults who might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc.)

Through our curriculum we teach children preventative habits that support positive mental health, resilience and self-esteem. Groups of children that require this support are supported by Miss Nikki making learning easy and fun.

Bollinbrook staff are Growth Mindset trained and this is incorporated into daily classroom practice. This has developed the children's mindset, resilience and attitude towards their learning and a whole school approach to growth mindset. Staff are receiving training on Metacognition and how this can be incorporated into all lessons. Helping pupils to understand *how* they learn best so that they are active in their learning.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

The school has adopted a new behaviour approach which is inclusive and flexible to the needs of all children and their learning needs. There are 3 simple school rules which the children are aware of. There are 5 stages to the approach, starting with the child receiving a reminder, followed by a caution, a last chance, a time out and finally a reparation meeting. This approach holds the children responsible for their own behaviour and all children are dealt with consistently across the school by all members of the school staff. This approach links to our Christian values and supports the nurturing ethos of the school.

We adopt a Restorative practice approach towards behaviour at Bollinbrook. At the heart of the Restorative Approach is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of Honesty, respect, love, patience, kindness, servant-hearted, generosity, courage and faithfulness. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it. We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future. If a pupil in our school has been negatively affected by someone we will ensure that each child right to be heard is respected and the situation is resolved fairly. If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour. It is very rare that we would consider exclusion for any pupil. The school has a clear exclusion policy. (Please see the school website)



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### Keeping Students Safe and Supporting Their Wellbeing

We have a dedicated quiet space, which children can access for 'time-out' or to regulate their emotions, which may be supervised by a member of staff depending on the age and needs of the child.



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### Working Together & Roles

#### What is the role of my child or young person's class teacher?

The role of the class teacher is to:

- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### Who else has a role in my child or young person's education?

SENDCO responsibilities

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with SEN;
- Liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
- Liaising with the relevant designated teacher where a looked after pupil has SEN;
- Advising on a graduated approach to providing additional SEN Support;
- Ensuring that the records of all children with SEN are kept up to date;
- Liaising with parents of children with SEN;
- Liaising with early years providers and secondary schools, educational psychologists, health, social care, and independent or voluntary bodies who may be providing SEN support and advice to a child and their family;
- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Collaborating with curriculum coordinators so that the learning for all children is given equal priority;
- Ensuring with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The SENDCO is responsible for ensuring that the school can track and record support plans and decisions for all the children with SEN in the school.



## Our Local Offer for Special Educational Needs and/or Disability

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### Working Together & Roles

There are a team of support staff (Learning Support Assistants) working in school. They are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. Some of these pupils will be assigned a key worker in addition to the class teacher who will act as a hub for information about the pupil. Where a Learning Support Assistant (LSA) is allocated to a pupil with exceptional special educational needs and/or disabilities we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENDCO are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities. A child may receive support from a number of adults and a conversation with the class teacher or SENDCO will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback.

Our Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the class/subject teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our named Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

All class teachers and any key workers involved with the child will be given a copy of EHCP, school specific support plans and provision maps and there are regular opportunities to discuss the content of these at termly progress meetings with the Assessment leader and SENDCO.

We also plan in transition meetings at the end of each year in order for each teacher to have all the information on the children they are going to receive.





## Our Local Offer for Special Educational Needs and/or Disability

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### Working Together & Roles

As a school we also liaise with Private, Voluntary and Independent Early settings and local High Schools in order for the transition between key stages to be planned thoroughly for all children but particularly our SEN children.

We also allocate time during our SLT meetings to discuss any pupils who have any changes in need.

### What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

Our Special Educational Needs/Disability Co-ordinator (SENDCO) is a qualified and experienced teacher and has completed the National Qualification in Special Educational Needs as well as receiving ongoing SEN training in specific areas.

All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training on how best to support our pupils with SEND, for example in specific interventions, Autism, speech and language needs.

We have three staff members accredited in delivering block therapy and offer this as an intervention.

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school. We have close links with health professionals, for example, CAMHS, SALT and OT, GPs, school nurse, continence team, social services including - Locality Teams, Social Workers and Educational Psychologists.

Where needed, we will organise multi-agency meetings to discuss pupils, (e.g. Early helps Assessments - EHA) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

### Who would be my first point of contact if I want to discuss something?

If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity. If after your discussion you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENDCO or Headteacher. If you are still not happy you can speak to the school SEN Governor.

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

Our school SENDCO is the Headteacher, Miss Le Marinel [sendco@bollinbrook.cheshire.sch.uk](mailto:sendco@bollinbrook.cheshire.sch.uk) / [head@bollinbrook.cheshire.sch.uk](mailto:head@bollinbrook.cheshire.sch.uk)

### What roles do have your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across the school. As previously mentioned a named Governor is responsible for SEN and meets regularly with our SENDCO. Reports to the Full Governing Body are given every term to inform them about the progress of children with SEN at Pupil



## Our Local Offer for Special Educational Needs and/or Disability

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### Working Together & Roles

Welfare meetings. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

Contact: [gjones@bollinbrook.cheshire.sch.uk](mailto:gjones@bollinbrook.cheshire.sch.uk)

### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

We are a school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Pupil Leadership team, which has an open forum for any issues or viewpoints to be raised.

Pupil voice questionnaires and interviews are a regular feature of school monitoring. Class teachers regularly plan PHSCE lessons which involve the pupils having a voice in many aspects of their learning.

If your child has an EHCP their views will be sought before any review meetings.

### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly.

Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join the school PTFA who organise events and fundraise on behalf of the school.

Parents are encouraged to become Parent Governors through a democratic process and we regularly promote questionnaires gaining parents views and our open-door policy.

### What help and support is available for the family through the setting, school or college? *(IRR)*

Our school staff would provide support and advise parents with any forms and procedures that are needed to access support that is available for families with any requirements. The first port of call would be the SENCDO.

Parents and carers may be signposted to the Cheshire East Local Offer for information about services and support that is available.

<https://www.cheshireeast.gov.uk/livewell/livewell.aspx>



## Our Local Offer for Special Educational Needs and/or Disability

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### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

Bollinbrook has on-site before and after school, and holiday care provided by Holiday Zone

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

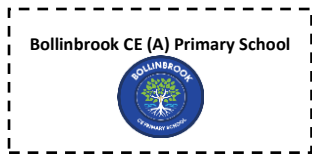
Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to The Equality Act 2010. (Please see the school website.)

We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary. Documents and letters are translated where needed either through translator services (if involved with the family) or online translation facilities.



## Our Local Offer for Special Educational Needs and/or Disability





## Our Local Offer for Special Educational Needs and/or Disability

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### Transition

#### Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin Office (admin@bollinbrook.cheshire.sch.uk) to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs. Cheshire East admission arrangements are clearly explained on their website. Please see the school website for the Admission Policy.

#### How can parents arrange a visit to your setting, school or college? What is involved?

We offer a range of transition visits for new reception pupils; however, we encourage the families of pupils with SEND to arrange a separate visit with the school SENDCO so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENDCO (sendco@bollinbrook.cheshire.sch.uk)

#### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving from another setting:

- We will hold a multi-agency action for inclusion meeting if your child is identified as having a higher level of need.
- We will endeavour to ensure that all records about your child are passed on as soon as possible.

If your child is moving to another school:

- We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher.
- If your child would be helped by a book/social story to support them understand moving on, then it will be made for them.



## Our Local Offer for Special Educational Needs and/or Disability

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### Transition

#### Transfer to Secondary School

- The SENDCO will ensure that the specific needs of your child are discussed with the SENDCO of their secondary school as appropriate.
- Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
- SEND paperwork relating to children transferring to high school will be taken to the high school in person by the SENDCo once the child has started at the school in compliance with GDPR regulations.

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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

- A. Paid for centrally by the Local Authority but delivered in school
- Autism Outreach Service (CEAT)
  - Educational Psychology Service
  - Sensory Service for children with visual or hearing needs
- B. Provided and paid for by the Health Service (East Cheshire NHS Trust)
- School Nurse (Professional training for school staff to deliver medical interventions)
  - CAMHS
  - Speech and Language Therapy
  - Occupational Therapy
  - Physiotherapy
- C. Voluntary agencies
- Parent Partnership Service (to support families through the SEN processes and procedures).
  - National Autistic Society
    - MENCAP



## Our Local Offer for Special Educational Needs and/or Disability

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### Additional Information

- Space4Autism

Please refer to the Cheshire East Local Offer for additional information of services available.

<https://www.cheshireeast.gov.uk/livewell/livewell.aspx>

### When was the above information updated, and when will it be reviewed?

September 2024 to be reviewed in September 2025.

### Where can I find the Cheshire East Local Offer? *(IRR)*

The Cheshire East Local Offer can be found at

<https://www.cheshireeast.gov.uk/livewell/livewell.aspx>

### What can I do if I am not happy with a decision or what is happening? *(IRR)*

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SEND/CO). Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin Office. A parent may wish to seek advice at this time from the Parent Partnership Service.

However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, an appeal can be made to the First-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.