

Bollin Primary School

Special Educational Needs and Disability SEND Information Report 2026 - 27



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and participation. We want every child to feel valued, heard, understood and that they belong within our school community. We are committed to ensuring that pupils with SEND participate fully in the academic, social and wider life of the school.

We adopt a strengths-based approach, recognising and celebrating each pupil's interests, talents, successes and aspirations. Whilst identifying barriers to learning is important, we believe that understanding what a child can do, enjoys and values is equally important in helping them thrive. We work collaboratively with pupils, families and professionals to build upon individual strengths, promote independence and ensure every child feels valued, included and able to succeed.

Through appropriate social, emotional and curricular provision, we respect the fact that children:

- have different learning and emotional needs and aspirations
- require different strategies and resources for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on

Children may have additional needs throughout or at any time during their school career and our ~~learning differences policy~~ SEND policy ensures that curriculum planning and assessment for children with additional educational needs takes account of the type and extent of the difficulty experienced by the child. Learning differences can fall into one or more of the following categories and can all be provided for at Bollin Primary School:

- ~~speech, language and communication needs~~
- ~~behavioural or emotional and social development~~
- ~~moderate learning difficulty~~

The full local offer of services available in Trafford can be found at

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

A special educational need can be a number of different things. For example, your child may be having difficulties with reading, maths or behaviour, which school can help with by putting extra support in place if necessary and by working in partnership with parents. Learning differences may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

The first person to identify that a child has a learning difference may be:

- yourself as a parent or carer
- the class teacher
- a health visitor
- another medical professional.

Should you have any concerns regarding your child's progress, you should contact your child's class teacher in order to discuss the nature of your concerns. If it seems that your child may have a learning difference, your child's class teacher or the Special Educational Needs Co-ordinator (SENDCo) will assess:

- what your child is good at and what they need help with
- what your child would benefit from learning
- if external professional support is required
- how best to help your child learn.

Information about your child's support will be recorded through the school's graduated approach documentation, including an OAIP Personalised Plan (OPP), Sensory Adjustment Plan (where appropriate) and Individual Learning Plan (ILP).

Children thought to have a learning difference will be placed on the school's SEND register and receive one of three levels of support:

1. Universal provision - where Ordinarily Available and Inclusive Provision (OAIP) is delivered by the class teacher through adaptive teaching, reasonable adjustments and inclusive classroom practice.
2. In school support – where additional support will be provided from specialist teaching assistants within the school or from outside agencies involved by the SENDCo.
3. Education, Health and Care Plans (EHCPs) and High Needs Funding – where the need is high, additional funding can be applied for from the local authority and one to one support initiated. This is reserved for “high need, low incidence” cases within the Borough.

The level of support provided for your child may change throughout their time at school. School staff will discuss their concerns with you and whether the level of support offered to your child needs to be increased or decreased.

All SEND provision at Bollin Primary School follows the Assess-Plan-Do-Review (APDR) cycle. This graduated approach ensures that pupils' needs are carefully assessed, appropriate support is planned and implemented, progress is regularly monitored, and provision is reviewed and adapted in response to the child's individual needs.

3. How will both you and I know how my child/young person is doing?

If a child is receiving additional SEND support through ‘In School Support’, an Individual Learning Plan (ILP) will be put in place. This will outline what the school, class teacher and/or SENDCo plan to do to support your child’s learning and development. We value collaboration with parents/carers and recognise the important role families play in supporting progress. All teachers understand that children learn in different ways and that some children may need additional opportunities to revisit and consolidate learning before moving on.

An Individual Learning Plan (ILP) will be written specifically for your child and will include:

- Short-term SMART targets linked to their identified needs.
- Intended outcomes from the support provided
- Details of who will provide the support.
- The frequency of support.
- How and when progress will be monitored, reviewed and reassessed.

As part of the termly Assess-Plan-Do-Review (APDR) cycle, a review of your child’s progress will take place three times during the year. Parents/carers will be invited to discuss progress with the class teacher during Parents’ Evenings and at additional meetings

where required. During these reviews, staff evaluate the impact of the support provided, discuss progress towards agreed targets and work with parents/carers and, where appropriate, the pupil to identify next steps. Individual Learning Plans are formally reviewed and updated each term to reflect the child's progress, strengths and changing needs.

Aside from these formal review meetings, there are opportunities to meet informally with the SENDCo should either school or parents/carers wish to discuss concerns, progress or successes. At Bollin Primary School, we operate an open-door policy and members of staff, including the SENDCo, are happy to meet with families before or after school whenever possible to address concerns quickly and sensitively.

Pupil voice forms an important part of the review process. Wherever appropriate, children are encouraged to contribute their thoughts about what is going well, what they enjoy, what helps them to learn and what they would like to achieve next. We recognise that every child communicates in different ways and will ensure that appropriate approaches, adaptations and communication supports are used so that all pupils can contribute their views and be involved in decisions about their learning.

4. How will the curriculum be matched to my child/young person's needs?

At Bollin Primary School, teachers use adaptive teaching, reasonable adjustments and Trafford's Ordinarily Available and Inclusive Provision (OAIP) to ensure lessons are accessible for all pupils. Where needed, additional support is planned through the APDR process so that provision closely matches individual strengths and needs.

Children with learning differences must be valued as individuals and supported to develop a genuine sense of belonging within their peer group, classroom and wider school community. They must have access to the whole curriculum and opportunities to participate fully in school life. They must have access to the whole curriculum and at all times, consideration must be given to enhancing the self-esteem of children with learning needs.

In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and participation. We want our children to feel that they are a valued member of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different learning and emotional needs and aspirations
- require different strategies for learning

- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Bollin Primary School provides a broad, balanced and engaging curriculum for all children. When planning, teachers set learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean that they have additional needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children with additional needs have learning differences that call for additional provision to be made. Children may have additional needs at any point in their academic career if:

- they have significantly greater difficulty in learning than the majority of children their age.
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Children may have additional needs throughout or at any time during their school career and this policy ensures that curriculum planning and assessment for children with educational needs takes account of the type and extent of the difficulty experienced by the child.

The aims of the provision for children with learning differences at Bollin Primary School will be to:

- ensure the earliest possible identification of an additional need.
- involve parents as partners in the additional needs process.
- regularly monitor and review each child's progress and take appropriate action.
- ensure that the school fulfils the requirement of the *The New Code of Practice for SEN (2014)*.
- make clear partnerships with all outside agencies and support facilities.
- cater wherever possible for the full range of special needs within school.

Children with additional needs will be included fully within the curriculum wherever possible, with the provision of support staff and appropriate differentiation in place.

5. How will school staff support my child/young person?

Provision for children with learning differences is a matter for the school as a whole. In addition to the Governing Board, the school's Head of School, the SENDCo and all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with additional needs.*** Teaching such children is therefore a whole school responsibility.

Inspiring Learners Academy adopt the approved LA Admissions Policy. Bollin Primary School is committed to providing the necessary resources for early identification, assessment and support of all children with additional needs.

All staff should be aware of their particular responsibilities with respect to the SEND policy. They should seek advice from the SENDCo whenever necessary.

The Role of the SENDCo

SEND arrangements are coordinated by the SENDCo whose role includes:

1. Overseeing the day to day operation of the school's SEND policy;
2. Liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support so that they can apply targets and make provision for identified pupils;
3. Responsibility for SEND documentation, including OAIP Personalised Plans (OPPs), Sensory Adjustment Plans (SAPs), Individual Learning Plans (ILPs) and Annual Reviews
4. Attending and contributing to ILP review meetings
5. Coordinating and leading Person Centred Reviews.
6. Keeping the Head of School informed about provision, pupils' needs and changes to statutory requirements;
7. Identifying and monitoring areas of need and provision across the school, reporting to the Head of School;
8. Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
9. Liaising with parents of children with additional needs where necessary.
10. Promoting in-service training of staff both in-house and external.
11. Liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, Health Services and the schools to which pupils transfer;
12. Managing the SEND TAs.

The role of the teachers

1. Identify pupils of concern and liaise with SENDCo.
2. Plan work, with advice from the SEND team where necessary, for pupils with learning differences.

3. Liaise with SEN team to plan work for pupils at additional in school support level.
4. To review and write provision maps when required (supported by SENDCo and SEND TA).

5. Direct support from learning support assistants if appropriate.
6. Each member of staff is expected to keep up-to-date with information about children with learning differences that they teach.
7. Liaising with parents of children with additional needs.

Every member of staff, both teaching and supporting, takes responsibility for meeting the needs of the children with learning differences within their care. All pupils have access to a broadly based, balanced and engaging curriculum and regular INSET is held to update staff on issues and initiatives. It is expected that all INSET will have an SEND aspect included within it.

6. How is the decision made about what type and how much support my child/young person will receive?

A graduated response to learning difficulties:

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *good progress based on their individual starting point*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers; • matches or better the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

Our SEND register follows the following stages and children may be moved on or off the register at any point in line with LA exit guidelines.

This approach starts with the class teacher implementing Trafford's Ordinarily Available and Inclusive Provision (OAIP), supported by the Graduated Approach:

- Teaching includes demonstration, prompts and opportunities for practice

- Differentiation in presentation, pace and outcome
- Co-operative learning in mixed ability groups

The school's graduated approach is based upon the Assess-Plan-Do-Review (APDR) cycle. This process allows staff, parents/carers and pupils to work together to identify needs, plan appropriate support, implement provision and regularly review its effectiveness. Decisions regarding the level and type of support a child receives are informed by evidence gathered through successive APDR cycles.

- Specialist resources available where required (e.g. coloured overlays for children with Dyslexia)
- Pupils' learning styles are identified and addressed
- Alternatives to copying from the board are in place
- Helpful resources to promote confidence are in place
- Some small group teaching support may be initiated at some points
- "Keep Up and Catch Up" interventions are available where necessary.
- Progress monitored carefully through class based assessments and pupil progress meetings.
- Where specialist advice exists (e.g. speech and language plans) these are implemented within the classroom.

b) In school support:

There will be a range of need within this area of the SEND register which require different degrees of support. The criteria for accessing "In school support" are as follows –

- The pupil is working at a lower level than most of the class – this could be up to 2 year groups below their current age related expectations - for some of the more intensive support.

A pupil moves to "in school support" if, despite receiving high-quality OAIP and reasonable adjustments (as outlined above), they continue to make little or no progress. The SENDCo works with the class teacher to complete forms for referral to outside agencies. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class teacher, the SENDCo and SEND TA must work closely together to provide a comprehensive support programme for the child. The class teacher, SEND TA and SENDCO should revise the provision map in consultation with any other professionals involved with supporting the child in school. "In school support" must remain in place and all those involved must keep clear records. Provision maps will continue to be written on a regular basis.

Where “*In school support*” intervention proves successful, the child may revert to *Universal provision*. Once more, the views of the pupil and parents/carers will be taken into account and parents’ wishes will be respected.

c) Enhanced Funding:

For a very small number of pupils, progress at ‘In School’ level may still not adequately support their needs. At this point an EHCP Needs Assessment from the Local Education Authority can be requested, preferably with the support of the teachers and SENDCO and following consultation with the Head of School. The SENDCo, with the advice of the class and other teachers, will fill in forms outlined by the authority and will liaise with the parents and the authority about assessment criteria. The school will need to take advice from specialist outside agencies such as the Educational Psychologist, SENAS or SALT.

Enhanced funding is deemed to be necessary when the pupil is working at a significantly lower level than most of the class and the gap is widening – for example, the pupil is working 2 year groups below their current age related expectations and limited progress is being made (evidenced through the plan, do, review process) despite intervention within ‘additional in school support’.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All reasonable adjustments will be made to ensure that children with additional needs are included in any activities outside of the classroom and a full risk assessment will be undertaken should there be any concern regarding the well-being of the child in question.

We actively promote the participation of pupils with SEND in all aspects of school life, including educational visits, clubs, performances, pupil leadership opportunities, sports events, competitions and residential experiences. Reasonable adjustments are considered to enable participation wherever possible.

8. What support will there be for my child/young person's overall wellbeing?

Bollin Primary School has pastoral support in place in the school who are responsible for overseeing the provision for the emotional well-being of children who may be emotionally vulnerable. Bollin Primary School places great emphasis on the care and well-being of its pupils. There is a close liaison with other agencies concerned with health and general welfare. Parents can be assured that personal matters will be dealt with in a sympathetic and confidential way and are encouraged to discuss matters arising outside school which may affect a child's work or behaviour with the Head of School, the child's teacher or the pastoral care co-ordinator. Through the pastoral care policy the school aims to:

1. provide a safe, secure and caring learning environment in which children feel supported and valued;
2. help pupils to realise that Bollin Primary School is a community in itself and also part of the larger community so that they develop positive attitudes and behaviours towards themselves as well as in their social relationships with others;
3. promote a positive behaviour policy which respects the rights and responsibilities of staff, pupils and parents;
4. provide pupils with the personal, social and life skills necessary for a successful fulfilling and happy future;
5. anticipate and deal with problems which individual pupils might experience in school;
6. ensure that teaching assists pupils to reach their full potential in curricular or extra-curricular activities;

7. provide the necessary support for pupils who experience difficulty (behavioural or learning) drawing on the support of external agencies where appropriate;
8. Develop effective school-home liaison in order to maintain parental support and co-operation.

We recognise that some pupils with SEND may experience barriers to attendance linked to their SEND, medical needs or emotional wellbeing. We work proactively with families and external agencies to identify and address barriers to attendance, ensuring pupils remain connected to learning and to the school community.

We recognise that a strong sense of belonging is closely linked to attendance, wellbeing and achievement, and we strive to ensure every pupil feels connected, valued and included.

We are committed to ensuring that pupils with SEND develop independence, confidence and self-advocacy skills. Wherever possible, pupils are supported to understand their strengths, identify strategies that help them succeed and participate in decisions about their learning and support.

9. What specialist services and expertise are available at or accessed by the school?

Within school, we are able to offer:

- Speech and Language support
- Pastoral Care Support in our Orchard/Nurture Groups
- Dyslexia, spelling, phonics support
- Fine motor skills support.

When referred to, outside support agencies may include any number of the following;

- SENAS (Special Educational Needs Advisory Service)
- Trafford Specific learning Difficulties Consultant
- Educational Psychology Service
- Behaviour Support Service
- Speech and language Therapy Service
- Visual and Auditory Impairment Advisors
- Educational Welfare Services
- Social Services
- CAMHS (Children and Adolescents Mental Health Services)
- School Nursing Services
- Voluntary Agencies and Organisations
- Trafford Parent Partnership

10. What training have the staff supporting children/young people with SEND had?

Mrs Knowles (SENDCo) holds the National Award for Special Educational Needs Coordination Degree as does the Head of School, Mrs O'Hara and Mrs Johnson.

In addition, all members of staff in the school are trained in how to write effective provision maps for children with educational needs and have received whole school training regarding the provision in the classroom for children with Dyslexia. This has ensured that the Ordinarily Available and Inclusive Provision (OAIP) is consistently implemented across the school to support all learners.

Any new members of staff joining the school receive SEND induction training from the SEND team within the school. Teachers and Teaching Assistants also have a wide range of qualifications in Autism, ADHD, Pastoral Care, ELKLAN Speech and Language, Down Syndrome, supporting children with visual and hearing impairments and sensory differences.

11. How accessible is the school environment?

Bollin Primary School is committed to challenging discrimination and promoting equality at all levels and in all aspects. The school has in place an Equality

Policy in line with the Equality Act 2010 (replacing all existing legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act). The school's Equality Policy makes reference to teaching styles being tailored to the needs of all pupils regardless of their learning differences. The school also has an Inclusion Policy which outlines the school's aim to be a fully inclusive school and the belief that we have a respect for diversity and uniqueness of the individual should be fostered in all areas of the school community. An Inclusion Statement has been written to be included in all curriculum policies to be added when the policies are due for updating.

The physical environment of the school is highly accessible as it is all on one level and the needs of the children with additional physical needs have been met fully through minor alterations to the toilet facilities (e.g. the addition of hand rails where necessary). The school has undergone full risk assessments by specialist advisors from the local authority in order to meet the needs of the children in our care.

12. How are parents and young people themselves involved in the school?

We feel that Bollin Primary School is a very special and unique school where all children are happy to learn and feel safe which allows them to take risks; this results in all children maximising their potential and being the very best that they can be. The children at Bollin are actively encouraged to be independent learners and to decide for themselves how they learn best and the level of challenge that they need in order to move their learning forwards. Through personalised provision the children are encouraged to access the level of learning at which they feel confident but allows them to operate at a level which pushes their learning forwards. The children are fully aware of how to choose their own level and know that this is dictated by themselves and not the teacher. Staff are dedicated to creating safe learning environments where the children are happy to take risks and also confident in their own abilities, knowing that their contributions are always valued. This results in children of all abilities being happy in their learning and consistently being encouraged to reach their full potential.

The children at Bollin Primary School understand that their "voice" is very important; pupils have the opportunity to participate in different pupil voice discussions surrounding a different of different components within school- behaviour, home-learning, English,

Mathematics etc. There are numerous extracurricular activities which provide the opportunity for children to participate fully in all aspects of school life.

The children are regularly given the opportunity to reflect on their learning and how they can move forward. They are encouraged to work collaboratively and use peer assessment as a frequent tool to sharing ideas and bridging gaps in their knowledge. The SEND team work in close partnership with parents and have initiated a dedicated SEND email address to facilitate communication with teachers and SENDCo as well as specialist TAs.

We recognise that children are experts in their own experiences. Wherever possible, pupils are supported to share their views, aspirations, preferences and feedback regarding the support they receive. Their voice plays a central role within the Assess-Plan-Do-Review (APDR) process and helps shape Individual Learning Plans (ILPs), OAIP Personalised Plans, Annual Reviews and SEND provision across the school. We gather pupil views in a range of developmentally appropriate ways to ensure every child has the opportunity to be heard.

We recognise that every child communicates in different ways and will ensure that appropriate approaches, adaptations and communication supports are used so that all pupils can contribute their views.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Where necessary the SENDCo will invite outside agencies into school in order to conduct additional assessments in order to address any learning differences identified in school. Specialist advice is welcomed and any recommendations made are implemented fully. The school will also liaise with the nursing services in order to gain specialist advice in the identification of learning, emotional or medical needs which are causing concern within the school. Parents will always be consulted fully prior to any outside advice being sought.

14. Who can I contact for further information?

If you would like any independent support or advice about any aspect of your child's special educational needs, please contact:
Trafford Parent Partnership Services,
Stretford Public Hall,
Chester Road,
Stretford,
M32 OLG.
Tel: 0161 912 3150/0161 912 1050
E mail: parentpartnership@trafford.gov.uk

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Many children from Bollin Primary School move on to a wide range of different secondary schools. Over time, we have built a good link with the SENDCo at feeder schools. During transition, the SENDCo meets with the relevant member of staff from the Secondary School to ensure that all necessary information relating to all of the children in Year 6 is passed on to the new schools. The receiving school's SENDCo is invited to all Year 6 Annual Review meetings and all documentation is passed on to the new school. Bollin also arranges additional transition days for children who it is felt are likely to have difficulties on transition and adult support is also put in place to ensure that this process is as smooth as possible. This is in place for any child within the school who may become anxious about the transition to their secondary school.

Transition arrangements are designed not only to support academic success, but also to promote emotional wellbeing, confidence and a sense of belonging within the new setting.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: [@traffordfis](https://twitter.com/traffordfis)

Facebook: www.facebook.com/traffordfis

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

5.3 SEND in EYFS

In EYFS, our pupils learn through a combination of play and formal teaching to support the requirements of the EYFS curriculum. Children are offered opportunities throughout the day to cover all of the aspects of the 17 goals across 7 strands of learning in the early years. The formal sessions are planned carefully to ensure children build on specific skills, while play-based experiences enable the children to consolidate their skills, knowledge and understanding, and enable them to become independent and resilient learners.

The children have the opportunity to spend lots of time both inside and outside, the children explore a range of activities available to them and these opportunities are provided to them in all weather conditions. The school day is designed to promote high levels of involvement and deep level learning.

We work closely with feeder nurseries and the Local Authority to enable early identification of any additional needs and support a smooth transition to St Anne's. Parents are encouraged to take an active role in supporting their children on this journey, and regular communication between home and school is a vital part of this support for the child, particularly when additional needs are identified.