



Hollinhey Primary School & Nursery **SEND Information Report – Autumn 2026**

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful, and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

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. We currently support pupils with a diagnosis of Autism, ADHD, Moderate Learning Disability, Speech and Language Disorder and Delay, Social, Mental Health and Emotional Difficulties.

When a child is identified by their class teacher as having additional needs we use a graduated approach to support and identify the additional support a child may require. We have a continuum of need which include the following areas:

- SEND Support – children who have been identified as having additional needs and require provision that is additional to and different from the mainstream curriculum
- Complex - children who have been identified as having complex and significant needs and may be in the process of an EHC assessment or have an EHC in place
- Specialist – children who have an EHCP and are receiving education in a specialist provision

We identify and assess pupils with SEN using the following methods:

At Hollinhey Primary School, early identification of SEND is a priority. Concerns may be identified by school staff, parents/carers, external professionals or through ongoing assessment and monitoring of a child's progress, attainment, wellbeing or development.

We follow the Graduated Approach as outlined in the SEND Code of Practice and the Cheshire East Toolkit for Inclusion. This follows a continual cycle of:

Assess → Plan → Do → Review

Through this process, staff work collaboratively with parents/carers, pupils and external professionals to identify strengths, understand needs, agree outcomes and plan appropriate support. The effectiveness of support is reviewed regularly, and provision is adapted where necessary.

Pupil voice and parent views are central to this process and are considered at every stage.

We evaluate the effectiveness of our SEN provision in the following ways:

The impact of SEND provision is reviewed regularly through:

- Termly pupil progress meetings
- Review of SEND Support Plans and EHC outcomes

- Ongoing assessment data
- Pupil voice activities
- Parent/carer feedback
- Monitoring of interventions and classroom practice
- Advice from external professionals

The SENCO works alongside teaching staff to evaluate provision and ensure that children with SEND are making progress academically, socially and emotionally. Provision is adjusted where required to ensure support remains effective and responsive to individual need.

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

All pupils are assessed on an on-going, formative basis using the school's assessment and tracking system. Where this is appropriate, SEND pupils are assessed using this tool, and alternative tracking tools are used for pupils where this tracking system is not appropriate.

Depending on the level of the child's needs, the decision might be made to offer additional support within the classroom, for example, advice might be offered to the class teacher in order to support an individual curriculum 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 SENCO/Inclusion Lead 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.

Provision mapping for each SEND pupil is completed and SEN support plans are updated termly, with support plan targets set for each term at a minimum. These assessments are reviewed termly at Pupil Progress Meetings with the Headteacher, SENCO and class teachers. Reviewed support plans are shared with parents at least termly.

Our approach to teaching pupils with SEN includes:

Hollinhey Primary School follows the principles of the Cheshire East Toolkit for Inclusion and is committed to providing high-quality, inclusive education for all pupils. We recognise that every child is unique and that some children may require provision that is additional to or different from that provided for their peers.

All pupils receive Ordinarily Available Inclusive Provision (OAIP) through high-quality teaching that is adapted to meet their individual needs. This may include:

- Adapted teaching and learning activities
- Visual supports and prompts
- Alternative methods of recording
- Targeted questioning and scaffolding
- Additional processing time
- Access to specialised equipment and technology
- Flexible grouping arrangements
- Support for communication, emotional regulation and sensory needs

Where a pupil requires additional support, interventions may be implemented. These are carefully planned, monitored and reviewed to ensure they have a positive impact on outcomes for the child.

For pupils with more complex needs, personalised provision may be provided following consultation with parents, the child and relevant professionals. School works closely with a range of external agencies including the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, CAMHS, Cheshire East Autism Team and other specialist services where appropriate.

Children, young people and their families are actively involved in planning, reviewing and evaluating support to ensure provision remains person-centred and focused on desired outcomes.

We adapt the curriculum for pupils with SEN in the following ways:

Teachers are responsible for the progress and development of all pupils in their class, including those with SEND.

Learning is adapted to ensure all pupils can access the curriculum and experience success. Adaptations may include:

- Differentiated activities and resources
- Targeted adult support
- Alternative recording methods
- Structured routines and visual supports
- Pre-teaching and overlearning opportunities
- Communication-friendly classrooms
- Sensory and regulation strategies
- Reasonable adjustments in line with the Equality Act 2010

Where appropriate, personalised provision is developed in partnership with pupils, parents and external professionals to remove barriers to learning and promote independence.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

Hollinhey Primary School is committed to ensuring that all pupils can participate fully in all aspects of school life.

Reasonable adjustments are made where necessary to ensure pupils with SEND can access:

- The curriculum
- Educational visits
- Extra-curricular activities
- School events
- Residential visits
- Playtimes and lunchtimes

Adjustments are planned in partnership with families and professionals and are reviewed regularly to ensure they continue to meet the child's needs.

The following emotional, mental and social support is available for pupils with SEN:

Hollinhey Primary School recognises the importance of children's emotional wellbeing and mental health.

We are committed to creating a nurturing and inclusive environment where all pupils feel safe, valued and supported. Support may include:

- ELSA support
- Zones of Regulation approaches
- Pastoral support
- Emotional check-ins and mentoring
- Anxiety and self-esteem interventions
- Support from external agencies where appropriate

The school adopts trauma-informed and neurodiversity-affirming approaches to support pupils' wellbeing, emotional regulation, attendance and engagement in school life. Staff receive ongoing training to develop their understanding of a range of SEND and additional needs.

The name of our SEN Co-ordinator (SENCo) is: Mrs Katie Barber

Listed below are the names of staff members possessing expertise related to SEN:

Name: Mrs Katie Barber	Name: Mrs Wood, Mrs Holmes and Miss Holland
Job role: Headteacher	Job role: Teaching Assistants & Teacher
Expertise: SENDCO	Expertise: Speech and language ELSA teacher

Name: Mrs Rowley	Name: Mr Perry
Job role: Teaching Assistant	Job role: Teacher
Expertise: Forest School, Mental health First Aider	Expertise: Autistic Spectrum Condition and use of Social Stories
Name: Miss Hagar	
Job Role: Teaching Assistant	
Expertise: Mental Health Apprenticeship	
In addition, we use the services of the following specialists: ☐ Cheshire East Autism Team (CEAT) ☐ Educational Psychology Service ☐ Speech and Language Therapists ☐ School Nurse/NHS ☐ Child and Adolescent Mental Health Service ☐ Occupational Therapists ☐ Adelaide Outreach	
We currently possess the following equipment and facilities to assist our pupils with SEN:	
In addition to ongoing training for all staff: Two staff have received advanced training in ASC friendly provision and approaches and three staff have received advanced training in speech and language. All staff have been trained in Positive Handling and trauma informed practice. Two members of staff are ELSA trained and also a qualified Mental Health Apprentice. Please also see the Pupil Premium section of our school website for specific information about interventions, resources and support for disadvantaged pupils	
Our admission and transitional arrangements for pupils with SEND include:	
The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils. When a child with SEND is transitioning to another school the SENDCO/ Inclusion Lead will discuss transition arrangements (both in to school and onwards) with parents, other educational settings and external agencies and plan the most effective transition. This could include additional visits, a longer phased introduction, 1:1 support for a time (If needed)	
Our arrangements for ensuring the involvement of parents of children with SEN are as follows:	
The point of contact for all parents/carers of pupils with SEN is the SENCO – Mrs Barber head@hollinhey.cheshire.sch.uk Following identification of concerns by a class teacher, the SENCO and class teacher will meet with the pupil's family for a timely discussion. 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. The SENCO will also signpost the parent to any other agencies and sources of advice/support. Parents of pupils with SEN have regular meetings with their child's class teacher and the SENCO to review their progress, their need and to plan future provision.	
Our arrangements regarding complaints from parents of pupils with SEN are as follows:	
Please see the link to the Complaints Policy within the policy section of the school website: http://www.hollinhey.cheshire.sch.uk/page/statutory-policies/32763	
Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:	

Cheshire East's local offer, explaining what is available on a local authority basis, can be found using the following link:

<http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

<http://www.friendsforleisure.org.uk>

<http://space4autism.com>

<https://www.nhs.uk/livewell/childrenwithlearningdisability/pages/education.aspx>