

Bollinbrook CE (A) Primary School Special Educational Needs and Disability (SEND) Information Report 2026



At Bollinbrook CE (A) Primary School, we are committed to creating a culture where every child feels welcomed, valued and included. We recognise and celebrate individual strengths and differences and work collaboratively with children, families and professionals to remove barriers to learning, participation and achievement. This SEND Information Report explains how we identify, support and review the progress of children and young people with Special Educational Needs and Disabilities (SEND), and how we ensure they can thrive academically, socially and emotionally within our school community.

Types of Special Educational Needs

A child or young person has Special Educational Needs and Disabilities (SEND) if they require educational provision that is additional to or different from that ordinarily available to children of the same age in order to access learning, participate fully in school life and achieve positive outcomes.

We recognise that children may have strengths and needs across different areas and that needs can change over time. The SEND Code of Practice identifies four broad areas of need:

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

Our focus is on understanding individual strengths, aspirations and barriers to learning so that appropriate support can be planned collaboratively.

Identification of Special Educational Needs

At Bollinbrook we use a graduated and strengths-based approach to identifying and supporting SEND. We recognise that early identification helps us provide the right support at the right time.

	We follow the Cheshire East Continuum of Need and Inclusion Toolkit: Universal Provision High-quality inclusive teaching, adaptive practice and ordinarily available provision for all learners. Emerging Needs Additional monitoring, targeted support and collaboration with families where concerns begin to develop. SEND Support Support that is additional to or different from that available through universal provision, delivered through the graduated approach of Assess, Plan, Do, Review. Complex Needs Children requiring significant multi-agency involvement who may be undergoing an Education, Health and Care Needs Assessment or have an EHCP. Specialist Provision Children and young people whose needs are best met through specialist educational provision outlined within an EHCP. The purpose of identification is not to label children but to understand what support will enable them to flourish, participate and make progress.
Teaching and learning support	We believe every child is entitled to access a broad, balanced and ambitious curriculum. Teachers use adaptive teaching approaches and inclusive classroom strategies to meet the needs of all learners. This may include: • Visual supports and scaffolds • Alternative methods of recording • Assistive technology • Adapted resources • Flexible grouping arrangements

	Personalised strategies to support communication, engagement and independence Where appropriate, children may access evidence-informed targeted interventions to support identified areas of need. These are carefully monitored to ensure they improve outcomes and support children to participate confidently in classroom learning.
Social and Emotional wellbeing	Social, emotional and mental wellbeing is fundamental to successful learning and positive outcomes. We take a relational and trauma-informed approach to supporting children. We recognise that behaviour can communicate unmet needs and we aim to understand and respond to those needs in a supportive and consistent way. Support available includes: - Meet and Greet provision - ELSA-informed support - Drawing and Talking - Resilient Classroom approaches - Block Therapy - Safe and regulation spaces - Small group and individual wellbeing support Our Pastoral Lead and Mental Health Lead, Miss Nikki, works closely with children, families and staff to ensure emotional wellbeing remains a priority.
Involving Parents and Pupils in Assessing Progress Towards Desired Outcomes	We believe children and families should be active partners in decision-making. We use a co-production approach when planning and reviewing support. Children, families and school staff work together through

	the Assess, Plan, Do, Review process to agree outcomes, identify effective strategies and evaluate progress. Parents of children receiving SEND Support are invited to review meetings three times each year. Children and young people's views, wishes and feelings are sought regularly and are central to all decisions regarding support. Children with an Education, Health and Care Plan (EHCP) also participate in an Annual Review process where progress and future outcomes are discussed.
Staff Training and Expertise	Our staff receive regular professional development to ensure they can effectively support the diverse needs of learners. Training opportunities are informed by the needs of children currently attending the school and may include: • Speech, Language and Communication Needs • Autism and neurodiversity • Social, Emotional and Mental Health • Trauma-informed practice • Adaptive teaching strategies • Emotional wellbeing and mental health We work closely with external specialists to continually develop staff knowledge and confidence.
Other organisations and Specialist Expertise	The SENDCO can consult with and refer to a number of external agencies to support the needs of children with more specialised need in partnership with the child's parents. Agencies include: Child and Adolescent Mental Health Service (CAMHS), Cheshire East Autism Team (CEAT) the Educational Psychology team (EP), school health, Sensory Inclusion and the team. Support is also available from Cheshire East's SEND Inclusion Quality team.

Admissions	We are committed to being an inclusive school and welcome children with a wide range of strengths and needs. Where a child has identified SEND, the SENDCO works closely with families, previous settings and relevant professionals to gather information and plan a successful transition. Additional visits, personalised transition arrangements and multi-agency planning meetings may be organised where appropriate to ensure children feel safe, confident and ready to begin school.
Inclusion and Accessibility	Inclusion is at the heart of everything we do. We strive to create a culture of belonging where every child feels respected, valued and fully included in school life. We work proactively to remove barriers to learning, participation and achievement through reasonable adjustments, adaptive teaching and personalised support. Resources available may include: • Writing slopes • Workstations • Flexible seating • Standing desks • Sensory resources • Voice-activated technology • Visual communication supports Information can be adapted into a range of formats to meet individual needs. The school site includes accessible entrance routes and accessible toilet facilities. Further details are available within the school's Accessibility Plan.
Transitions	We recognise that transition can be a significant change for some children and young people. We work closely with families, schools and external professionals to plan transitions carefully and ensure children feel prepared and supported. Transition arrangements may include:

	• Additional visits • Social stories • Photographs and visual supports • Meetings with key adults • Enhanced information sharing • Personalised transition plans Particular care is taken when children transfer to secondary school to ensure continuity of support and provision.
Evaluation of the Effectiveness of Provision for Pupils with SEN	The effectiveness of SEND provision is reviewed regularly through: • Assess, Plan, Do, Review cycles • Pupil progress meetings • Analysis of attainment, progress and attendance data • Pupil voice activities • Parent feedback • Annual Reviews • Governor monitoring The SENDCO works closely with senior leaders, staff, governors, families and external professionals to evaluate the impact of provision and identify priorities for improvement.
Further Information	At Bollinbrook CE (A) Primary School we believe that inclusion means more than access; it means belonging, participation and achievement for every child. We are committed to ensuring that all children feel safe, respected and valued, and that they receive the support they need to thrive academically, socially and emotionally. Through strong partnerships with families and a focus on strengths as well as needs, we seek to create an environment where every child can flourish. Bollinbrook Primary's SEND policy can be found on the school website, click here

	For further information about support and service available to parents use the LiveWell local offer website click SEND policy
Contacts Details	To discuss your child's needs your first point of contact should be their class teacher. Appointments can either be made directly with the class teacher or via the school office. To contact the office email admin@bollinbrook.cheshire.sch.uk or telephone on 01625 789 089. You may also want to contact the SENDCO Miss Lynne Le Marinel who is also the headteacher head@bollinbrook.cheshire.sch.uk