

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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Name of Setting	Bollinbrook CE Primary School
Type of Setting <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 checked="" 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 type="text"/>
Specific Age range	
Number of places	
Which types of special educational need do you cater for? (IRR)	<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. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <div style="border: 1px solid black; height: 150px; width: 100%;"></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).



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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/SENCO. A termly SEND briefing is part of the staff meeting agenda.

Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. 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 SENCO 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, Cheshire East Autism Team etc. (Please see the school SEN policy for further clarification)

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. The class teacher may then seek the involvement of the school SENCO. Alternatively the school SENCO can be contacted directly, either at the end of the school day, or by emailing deputy@bollinbrook.cheshire.sch.uk



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Identification

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

Please visit www.bollinbrook.cheshire.sch.uk. The website provides you with all relevant school policies and documents relating to provision offered to our pupils.



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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. From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer.

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 takes into account 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), ELS, Power of Two, QUEST, 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. At Bollinbrook we also employ a specialist literacy teacher to support children at KS1 and KS2.

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. In addition termly informal support meetings for SEN parents are held in



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Teaching, Learning and Support

school.

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

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 take into account personalised learning. The benefit of this type of differentiation is that all children can access the lesson and learn at their level.

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 SENCO or specialist teacher. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular pupil progress meetings held between class teachers and the Assessment Leader/SENCO.

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 EHC Plans). The SEND budget is the responsibility of the head teacher, SENCO and the SEN Governor and regular discussion and monitoring takes place to ensure



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Teaching, Learning and Support

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. The Head Teacher and the SENCO 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 SENCO 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 SENCO 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 books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers 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.



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

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.

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 the School Council, which has an open forum for any issues or viewpoints to be raised. We also conduct regular pupil voice surveys. If your child has an EHC Plan 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 leader/SENCO, along with the Head teacher 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 Partners 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.

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.

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 SENCO 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. 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.



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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 to support pupils.

At Bollinbrook there is a friendship stop in both playgrounds and the children are regularly reminded to use it. During KS1 lunchtime Physkids is run by Year 6 and the focus is on fun games and team building. Recently, TAs have introduced "Singing Playgrounds". Children encourage others to join in which develops interaction and friendship skills.

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. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

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.

Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school office where medication is kept in a locked box and/or the fridge. Medicine is then usually administered in the presence of 2 members of staff who sign to acknowledge correct administration. In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, epilepsy rescue medication etc) in the class first aid rucksack. When this is applicable, a clearly identifiable safe place in the classroom is chosen.



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Keeping Students Safe and Supporting Their Wellbeing

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 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 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 nurse (Helen Cox) 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 SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

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 is in the process of training a learning mentor, who might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc).



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Keeping Students Safe and Supporting Their Wellbeing

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

The school has a clear behaviour policy (please see the school website) which is implemented consistently.

We have a system of rewards and sanctions which are followed by all staff and children. We have 4 clear school rules which are regularly featured in our behaviour themes for the week.

Where pupils are unable to follow the policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key "trigger points" during the day, for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil's whose behaviour challenges is to firstly understand this behaviour. At all times we will keep parents informed of any behavioral issues.

We work flexibly in response to pupil behavior, 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 web site)



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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:

- Ensuring 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 SENCO 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?

SENCO 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 Local Authority and Local Authority 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;



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Working Together & Roles

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

There are also a large number of support staff (teaching assistants) working in school. Many of these 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 SENCO 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 SENCO 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. He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- He 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.



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Working Together & Roles

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 the EHC Plan, 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/SENCO.

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.

As a school we also liaise with pre-schools 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 have 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 (SENCO) is a qualified and experienced teacher and holds 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 dyslexia, autism, speech and language needs.

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, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy, GPs, school nurse, social services including - Locality Teams, Social Workers and Educational Psychologists.

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



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Working Together & Roles

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 SEN co-ordinator 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)*

Sarah Clough: deputy@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 SEN Co-ordinator. Reports to the Full Governing Body are given every term to inform them about the progress of children with SEN. 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.

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 School Council, 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 EHC Plan 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.



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Working Together & Roles

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 "Friends of Bollinbrook" 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 SENCO or the Headteacher.



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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.

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 adheres to The Equality Act 2010.

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.



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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.

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 SENCO / Inclusion manager so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENCO (deputy@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 SENCO 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 to support them understand moving on, then it will be made for them.



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Transition

- Transfer to Secondary School
 - The SEND co-ordinator will ensure that the specific needs of your child are discussed with the SEN co-ordinator 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.

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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)
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy



Our Local Offer for Special Educational Needs and/or Disability



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Additional Information

C. Voluntary agencies

- Parent Partnership Service (to support families through the SEN processes and procedures).
- National Autistic Society
- MENCAP

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

June 2014 to be reviewed June 2015

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

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

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 (SENCO). If this does not resolve the complaint then a parent should then speak to the Head Teacher who will discuss and advise the next steps. 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, disagreement resolution and mediation services are available. As a last resort, an appeal can be made to the First-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.