

Bollin Primary School



Growing hearts and minds together

LEARNING DIFFERENCES AND DISABILITIES Policy

Policy approved: September 2025

Policy review: September 2026

Mission Statement:

At Bollin Primary School, we believe that every child is unique and every child has their own strengths, skills and talents. At our school we aim to provide every possible opportunity to develop the full potential of every child. We will achieve this through a whole school approach to Special Educational Needs and Disabilities, where all staff work together to ensure the full inclusion of all pupils through Inclusive Quality First Teaching (IQFT). With a broad and balanced academic curriculum, which is differentiated to meet individual needs for all children; we will remove barriers to learning, raise expectations and aim to accelerate levels of achievement.

In our school, we are committed 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 all our children to feel that they are a valued member of our school community.

We aim to provide every possible opportunity to develop the full potential of every child. Children with learning differences/disabilities must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically. 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/additional needs. Through appropriate curricular provision, we respect the fact that children:

- have different learning, physical 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.

Introduction:

(This policy is in line with the revised Code of Practice 2014, the statutory guidance on supporting pupils at school with medical conditions April 2014, the safeguarding policy, the accessibility plan and all subsequent updates)

Bollin Primary School provides a broad and balanced curriculum for all children. When planning, teachers set learning challenges and respond to children's diverse learning, physical and emotional 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 may have learning differences/ disability 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, teaching provision and assessment for children with educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims:

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

- ensure the earliest possible identification of a learning disability or disability.
- 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 *Code of Practice for SEN (DfES 2014) and the Equality Act 2010*.
- make clear partnerships with all outside agencies and support facilities.
- cater wherever possible for the full range of special needs within school.
- ensure that SEND pupils take as full a part as possible in all school activities.

Definition of SEN:

The SEN Code of Practice, 2014, p.15 define SEND as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty or disability of he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Children must not be regarded as having a learning difference solely because the language or medium of communication of the home is different from the language in which they will be taught.

Learning differences can fall into one or more of the following categories:

- speech, language and communication needs
- behavioural or emotional and social development
- moderate learning difficulty
- specific learning difficulty
- severe learning difficulty
- autistic spectrum disorder
- sensory needs
- medical conditions

The SEN Code of Practice (2014) adds that the local authority must ensure that children with SEN or a disability receive education to 'achieve the best possible educational and other outcomes'.

Roles and responsibilities

Provision for children with learning differences or disabilities is a matter for the school as a whole. In addition to the governing body, 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.

The governing body adopts 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 Learning Differences and Disabilities Policy. They should seek advice from the SENDCO whenever necessary.

The role of the SENDCo

SEN arrangements are coordinated by the SENDCo whose role includes:

- overseeing the day to day operation of the school's Learning Differences and Disabilities policy;
- 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;
- responsibility for the documentation within the SEN electronic file, including ILPs (Individual Learning Plans);
- attending and contributing to IPP review meetings/Person centred review meetings;
- keeping the Head of School informed about provision, pupils' needs and changes to statutory requirements;
- identifying and monitoring areas of need and provision across the school, reporting to the Head of School;
- advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
- liaising with parents of children with additional needs where necessary;
- promoting in-service training of staff both in-house and external;
- liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, Health Services, Occupational Therapists, Paediatricians and the schools to which pupils transfer;
- leading and managing the SEND Teaching Assistants (TAs).

The role of the Teachers

- Identifying pupils of concern and liaising with the SENDCo;
- Planning learning, with advice from the SEN team where necessary, for pupils at QFT (Quality First Teaching – Level 1);
- Liaising with SEN team to plan learning for pupils on 'in school support' level (Level 2);
- Reviewing and writing ILPs when required (supported by SENDCO and SEN TAs);
- Directing support from learning support assistants, if appropriate;
- Keeping up to date with information about children with learning differences that they teach – each member of staff is expected to do so;
- 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 and balanced curriculum and regular INSET is held to update staff on relevant issues and initiatives. It is expected that all INSET will have an SEND aspect (where appropriate).

The Role of the Head of School

The Head of School responsibilities include:

- the day-to-day management of all aspects of the school including the SEN provision
- keeping the governing body well informed about SEND provision within the school
- working closely with the SENDCo
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Role of the Governing Body

The governing body's responsibilities to pupils with SEND include:

- ensuring that high-quality provision is made for SEND pupils
- ensuring that SEND pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing, monitoring and subsequently reviewing the SEND policy
- reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's budget.

Under the Children and Families Act 2014, the governors have a duty to co-operate with local authorities, and local authorities must co-operate with governors in relation to carrying out their duties towards children with SEND. The Children and Families Act 2014 requires governing bodies to admit a child to their school if they are named in the Education, Health and Care Plan (EHCP). The governors are required to use their 'best endeavours' to ensure that Special Educational Provision is made for a pupil.

Inclusion:

All those at Bollin Primary strive to create a fully inclusive school where the whole school community shares a belief in equality for all pupils and staff in line with the Equality Act 2010.

We believe inclusion is a sense of belonging, feeling respected, valued and seen for who we are as individuals. We aim to create a culture of supportive energy and commitment from everyone for everyone where we intentionally plan for the success of all our pupils.

Our Relationships and Behaviour and Kindness (Anti-bullying) policies set high expectations for positive relationships between staff and pupils, between pupils themselves and identify clear boundaries for behaviour in and around school. We aim to ensure any incidents of bullying or discrimination are dealt with promptly and efficiently. We encourage our pupils to be proactive about reporting any incidents regarding themselves or their peers. We incorporate opportunities within our curriculum to discuss these issues with whole classes or within small groups. For some pupils with SEND, additional support may be needed to recognise bullying incidents or communicate any issues. We provide visual supports for communicating events and feelings and we encourage staff to be vigilant in monitoring any changes in individual behaviour and reporting these observations to the SENDCos, DSLs (Designated Safeguarding

Lead) or Senior Leaders so we can ensure timely support for our pupils' social, physical and emotional wellbeing.

Accessibility:

Our aim is for all pupils to be included in all areas of the curriculum, the school grounds and school activities. Through our Inclusive, Quality-First Teaching (IQFT) at Bollin Primary, teachers and staff will adapt learning experiences to include all pupils irrespective of any additional need, disability or medical condition.

At Bollin, we ensure reasonable adjustments are made for the needs of our pupils, which includes specialist equipment for pupils with hearing or visual impairments, mobility difficulties, motor coordination difficulties or poor hand/eye coordination. Our Accessibility Plan is available on the school website and is proactive; thought is given in advance to what disabled children, young people, parents/carers and staff might require and what adjustments might need to be made to prevent any disadvantage, with regards to financial, design and practical constraints.

Risk assessments are made for any trips or activities that take place away from school and this will include ensuring accessibility for all pupils and any additional resources or measures are implemented regarding transport, availability of medicines and support during the trip or activity. Where joint decisions are made not to include a pupil, alternative provision will be put into place to enable pupils to access the curriculum in a safer, more individualised manner. Risk assessments are also made for individuals if it is felt reasonable adjustments are needed to support a pupil's access to the curriculum, social activities, physical activities or to ensure their safety and that of others in school.

Specialist advice can be sought from Trafford's SENAS team regarding reasonable adjustments for an individual's specific needs. Our inclusive values, the Relationships and Behaviour policy, Kindness (Anti-bullying) policy and our bespoke Life skills curriculum ensure that pupils with disabilities are treated equitably and with respect.

A graduated response to learning differences:

Our graduated approach to assessing, planning, teaching and reviewing pupils' learning and progress, ensures that teachers and staff are able to quickly identify areas of need for individuals who may need adapted and/or additional provision. 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 judgment 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 *adequate progress*.

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 from 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 exceeds 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.

SEND Register/list:

At Bollin Primary School, we have due regard for the guidance in the 2014 Code of Practice, which accompanies the SEN and Disability Act 2001.

The Code of Practice states:

"It is for individual schools to decide the procedures they should adopt for meeting the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should make. It is essential that these procedures are carefully managed and monitored, and that there are effective internal communication and liaison arrangements between staff."

We follow a graduated approach with an Assess-Plan-Do-Review cycle to ensure children's needs are closely monitored and addressed. The initial stage is:

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

a) Reasonable Adjustments (wave 1):

This approach starts with the class teacher employing Quality First Teaching (QTF), using the Graduated Approach guidelines to support adaptive strategies to meet the individual needs of pupils. Staff may have initial concerns about a child but are currently able to manage their learning within the classroom through group work, cooperative learning and adapted activities. At this stage, the teacher is responsible for collecting information to support their concern on the school learning plan (ILP/OPP).

A pupil will have an ILP, which is drawn up by the class teacher in consultation with the SENDCo and SEND TAs. This is reviewed, rewritten termly and discussed with the parents/carers of the pupil. In all cases, the review period may be flexible. If appropriate, the pupil will be asked to assess his/her progress. Where significant progress is made, the class teacher and SENDCo may decide that the child will come off an ILP and be monitored by the teacher whilst constantly receiving any necessary adaptations previously made. During this time, the class teacher should continue with QFT (using the Graduated Approach), including using adapted tasks and cooperative learning, as well as varied support provision and revised outcomes, adapting these in consultation with the SEND teacher and/or SENDCo so that together, they meet the child's needs.

b) Additional Provision (In school support - wave 2):

A pupil will be considered at 'wave 2' if it is felt that staff, in consultation with the SENDCo, have identified that the child has additional needs, which require additional support, through specific intervention.

Interventions are necessary that are additional to, or different from, those provided as part of the school's usual adapted curriculum. When a pupil is receiving intervention, it is the responsibility of the class teacher, to ensure that withdrawal from the classroom does not interfere unduly with the child's access to the whole curriculum and where possible, support/intervention should be provided within the classroom setting.

Where significant progress is made and intervention has had impact, the class teacher and SENDCo may decide that the pupil will come off intervention and be monitored by the class teacher, whilst still receiving any necessary adaptations previously made. At this point, the pupil will then be moved to wave 1.

In the case of a pupil continually making little or no progress, despite receiving personalised intervention, the class teacher and SENDCo will meet with the parents/carers to discuss the 'next steps'. One of the next steps could be referring a pupil to an outside agency to gain a professional opinion on the barriers to learning for a pupil. The SENDCo will work with the class teacher to complete documentation for referrals to outside agencies. The school encourages parents/carers to consult with specialists and outside agencies so that a pupil's needs are unpicked and provision is specific. The school seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. A meeting will be arranged with the parents/carers and interested parties in school to discuss the outcomes. The class teacher, the SENDCo and SEND TA will work closely together to provide a comprehensive support programme for the child using the guidance of the Graduated Approach. The class teacher, SEND TA and SENDCo will revise the ILP in consultation with any other professionals involved with supporting the child, in school. 'Additional In-school support' will remain in place and all those involved will keep clear records, as part of the ADPR process. ILPs will continue to be reviewed and written on a regular basis.

c) Statutory Assessment and Educational, Health, Care Plans (EHCPs):

For a small number of pupils, progress at 'Additional In-School support' level may still not adequately support their needs. At this point, a Statutory 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 adults working with the child, will complete all forms sent by the authority and will liaise with the parents/carers and the authority about assessment criteria. The school will be asked to provide educational advice about the pupil, drawing on the ADPR evidence they have gathered over time during the 'Additional In-School' support. The documentation gathered will be sent to then be sent to the LEA, who will analyse the case – this may result in an EHCP for the pupil. Whilst the whole EHCP process is underway, intervention will remain in place for the individual.

A pupil with an EHCP will have their progress reviewed termly with teachers, the SENDCo and parents/carers. There will also be an Annual Person-Centred Review to discuss, evaluate and update the EHCP outcomes – this will include: teachers, the SENDCo, parents/carers, outside agencies and the LEA. All those involved with the pupil, must continue to keep detailed records of process and work produced. It is the responsibility of the SENDCo to collate these records and to maintain the pupil's file.

We believe a positive partnership between the school and parents/carers is essential for all pupils to reach their full potential and we welcome opportunities to support you and your child in this process.

Learning Plans

We strive to be a fully inclusive school and invest fully in building positive relationships with all our pupils. As such, all our caring, dedicated and well-trained staff are fully committed to enabling your child to reach their full academic, personal and social potential. We believe that this positive belief in, and high expectations of, all pupils from the whole school community, is essential in allowing our children to flourish and thrive. All our pupils with an identified SEND will have a learning plan.

One-Page Profile (OPP)

At Bollin Primary School, we use a One-Page Profile (OPP) as a key tool to ensure that every child's unique needs, strengths, and perspectives are clearly understood and shared with all staff involved in their

education. The OPP is designed to bring together essential information in a concise, accessible format, supporting a truly child-centred approach to SEND provision.

Our OPP aims to capture:

- The voice of the pupil and what is important to them
- The voice of the parent/carer
- The child's strengths and qualities
- The child's journey so far, including Local Authority (LA) support, formal diagnosis, and screener information
- Assessment access arrangements
- Details of their SEND support provision
- Relevant assessment data

The OPP is developed collaboratively with the child, their family, and school staff, ensuring that everyone's views are valued and reflected. This document is reviewed annually, or sooner if there are significant changes, to ensure it remains accurate and meaningful as the child progresses through school. By sharing this profile with all relevant staff, we ensure that provision is consistent, responsive, and tailored to each child's individual needs.

Sensory Adjustment Plan (SAP)

A Sensory Adjustment Plan (SAP) at Bollin Primary School is a personalised document designed to outline and support a child's sensory needs across all eight senses. The SAP details how these needs present for the individual child and specifies the provision that will be put in place at school to help them access learning and participate fully in school life.

The SAP includes:

- **A profile of the child's needs within the eight senses** (sight, hearing, touch, taste, smell, proprioception, vestibular, and interoception)
- **A description of how these sensory needs present for that particular child**
- **The strategies, adaptations, and resources that will be provided at school to support the child's sensory regulation and wellbeing**

The SAP is created collaboratively with both school staff and the child's family, ensuring that everyone's insights and experiences are valued. This document is reviewed annually, or sooner if there are significant changes, to ensure that the support remains relevant and effective as the child's needs develop.

By sharing the SAP with all relevant staff, we ensure a consistent and responsive approach to meeting each child's sensory needs, enabling them to thrive in our inclusive school environment.

Individual Learning Plan (ILP)

Our ILPs aim to bring together information about:

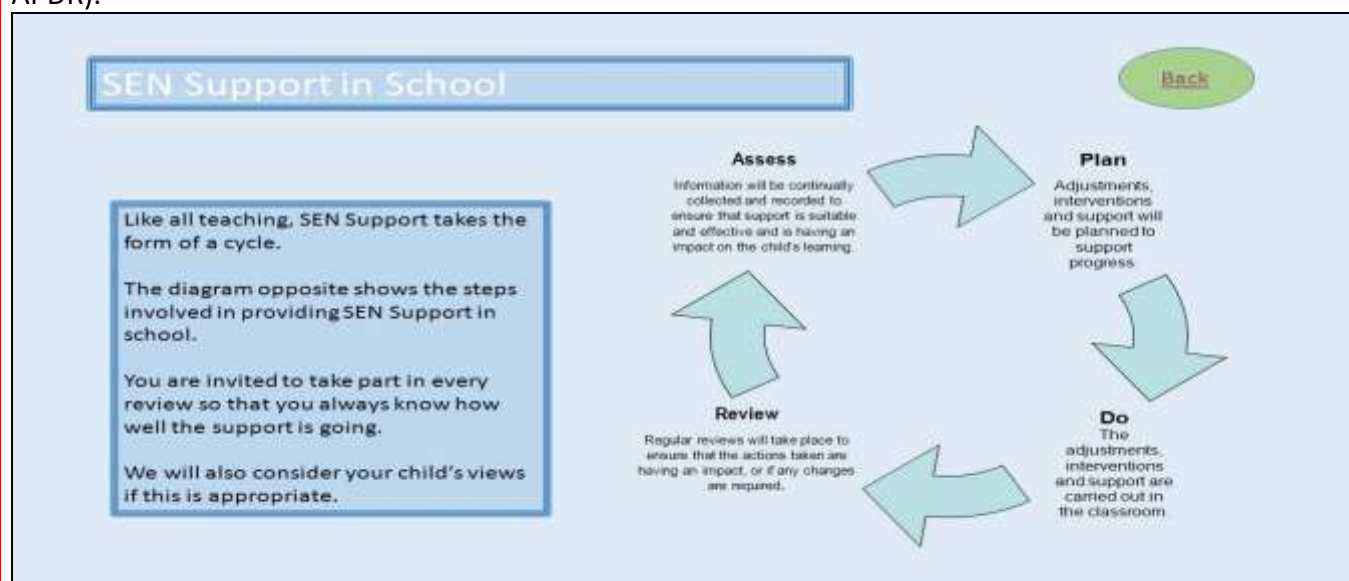
- the voice of the pupil and what is important to them
- the voice of the parent/carer
- the child's strengths and qualities
- the child's journey so far, including LA support, formal diagnosis, screener information
- assessment access arrangements
- the agreed outcomes for their SEND Support, in the form of termly SMART targets
- their SEND Support provision

- how parents/carers can make impact at home
- assessment data
- detailed reviews of the child's targets

ILP outcomes should be **SMART**:

- short;
- measurable;
- achievable;
- realistic; and
- have a defined time for completion

ILPs are based on a cycle of assessment, planning, intervention and reviewing (assess, plan, do, review - APDR).



Parents/Carers are invited and encouraged to participate in the production of the ILP by sharing your views and aspirations with your child's class teacher. Copies of the ILPs will be shared with key staff, so information about how best to support your child can be shared easily with all the adults who will work with them. The plans are kept under review at all times, as they are a working document used to inform the daily provision of the child and may be amended accordingly. Each ILP is formally reviewed termly and the SEND TA reviews progress half termly with the class teacher. Parents/carers are consulted by the class teacher termly. Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress.

Pupils with an EHCP, will also have a ILP. EHCPs outline the outcomes that are to be achieved over the course of a Key Stage, whereas the ILP will outline the targets to be achieved over a term (a few months). All classes across the school have access to TAs who are there to support the learning and development of our pupils, either directly or indirectly through supporting the class teacher. The class teacher will decide how the TA can best support your child, based on the information gathered in their ILP or EHCP. This may be 1-to-1, small group support in class or managing the class while the teacher works with your child.

Depending on your child's area(s) of need, we offer a range of targeted interventions. We aim to keep our pupils in class wherever possible, although they may access some SEND Support away from their classroom. The class teacher remains responsible for each child in the class. Regular meetings between

all staff involved in supporting your child, ensure information is shared, progression is monitored and the effectiveness of the provision is reviewed and amended as necessary.

The school's SENDCo is Mrs Knowles; subject leads and Senior Leaders oversee all additional provision and adaptive practice made for our pupils. They regularly review the provision made for our pupils with SEND by tracking and monitoring pupils' progress from their additional support or SEND support identified on their learning plans. In-school data and regard to national guidelines of evidence-based interventions, inform decisions about the effectiveness of our SEND provision and which interventions are then implemented.

Information regarding evidence-based interventions is sourced from:

- Trafford's SEND guidance document 'A Graduated Approach', which is on their Local Offer.
- Advice and recommendations from specialists, e.g EP, SALT, OT, SENAS, paediatricians
- The Education Endowment Foundation
- What Works for Children and Young People with Literacy Difficulties

Outside Support Agencies:

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

- Health Visitors and School Nurse
- Trafford Early Development Service (TEDs)
- SEN Advisory Service (SENAS) – SEN Advisory Consultants (Early Years, Autism and Social Communication, Physical and Medical Needs, Specific Learning Difficulties, Quality and Inclusion), Early Years Area SENDCos
- Educational Psychology Service
- Sensory Support Service – through the Occupational Therapy Service
- Short Breaks Team
- EHC Team
- Vulnerable Children's Service (Behaviour and Attendance)
- The Virtual School
- School Improvement Service
- Family Information Service
- Children's Community Nursing Team (includes Special School Nursing Team)
- Speech and language Therapy Service
- Trafford Sensory Impairment Support Service (TSISS) - Visual and Auditory Impairment Advisors
- Educational Welfare Services
- Social Services
- Mental Health Services
- English as an Additional Language Advisory Teacher Service
- Trafford Parent Partnership
- Occupational Therapists
- Orthoptic Service
- Community Paediatric Service
- Trafford Autism and Social Communication (TASC) Pathway
- Trafford Combined ADHD Service (TCAS) Pathway
- Child and Adolescent Mental Health Service (CAMHS)
- Longford Park Special School (Primary PRU)

- Trafford Alternative Education Provision (TAEP)

Pastoral:

At Bollin we believe it is of crucial importance to create an atmosphere in which **all** pupils: feel secure; know they are valued as individuals; are encouraged in their learning, growth and social development in a healthy and safe environment. Our curriculum and provision encourages the development of skills to equip pupils to deal with the challenges/learning barriers they face in life, as well as providing opportunities for pupils to exercise individual and social responsibility. As a staff we share responsibility for the care and welfare of **all** pupils.

Parents/Carers and Partners:

We recognise and value parent/carer input and are therefore dedicated to making sure that parents are involved from early identification and through each procedure that takes place in school. Regular termly review meetings are held which ensure that teachers meet with parents/carers, support staff and children to discuss progress and future outcomes for achievement.

Parents may seek the advice from class teachers concerning their children's learning needs and differences either at the start or at the end of the working day. Further concerns may be discussed with the SENCO or Head of School when a suitable appointment has been made.

Transition Support for Pupils with SEND

At Bollin Primary School, we recognise that transition can be a significant time of change for all pupils, particularly those with SEND. We are committed to ensuring that every child feels confident, secure, and supported as they move into their next year group or phase of education.

We have a comprehensive transition programme in place during the final half-term of the summer term. This includes a series of structured classroom visits, where pupils spend time with their new teacher in both their current and future learning environments. These sessions are designed to build familiarity, reduce anxiety, and foster positive relationships.

To further support this process, each child receives a personalised transition booklet containing photos and information about their new classroom. This resource is intended to be used over the summer holidays to help ease any worries and reinforce a sense of continuity.

Class teachers also take part in observations of their new pupils within their current settings, allowing them to gain insight into individual learning styles, strengths, and needs. In addition, two formal transition meetings are held between current and new teachers to ensure a thorough handover of pupil information, including SEND profiles and Learning Plans (ILPs, OPPs and SAPs).

Should parents/carers wish to discuss transition further, we operate an open-door policy and encourage them to contact the school office. Concerns will be passed on to a member of the Leadership Team or SENDCo, who will work with families to ensure appropriate support is in place.

Our transition procedures are underpinned by the principles of the Graduated Approach and the Assess–Plan–Do–Review cycle, ensuring that all pupils, particularly those on the SEND register/list, are supported in a way that reflects their individual needs and promotes a successful start to the next stage of their learning journey.

Transition to Secondary School

At Bollin Primary School, we understand that the move from Year 6 to Year 7 is a significant milestone for all pupils, and particularly for those with SEND. We are committed to ensuring that this transition is as smooth and supportive as possible, with clear communication and collaboration between families, our staff, and receiving secondary schools.

Our transition process begins early in the Autumn term of Year 6 and includes a series of planned activities designed to prepare pupils for the changes ahead. For pupils with SEND, we offer additional support tailored to their individual needs. This may include:

- **Enhanced transition meetings** involving the pupil, parents/carers, the SENDCo, and representatives from the receiving secondary school. Where appropriate, we will also invite LA professionals (e.g. EP, EHCP team etc).
- **Sharing of key documentation**, including OPPs, ILPs and SAPs and relevant assessment data, to ensure continuity of support. This is all done through the SixIntoSeven online portal that all Primary and Secondary schools are encouraged to use by the LA.
- **Opportunities for pupils to visit their new school**, meet key staff, and explore the environment in advance of September. Secondary schools offer different transition programmes so it is essential that parents/carers understand what their child's new secondary school offers.
- **Individualised transition plans**, where needed, to address specific concerns or anxieties and to ensure that pupils feel confident and secure.

We work closely with Trafford secondary schools to ensure that *all* relevant information is passed on and that the support strategies in place at Bollin are understood and, where appropriate, continued. Our SENDCo liaises directly with receiving schools to discuss provision, pupil voice, and any additional recommendations that may support a successful transition.

We also encourage parents/carers to be actively involved in this process. Should families have any concerns or wish to discuss transition arrangements further, we welcome them to contact the school office so that a member of the Leadership Team or SENDCo can offer support and guidance.

Our aim is to ensure that every child leaves Bollin Primary School feeling prepared, supported, and ready to thrive in their next educational setting.

Resources:

A proportion of the school budget, including staff development funding, will be allocated for special educational needs resources each year. The amount allocated and the use of the funds will be carefully monitored on an annual basis.

The Governing body has designated SEND Governor who has the responsibility for evaluating the success of the education provided to children with additional needs and liaising with the Head of School and SENDCo concerning matters relating to the above.

Complaints:

Any reason for complaint will be addressed by the class teacher, SENDCo, Head of School and Governing Body through the Trust Complaints Procedure. Should that process fail, complaints should be addressed to the Educational Psychologists Service and the Senior Education Officer at the LA.

This policy has been written with close reference to *The Code of Practice for SEN (DfES 2014)* and the *Equality Act 2010*. There are links to the Inclusion Policy, Teaching and Learning policy, Challenge Policy, Pastoral Policy and the Accessibility plan.

Glossary:

APDR – Access, Plan, Do, Review

CAMHS – Child and Adolescent Mental Health Service (CAMHS)

DSL – Designated Safeguarding Lead

EHCA – Education Health Care Assessment

EHCP – Educational Health Care Plan

EP – Educational Psychologist

ILP – Individual Learning Plan

LA – Local Authority

OPP – One-Page Profile

OAIP – Ordinarily Available Inclusion Plan

OT – Occupational Therapy

QFT – Quality First Teaching

SAP – Sensory Adjustment Plan

SALT – Speech and Language Therapy/therapist

SENAS – Special Educational Needs Advisory Service

SEN - Special Educational Needs

SEND – Special Educational Needs and Disabilities

SENDCo – Special Educational Needs Coordinator

SEND TA - Special Educational Needs Teaching Assistant

TA – Teaching Assistant

TAEP - Trafford Alternative Education Provision (TAEP)

TASC – Trafford Autism and Social Communication (TASC) Pathway

TCAS – Trafford Combines ADHD Service Pathway

TEDS – Trafford Early Development Service

TSISS - Trafford Sensory Impairment Support Service

TTT – Trafford Team Together