



School Information Report for Special Educational Needs and Disability (SEND) 2022-2023

Overview of the School

Bolshaw Primary School is a single form entry school of 210 pupils aged 4 – 11. We are an inclusive school, supporting all children, enabling them to reach their full potential. All the things that happen at Bolshaw Primary School are driven by our school aims; for the children to become successful learners, confident individuals, responsible citizens and effective contributors. Our school values; Honesty, Empathy, Aspiration, Respect and Teamwork are threaded through every aspect of class and school life.

We deliver a broad and balanced curriculum which is differentiated to meet individual needs. We aim to identify additional needs as early as possible, as we believe that early intervention is key to helping children effectively. At Bolshaw Primary School we ensure that the needs of all children are met through a vibrant, dynamic school curriculum, delivered through quality first teaching, which reflects the curriculum detailed in [Stockport's Entitlement Framework](#). This means that a range of teaching and learning approaches are used, environments are adapted and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

We have a team of support staff who deliver small group work or catch up programmes if needed. Some children are supported to develop their social skills or to improve their emotional well-being through work with our Learning Mentor, supported by outside agencies. We pride ourselves on being an inclusive school and community and work in co-production with parents / carers and external agencies to ensure the best possible outcomes for all. If your child continues to have difficulty after interventions or has a high level of additional need when they join the school, they may be considered to have Special Educational Needs. You may have concerns about your child and feel that they need additional help, see the headings below which inform about the types of support available to your child at Bolshaw Primary School, who can help and how this support can be accessed.

Who should I talk to at Bolshaw about my child's difficulties with learning / Special Educational Needs and/or Disability (SEND)?



 If you have concerns about your child's progress or believe they may have a Special Educational Need, the first port of call is their class teacher. Our teachers are available after school, every day from 3.15pm until 4.00pm and will be happy to make an appointment to see you at a mutually convenient time, such as before or after school. Our Learning Mentor and Headteacher is always at the playground gate every morning at 8.45am until 9.00am so you can also leave a message with one of them. They will pass this on to your child's teacher and they will contact you as soon as they can. If you are unable to get into school, please contact the school office who will pass a message to your child's teacher who will arrange to contact you as soon as possible. You can

contact our school office on 01614376886 or email schooladmin@bolshaw.stockport.sch.uk
Alternatively, for those parents who are not able to attend an appointment in the school day, telephone appointments can be arranged.

If you are concerned that your child has an issue of an emotional or social nature, parents/carers can speak to the class teacher or our Learning Mentor and the same procedure will be followed. Our Learning Mentor, Mrs Gleaves, can also be contacted at learning.mentor@bolshaw.stockport.sch.uk



Following consultation between parents/carers and the class teacher, the SENCO may be asked for advice by the class teacher. Alternatively a further meeting can be arranged between the SENCO, parents/carers and the class teacher if it is felt necessary, or if parents/carers would like further support or advice. Our SENCO, Mrs Vernon, can be contacted at senco@bolshaw.stockport.sch.uk



If parents/carers are not satisfied that adequate steps have been taken to address their concerns, a meeting can be arranged with our Headteacher. Our Headteacher, Miss Brown, can be contacted at headteacher@bolshaw.stockport.sch.uk

Who's who?

Position	Name	Responsible for...	How to contact
SENCO	Catherine Vernon ,	<ul style="list-style-type: none"> ● Co-ordinating all support for children with SEND ● Developing school's SEND policy annually ● Updating school's SEND register (a system for identifying a monitoring children with SEND) ● Arranging relevant training for teachers and support staff ● Co-ordinating the liaison with outside agencies ● Involving parents in reviews of children with SEND's progress and ensuring their views are heard ● Co-ordinating systems for communication between parents/ carers and school ● Co-ordinating transition arrangements for children with SEND between different year groups schools ● Monitoring the progress of children with SEND ● Ensuring assessment and review cycles are in place for children with SEND ● Co-ordinating the work of staff supporting children with SEND 	<p>By email: senco@bolshaw.stockport.sch.uk or</p> <p>By phone: 01614376886</p>

Class Teachers	See staff list on website	<ul style="list-style-type: none"> Monitoring the progress of all children in their class • Identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support) and informing the SENCO as necessary Ensuring that all staff working with your child are able to deliver the planned work/programme Ensuring that the school's SEND policy and associated policies are followed in their classrooms • Writing Individual Education/ Behaviour Support Plans, sharing and reviewing these with parents three times a year in Autumn Spring and Summer Term 	Every day after school on the school playground to make an appointment or 01614376886 or schooladmin@bolshaw.stockport.sch.uk
Headteacher	Lynda Brown	<ul style="list-style-type: none"> Day-to-day management of all aspects of school, including the support for children with SEND and ensuring that their needs are met Ensure the Governing Body are kept up to date with issues in relation to SEND 	headteacher@bolshaw.stockport.sch.uk
SEND governor	Jane Grace	<ul style="list-style-type: none"> Making sure that the necessary support is in place for any child who attends the school who has SEND 	cog@bolshaw.stockport.sch.uk

What are the different types of support available for children with SEND at Bolshaw?

Dependent on the level of need and the nature of the support required, a wide range of people may be involved in supporting your child. These include:

Role	Nature of support
Teaching Assistants/ Learning Support Assistants	Small group or individual support; delivery of intervention programmes under the supervision and guidance of class teachers and SENCO. Children may be supported within class although at times it will be appropriate for children to be withdrawn from class for short periods of time.
Learning Mentor	The school's learning mentor works with children in small groups as well as on an individual basis to overcome barriers to learning. This may be as a result of a wide variety of factors.
Inclusion Support Service	If a child is not making the expected progress, the school will seek further support from the Inclusion Service. They will advise on interventions and consider referrals to specific outside agencies.

Behaviour Support Service	School benefits from fortnightly visits from a Behaviour Support Teacher, who is based at Stockport's Inclusion Support Service. These visits may provide further advice for teachers or parents, or may involve working on a one-to-one basis for a short period of time each fortnight.
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Educational Psychologist	In some circumstances, school may make a referral to an Educational Psychologist who is employed by school as an external consultant
Primary Jigsaw	Primary Jigsaw support the emotional health and well-being of children in Stockport.
Speech and Language Therapy(SALT)	SALT support school by providing support for individual children as well as providing advice and programmes for teachers, teaching assistants and learning support assistants

We will also utilise the services of HYMS (Healthy Young Minds), the Autistic Spectrum Disorder Partnership, Social Care, Occupational Therapy and Physiotherapy, the Ethnic Diversity Service and the Stockport Sensory Support Service.

We also consider alternative provision and have worked closely with the [Changing Lives](#) programme in the past.

N.B. All referrals would be made with the consent of parents/ carers unless there is a child protection concern.

How will the curriculum be matched to my child's needs?

Our intention will always be to provide support that allows your child to work within the class setting and to have access to the whole curriculum. Their work will be modified and adapted as appropriate so it has the correct level of challenge. They may also be given some additional adult support.

In some cases, to help children work on specific targets, it may be more appropriate for your child to work in small groups and very occasionally on a 1:1 basis away from class.

How will I know how well my child is doing, and how will you help me to support my child's learning?

At Bolshaw we have regular formal and informal assessment of your child's progress in place. In addition regular communication between school and home.

We will also share individual work programmes and advise you as to how you can support these at home.

What support will there be for my child's overall well being?

Class teachers have the responsibility for your child's overall well-being. All class teachers liaise closely with the Learning Mentor. Nurture groups are run for some children, where appropriate and in some instances, the support of Parent Support Advisors, Family Liaison Advisors and School Age+ Workers (supporting both child and family) may be sought. Bolshaw also have a number of qualified first aiders on the staff as well as access to a school nurse. We ensure a consistent approach to behaviour management and work closely with parents to address any issues that may arise.

What training do the staff have or are having?

There is ongoing training for staff to increase or refresh skills. This is done both internally and through external agencies. The types of training staff receive include:

- Attachment disorder training
- Medical training (diabetes, epilepsy and asthma)
- Autism training
- Dyslexia awareness and Dyslexia Friendly classrooms
- Inclusion training
- Training to support specific conditions

How will my child be included in activities outside the classroom including school trips?

We are committed to supporting children to take part in all activities outside the classroom, including trips wherever possible. Parents are included in discussions around some activities if there were any concerns. Individual risk assessments would be carried out if necessary.

How accessible is the school environment?

The school is all on one floor.

How will the school prepare and support my child to join the school, or transfer to a new school ?

- All records and information about your child is discussed and passed on between school
- Extra pre-joining visits for children as appropriate
- Continuing care from outside services, if possible
- Visits to new children's homes if appropriate
- Meeting with parents / carers if appropriate or requested

We also have effective transition arrangements with secondary schools:

- All records and information about your child will be discussed and passed on between schools
- Extra pre-joining visits for children as appropriate
- Continuing care from outside services, if possible
- Extra transition support from the Learning Mentor where necessary

How are the school's resources allocated and matched to children's special educational needs?

- Resources will be allocated on a needs basis, taking into consideration the school's budget and any top up funding that is allocated for pupils.

How is the decision made about what type and how much support my child will receive?

- Evaluating the child's need's by school, with the parents and carers' involvement
- Examining information from school observations and assessments
- Meetings between school staff, parents and child to plan an appropriate strategy including outside agencies as appropriate
- Allocating resources as appropriate to deliver any plans

How are parents involved in the school? How can I be involved?

We are keen to involve parents in all aspect of the school life. Below are some of the opportunities available:

Individual SEND support plans are discussed with parents including the role they can play, through both informal and formal meetings

- Opportunities to volunteer in school
- Opportunities to join our Parents Forum.
- Opportunities to be parent governor – an elected body, with terms of office lasting for four years
- Opportunity to be an active member of the Parents and Teachers Association (PTA) – a group of parents who actively support the school by raising funds for additional resources to benefit the children.

Who should I speak to if I require further information?

The school's SENCO or Headteacher would be more than happy to discuss any further questions you may have.