



SEND Information Report 2026

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1. School Profile

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Bowdon Church School is a large, three-form entry primary school with 622 children on roll. 121 children (19.5 % of the school population) have Special Educational Needs or Disabilities (SEND), with 20 of these children (3.2%) having an Education and Health Care Plan (EHCP). Compared to national figures these are average, although EHCPs are slightly low – nationally 19.5% have SEND, with 5.3% having EHCPs. 16 children on our SEND register (13.2%) also qualify for Pupil Premium; 5 of these have an EHCP. There are 2 EHCP applications currently with the LA awaiting needs assessment.

At BCS we have another level of SEND which precedes EHCPs and SEND Support – Teacher Observation. Children in this category of SEND may / may not have longer-term SEND needs, but because of concerns raised by staff or family, we also monitor their progress closely. These children present with various needs ranging from possible ASC to dyslexic tendencies to temporary medical needs.

Five new EHCPs have been finalised since the last SEND Information Report, while 5 children with EHCPs have moved on to secondary school. These children's needs range across all four broad areas of SEND and vary significantly in severity.



2. Identifying children with SEND

A child or young person has SEND 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 a young person has a learning difficulty or disability if 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

A special educational need can affect one or more of the four following areas:

- **cognition and learning** – this includes children who have moderate or specific learning difficulties, such as dyslexia.
- **communication and interaction** – this includes children with speech and language delay and those with difficulties in social communication.
- **social, emotional and mental health** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- **physical and sensory issues** – this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental coordination delay.

There are clear procedures in place for identifying children with SEND at BCS. At all points throughout the process, clear communication between the class teacher (CT), SENDCO and family is essential.

When concerns are raised about a child in school, by staff or family, the first step is for the CT to identify the area(s) of concern and complete an 'Initial Concerns Sheet' about the child. The CT then refers to the Graduated Approach document from Trafford for relevant strategies, and using this, may complete a BCS pathway sheet indicating what QFT strategies will be used for each of the four areas initially identified.

In conjunction with this, an Assess, Plan, Do, Review - APDR (often referred to as an Individual Education Plan - IEP) document must be completed by the CT, using SMART targets. An APDR cycle is typically between a half term and one term in length. If the child makes progress towards these targets, a second cycle with new targets may be started. If there is little/no progress, the targets must be revised or refined, and a second cycle of APDR begins. At the end of this cycle, if progress continues to be limited, a referral may be made by the SENDCO for additional help from an outside agency such as SENAS, EP, SALT, OT, Longford Park, school nurse, Place2Be, Play Therapy etc. At times of crisis, this may happen during one of the APDR cycles. Another discussion with parents is critical at this point as referrals require parental permission.



In some cases, a One Page Pupil Profile (OPPP) is created for a child – this highlights key areas of need, behaviour displayed, strengths, interventions, assessments, triggers, strategies and key messages for anyone working with the child. These are now stored on Insight which makes updating and including assessment data more accessible. Children with a dyslexic diagnosis or dyslexic tendencies should also have a OPPP tailored to their profile. Children and parents' voices are captured in OPPPs.

We also use Individual Behaviour Plans, individual timetables and RAMPs (Reduced Anxiety Management Plans) for certain children that are struggling to regulate in school and present with unexpected behaviours. These children frequently require additional support from other adults in school so the documents are to support consistency in approach from teachers, assistants and SLT. The majority of these children have EHCPs.

Health Care plans are created for children with additional medical needs. This includes key information on the child and their family, diagnosis information, contact information for the family and doctor in case of emergency, and what actions to take should an emergency occur.

The Health Care Plans, Behaviour Plans, RAMPs and the OPPPs are all available on Google Drive and CPOMS, and staff need to be familiar with them for the children they regularly interact with. Each classroom has a red folder containing the SEND & Health information relevant to that cohort too.

3. Early Years at BCS

There is a three-form intake at Bowdon Church School in Reception. Children come from a huge variety of nurseries across Cheshire and Manchester, including the closely affiliated nursery on-site. In Reception at BCS, the children learn through a combination of play and formal teaching to support the requirements of the EYFS curriculum. Children are offered opportunities throughout the day to cover all of the aspects of the 17 goals across 7 strands of learning in the early years. The formal sessions are planned carefully to ensure children build on specific skills, while play-based experiences enable the children to consolidate their skills, knowledge and understanding, and enable them to become independent and resilient learners.

The children have the opportunity to spend lots of time both inside and outside, they free flow in and out of the outdoor classroom area as well as our wooded area on site. The children explore a range of activities available to them and these opportunities are provided to them in all weather conditions. The school day is designed to promote high levels of involvement and deep level learning.

We work closely with feeder nurseries and the Local Authority to enable early identification of any additional needs and support a smooth transition to Bowdon Church School. Parents are encouraged to take an active role in supporting their children on this journey, and regular communication between home and school is a vital part of this support for the child, particularly when additional needs are identified.

This year, SEND involvement with children in Reception continues in line with recent intakes - there are children arriving in Reception now with needs already identified, or needs being apparent shortly



after arrival - we continue to target input from SALT, OT, SENAS and EPs as early intervention is critical. Overall, children's social skills, SALT needs and general behaviour are requiring far more input now, but this early identification should help in the longer term.

4. Interventions at BCS

We have an extensive array of interventions at BCS, which range from simply supplying extra physical resources to class-based teacher-led interventions; group/1:1 interventions with a specially trained Teaching Assistant; group / 1:1 pastoral sessions; agency-led interventions; and privately commissioned therapy services. Ordinarily Available Inclusive Provision (OAIP) at BCS is excellent. Quality First Teaching interventions are delivered in the classroom, while a lot of formal SEND group interventions happen in small group rooms around school.

The pastoral lead, Janine Weston, carries out surveys using the Sterling Test for Wellbeing, for KS2 children. The pastoral team uses a programme called Bounce Together to deliver the Sterling Wellbeing questionnaire on an annual basis to monitor children's wellbeing in school and at home. Any children with concerning responses are triaged and added to our SEMH/pastoral list of concerns for ongoing monitoring. Where necessary, children are seen in groups or on a 1:1 basis. As a result of the increased SEMH issues, the pastoral team includes four TAs who work closely with the pastoral lead and SEND team.

Last academic year, we opened 'The Hub' -this is essentially an extension of the Reflection Room which has been in operation over lunchtime for the past 5 years. It is a safe space for children to use when they need movement breaks, space to work in silence without distractions, and in times of dysregulation. It incorporates work stations; zones for regulation; Occupational Therapy activities to help alert, calm and organise; sensory activities; and a relaxed reading area. A number of children have scheduled regulation and movement breaks in the Hub on a daily basis and a large number of children use it ad-hoc. It is staffed by the pastoral team ELSAs (emotional literacy support assistants): Mrs Yeung (4 days), Ms Mills (5 mornings), Mrs Cragg (5 afternoons), Mrs Asgari (1 morning) and Mrs Carter (1 afternoon)with support from the Senior Leadership Team.

Below is a list of all out-of-class interventions and which of the 4 areas of need they apply to. For more information on any of these, please contact the SEND team.

COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES	SENSORY AND/OR PHYSICAL NEEDS
Lego Therapy Social Communication Narrative Therapy Vocab Skills	Precision Teach Class intervention groups Phonics groups 1:1 support	Pastoral 1:1 Pastoral groups Reflection Room Calm corners	OT Physiotherapy Sensory room Sensory trails



Developing Thinking Skills Colourful Semantics Listening and Following Instructions Listening Comprehension Speed Up Individual SALT programmes Selective Mutism – sliding in; shaping	Rapid Writers Toe by Toe Word Wasp Individual reading Reading fluency See & Learn IDL numeracy IDL literacy 1 PLUS Power of 2 Claro-scan Pen	Gardening club Structured Play groups Safe Space Play Therapy Place2Be counselling Expressive Art <i>Pet Therapy*</i> <i>Homunculi*</i> <i>*not reintroduced since Covid lockdown</i>	Tac Pac Rapid Writers Calm corners Dark Den Individual sensory bags Tailored fine motor skill interventions
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5. Progress Made by Pupils With SEND

Pupils with SEND at BCS continue to make good academic progress. This is primarily due to excellent levels of Ordinarily . Children with significant learning needs have targeted support in the classroom, with some group and 1:1 interventions led by Teaching Assistants taking place outside the classroom to aid better focus for those involved, and those working in the classroom to continue working without distraction.

Most of the new interventions introduced have been focused on children with SEMH and Physical & Sensory needs. We believe that addressing a child's needs as early as possible is critical to academic progress - if the child's most basic physical and emotional needs are not met first, academic progress is very difficult to achieve. The overall impact of these interventions is difficult to quantify in terms of academic progress, however they have had a notable impact on children's participation in class, ability to self-regulate their emotions and maintain focus, which undoubtedly lead to better outcomes for them. All interventions are back up and running since Lockdown rules were lifted, with the exception of Expressive Art, Homunculi and Pet Therapy (although Dylan McCarthy is currently undertaking Pet Therapy training with his dog, hoping to introduce him to school this academic year).

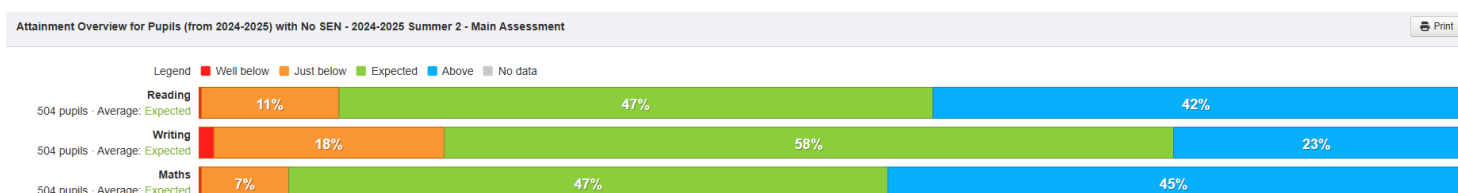
1. The sensory room in the Rec/Y1 corridor continues to be an important feature of the school's SEND and behaviour support provision. This has been hugely popular and is being used regularly by children in the school. There is currently a timetable scheduled for five days a week where children receive tailored 1:1 intervention, and the room is also available for students on an ad-hoc basis, with supervision from adults always required. Time tabled sessions are led by TAs which are designed to meet the children's sensory profiles. These



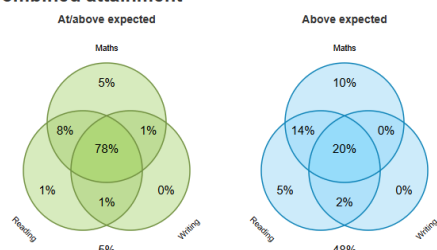
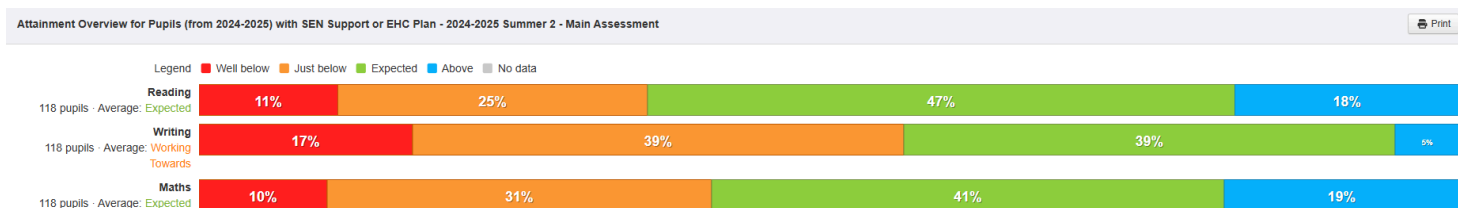
have had a significant positive impact on behaviour for children with ASC, ADHD and sensory needs in particular. Children look forward to these sessions, receiving the intervention between one to five times a week, resulting in less anxiety and class disruption, and a noticeable feeling of calmness when they return from a session. There are also outdoor sensory trails and trails that are set up in the hall, with some activities placed strategically around school for children to engage with inside/outside their classrooms.

2. Precision Teach – this is a whole school approach we have adopted to helping children catch up and fill gaps in their learning. It can be applied to any child in any area of the curriculum, but is particularly focussed on quantifiable areas where improvement can be easily measured, such as phonics, spellings, number bonds, times tables, etc. We have not reintroduced Precision Teach champions since Lockdown, this is under review.

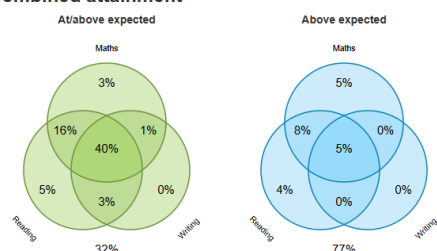
ATTAINMENT OF PUPILS WITHOUT SEND COMPARED WITH PUPILS WITH SEND: WHOLE SCHOOL



Combined attainment



Combined attainment





The above charts show attainment across the school for children with SEND vs those without any identified SEND. While 78% of children without any SEND have a combined attainment at/above the expected level for their year group, 40% of children with SEND are working at/above the expected level in all 3 areas - this is a very positive figure for children with SEND across the school.

Writing is the area that has the lowest attainment for children both with/without SEND, however while only 19% of children with No SEND are working just below or well below the level expected for their year group, 56% of children with identified SEND are working just below or well below the expected level in writing. Writing is typically the biggest barrier for children with SEND – we have introduced more resources to close this gap such as greater access to ICT (Chrome books and laptops in KS2) and an online reading, spelling and writing programme called IDL, however we do not see it ever matching the percentage of children with No SEND achieving the expected level or above, primarily due to the delay in the impact of reading upon writing - in children with No SEND we see that impact in the primary phase, but it is slower to evidence itself in SEND children.

3. Update on the school's implementation of the SEND system

There are systems and pathways in place to identify and signpost staff on how best to support children with SEND in their class. Using the Graduated Approach, which is full of practical ideas for all four areas of need, is established practice in school. While the SEND team is available to support teachers in the production of Assess, Plan, Do, Review cycles (APDRs) and Individual Education Plans (IEPs), most teachers are now confident in applying their own experience of the Graduated Approach to create SMART targets of their own. Much of the targeted intervention is pinpointed using APDR cycles, which often involves extra support and input from a TA, but may also involve prompt/cue cards and other resources to help build independence in children. Precision Teach is a very useful additional tool in measuring progress towards specific targets and is fully embedded in KS2.

1:1 TA support in the classroom, directed by the CT, is the most common and widely used method of helping children with SEND make good progress. Groups that are working below, or towards their year group age related expectations are those most commonly targeted in class. Sometimes these children will work with a TA, or the CT, while the other adults support the rest of the class. With the help of our tracking system, Insight, this makes targeted intervention for pupils much easier – those with identified SEND and those without, but also those who may be struggling in certain areas of the curriculum.

This year continues to see a significant investment in the SEND offer school presents: we have a half day every other week with Trafford SALT (Speech and Language Therapy). Overall, this has been a huge help with early need identification where we refer to the service but then have support delivered via our Service Level Agreement with the service, somewhat bypassing the usual 18 week lead times for SALT. We have a whole day of Occupational Therapy every other week, focussing on sensory integration and gross/fine motor skills - training staff and assessing children's needs, writing reports and goal sheets for school and the family. Finally, due to a lack of EP capacity at the LA, we now solely engage a private EP who carries out cognitive assessments and observations for children in school that may need a referral to a pathway or an EHC Needs assessment. Statutory work continues to be delivered by the LA EP Services. All this has added significantly to the SENDCO



workload, but is having a very positive impact on the children that these professionals are working with.

One of the biggest changes in SEND practice has been the whole school screening of children for dyslexic tendencies, using GL Assessments Rapid, Cops and Lass programmes. This has helped to identify children who may be struggling with phonics, spellings, reading and other important learning skills such as auditory/visual/sequential/working memory, focus, verbal and non-verbal reasoning skills and colour discrimination. This data is then used to inform teaching and learning practice, with some children moving onto interventions such as Precision Teach and IDL. This has largely been well-received by the school community and it has resulted in a significant increase in parental engagement - requests for meetings, further information and some private referrals for dyslexia diagnosis. We received our dyslexia award during the summer term of 2023 and have mentored other schools towards achieving their award since then.

The SEND team have spent a lot of time and resources in building up staff confidence, developing champions for different interventions and taking some of the pressure off those who felt overwhelmed with too much responsibility by training others to support them too. This has the added benefit of not having 'too many eggs in one basket'. The more staff that have confidence in delivering a variety of interventions, the better future-proofed we are as a school, as we become less reliant on a small number of staff to deliver interventions. Should a staff member be taken ill or leave school, there are now teams of staff confident in delivering a variety of interventions.

All interventions are tracked by the staff running the interventions, who then give feedback to the class teacher and the SEND team. They complete baseline and end of programme reports, while some assess on a weekly basis, such as Lego Therapy. We use a RAG rating system to determine the success of an intervention, based on feedback from staff and discussions with children. If a child is not benefiting at all from an intervention, they get a red rating, indicating it has been unsuccessful. In this situation, the student will stop the programme and/or an alternative intervention can be trialled. An orange rating indicates some progress towards the desired outcomes have been achieved – in this situation the student may complete another cycle of the intervention, with adjustments, such as the peer dynamic, time of day, place of delivery, or the adult leading the intervention. In some instances, it might be necessary to simply postpone the intervention as external circumstances may be having an impact on its success. A green rating indicates success – in this instance the child is responding positively to the programme and may do another cycle with adjusted targets, if deemed necessary.

A two-week rolling programme of interventions has also been set up to avoid children missing the same lessons every week. This has been very successful in maintaining a balance between inclusion in the classroom, and necessary interventions taking place.

EP Tim Watson has also delivered two twilight training sessions to staff on Emotionally Healthy Teaching as a follow up to his previous training sessions on trauma-informed practice. The final twilight session will take place in the summer term. In addition to this, the inclusion lead at Trafford delivered INSET training for the whole school on inclusive practice, followed by a workshop for TAs. Carol Klemp from SENAS also delivered training on supporting neuro diverse children, while our SALT therapist delivered training to TAs on running social communication groups.



4. EHCPs and other referrals

We currently have 20 children with EHCPs in school for which we receive an additional ≈£160,000.

In addition to this, during the academic year to date we have made (as of Jan 2026):

- *3 further EHC Needs applications*
- *4 referrals to the SCP pathway (autism) with 2 more underway.*
- *5 referrals to the TCAS pathway (ADHD) with 2 more underway*
- *2 referrals to SENAS, plus a number of drop-ins to Jackie Tarpey's clinic (no referral required)*
- *Support from Longford Park for 1 child*
- *1 referral to the sensory impairment team - significant support in place with regular visits for 2 children*
- *Support for 2 private referrals for ADHD and Autism*

At times we do not make official referrals but call on LA services for advice, such as Jackie Tarpey's drop-in clinic, the school nurse, or Michael McLoughlin and Alistair Black from Behaviour Services.

5. SEND funding

As of the start of Spring 1, 2026, the school receives Element 3 funding totalling £159,420. This is primarily spent on 1:1 support for children with EHCPs. In addition to this, the school has an allocated cost centre for SEND resources that may be required throughout the year. The school engages with both private EP support - annual allocation of 18 days agreed each year, and LA EP support of 30 hours. In addition to this we engage OT and SALT support on a monthly basis. Provision here is assessed annually in the financial year and the school can engage privately on a needs and disposable funds basis.

6. Staff development

Both SENDCOs completed their NASENDCO training and regularly participate in SENDCO clusters, and SENDCO forums. Caroline Heaton is completing her NPQ in SEND and is due to finish in the summer term. As Dylan has taken on 3 days of Assistant Headteacher duties, both Stephanie and Caroline have been able to develop their role as Assistant SENDCOs more effectively - leading on coordination of SALT and OT referrals and interventions across the school. Caroline has also led her first Annual Review during her SENDCO release time on a Monday, and Steph supports in the role on a Tuesday and Thursday.

Dylan McCarthy also assists with SEND Support development across Trafford schools - this takes him out of school for a day every fortnight, in lieu of his class teaching commitment. The remit here is to help schools develop their Ordinarily Available Inclusive Practice and create Action Plans with the schools, based on observations and working with the SEND team in schools that have requested



reviews. The Lead SENDCo team are also developing webinars and other resources for all Trafford schools.

PINS project - neurodiversity in schools - Dylan and Zoe Power (ex-Pastoral Lead) leading - this encompasses support and training from the EP team, Barnardos and Starling, as well as training on leading the project.

SENDco forums x3 – SENDCOs; online SENDCO forum x3 - Assistant SENDCO

Whole staff training on SEND at Bowdon, delivered by SEND Team on September INSET day.

Further training on Relational Belonging delivered by Gary Mutch and Grace Humphries.

SALT - we have bought into a SLA with Trafford for one half day a fortnight for additional in-school training and support - Therapist is Abi Dowson - feedback has been fantastic from TAs in terms of tailored CPD delivery - has delivered training on Blank Levels questioning and leading Social Communication and Vocabulary groups so far.

AI training from Sue Moss - this has been embraced by the SEND team, particularly for creating social stories and SMART targets for APDR cycles

Paediatric First Aid training and tracheostomy - all new staff in September and all Y1 staff.

Team Teach training for members of staff around school who are frequently called upon to support pupils presenting with unexpected behaviours.

Emotional Literacy Support Assistant - Jackie Yeung, Nia Asgari and Victoria Mills have completed ELSA training and are using these skills to support children with pastoral needs in the Hub and as 1:1 assistants. Steph Carter has most recently completed the Early Years ESLA training course. That brings our number of ELSAs to 4, which is something we are very proud of having as part of our SEND offer at school

Longford Park - we have bought additional support from Longford Park's Outreach programme. This support was provided by the manager, Yvonne Quigley.

Dylan McCarthy is completing Pet Therapy training.

7. Next steps

- Continue to develop staff confidence in SEND and support implementation of Ordinarily Available Inclusive Provision
- ASC, ADHD, SALT and behaviour training for new TAs and CTs in supporting children with SEND
- Continue to develop our dyslexia practice in school in line with the expectations from our Dyslexia Award for Schools
- Continued use of GL Assessments for Dyslexia, in addition to the screening tools available for both numeracy and literacy on IDL
- IDL numeracy and literacy programmes embedded to support children working below or towards ARE



- OPAL playground to support positive playtimes - good playtimes for children with SEND means good playtimes for all! This has been extremely well received by the children, although progress has plateaued due to staffing restrictions and children not respecting existing equipment on offer. Lyndsey Cochrane is organising training for our Y5 play leaders.
- Organise Annual Reviews - 3x Y6 transition reviews have been completed in the autumn term with secondary schools. Other reviews are taking place on a regular basis. Places have been offered for Y6 children with EHCPs.
- Continue to embed a whole school restorative approach - refresher training required
- Support from Longford Park for children presenting with challenging behaviour
- Engaging private EP services in addition to Local EP service to support our increasing need in school
- Engaging private OT services to support children with fine motor skills and sensory needs, incorporated with developing staff skills to lead future interventions. We have moved from Manchester OT to Dragon OT and now have a day a month of OT support in school
- Regular use of Widget - a tool for creating visual timetables, visual aids, social stories etc.
- Further distribute and use Claro-Scan pen on iPads to support reading
- Voice-to-text features being used more regularly to support reluctant writers
- Place2Be services will be charged from September 2026 so alternative options are being explored. We will continue to use Play Therapy services as this is an affordable cost

Next Review: Spring 2027