



PROSPECT VALE
PRIMARY SCHOOL

SEND Policy and Information Report

School: Prospect Vale Primary School

Academic Year: 2026-2027

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1. Welcome: KEY PEOPLE /INFORMATION

Prospect Vale is a mainstream primary school for 3-11 year-olds.

We are proud to be a caring, nurturing and supportive school. We believe that all children need to feel happy, secure and safe to meet their potential.

Every child is treated as an individual.

In this document, we hope you will discover all you need to know about our inclusive school and how we support children with Special Educational Needs and/or Disabilities (SEND)

SENCO (Special Educational Needs Co-Ordinator)

My name is Lucy Smithson. I lead and manage SEND in school.

I am currently working towards gaining the NPQ SEN award.

How to Contact Me

- Email: senco@prospectvale.stockport.sch.uk
- Telephone 0161 437 4226
- Working days: Monday – Friday.



If you have any questions or comments, please get in touch.

2. Our Values and Ambitions

Prospect Vale is a place where we believe in the highest of aspirations for every child. Through our deeply rooted ethos – **We Care, We Strive, Together We Thrive** – we nurture, kind, confident, curious learners.

We celebrate our children's strengths, interests and individuality.

- We have high expectations and aspirations daily for all our children
- The views, wishes and feelings of our children are central to all we do
- We work positively and proactively with families
- All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued
- All children are encouraged and supported to participate in all aspects of school life





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- All our teachers are teachers of children with SEND and are responsible for the progress and development of all children in their class.

What are our ambitions for children who have SEND?

We have high expectations for all our children, including those with SEND. We want them to make excellent progress and thrive. This means they will know more, remember more and be able to do more, regardless of any barriers they face.

We want to give them the knowledge and skills they need for adult life. So, we try to think about the long term as well as the short term. In the long term, we want our children with SEND to:

- feel safe and happy
- have good friends and relationships
- have excellent basic skills (especially in reading, writing and maths)
- have full access to an appropriate curriculum.
- be able to participate in every aspect of school life.
- achieve their full potential.
- have any additional needs identified as early as possible
- live a healthy and independent life in the community
- prepare for successful adulthood



3. What is 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.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability:** a long-term difficulty that hinders a child from using our school facilities.
- **Special educational provision:** support that is extra or different to what is typically provided. This means provision that goes beyond the inclusive approaches and learning arrangements that are ordinarily available as part of high-quality teaching and learning.



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4.Types of SEND

The four categories of SEND

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia, dyscalculia, dyspraxia
- Focus, attention or memory difficulties.
- Executive Functioning skills – planning, organisation etc.



2. Communication and Interaction (C&I), including:

- Autism/ Social communication difficulties;
- Speech & language difficulties (e.g. receptive or expressive language difficulties, selective mutism, dysfluency).



3. Social, Emotional and Mental Health (SEMH), including

- ADHD;
- Anxiety;
- Mental Health.



4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia)
- Deafness or hearing impaired;
- Blind or visually impaired.



Some children have more than one type of SEND.

We welcome children with all of the above types of SEND who have applied for a place via our normal admission process.

If a child has more complex needs, we consider admissions on a case-by-case basis (through a formal Education Health and Care plan consultation). For more information on this, please contact our SENCo at: senco@prospectvale.stockport.sch.uk



5. Identification of SEND

How do we decide if a child has SEND?

Ongoing observations and assessments (as part of high-quality teaching) help us understand progress and possible barriers. This includes assessment of reading, writing and maths but also involves assessing a child's social skills, speaking and listening skills, and emotional and mental health needs.



Parents/Carers provide us with vital information to help us understand a child's strengths and needs and help us to make decisions. We will always listen to and follow up parental concerns as well as listen to the child's views, wishes and feelings.

The early identification of children's needs and early intervention to support them is vital. We aim to identify and address barriers to learning as quickly as possible. However, sometimes SEN needs only becomes clear when we assess a child over a longer period of time.

When we assess, we always look out for progress that:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.



Sometimes, we ask outside experts to help assess children and give us advice. This is done following discussion and permission from the parent/carer.



Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND we also consider, for example:

- Attendance and Punctuality
- Issues in that child's life (e.g. bereavement)
- Issues in school (e.g. friendships)
- Being a child in care
- Being in receipt of Pupil Premium Grant



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Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

A child does not have SEND just because English is not their first language (although they could have SEND as well).

Also, a child doesn't have SEND just because they were born in summer term (and so have had less time in school than their September born classmates).

6. How We Meet Needs

Children's needs are varied. Not all SEND children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

We match the level of support to the child's level of need. This matching is called our **graduated response** and reflects the levels of support.

Schools have three levels of support. Teachers and support staff all work at all levels of support.

1: Ordinarily Available Inclusive Provision (OAIP) – Inclusive practice that benefits all pupils. We use Greater Manchester's OAIP to inform our universal offer:



1) Partnerships
1a) The setting works in partnership with parents, carers and learners in decision making.
1b) An effective partnership with learners, parents and carers is evident through their participation in assessment and review processes.
1c) Effective partnerships with professionals.

2) Ethos and Culture
2a) The setting has a clear system for effective pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders.
2b) The setting recognises, and responds to, the need for pastoral support for learners, bearing in mind a learner's social and emotional needs and other relevant contextual circumstances.
2c) Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are value.

4) Assessment
4a) Regular monitoring of learner progress.
4b) Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.
4c) Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.

3) Environments – Physical and Sensory
3a) The physical environment is adapted to meet the needs of learners.
3b) Practitioners are aware of sensory processing, hearing and visual needs and issues that may impact on learners.

5) Curriculum, Teaching and Learning
5a) Settings should have a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for learners, including school trips.
5b) The curriculum has been successfully adapted to meet the needs of all learners. It is ambitious and supports the development of skills and knowledge to ensure children and young people are ready for the next phase of their education.
5c) Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. The delivery of curriculum is adapted and ensures access for all learners.
5d) Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups, flexible groups and/or in pairs. Individualised and/or small group sessions.
5e) Practitioners ensure that collaborative learning and peer support is a feature of lessons and to implement best practice.

6) Communication
6a) Learners are supported to understand what is said (comprehension) within the school environment.
6b) Learners are supported to express thoughts and ideas (expressive language).
6c) Learners are supported to build social communication skills.

7) Staff and Training
7a) There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the current learners and workforce development in anticipation of future cohorts.
7b) All practitioners, including teaching assistants, make a positive contribution to learner progress.
7c) Staff collaborate and have effective links with other relevant outside agencies and specialists.

8) Transitions and Transfers
8a) Support is in place for routine and life transitions when required.
8b) Procedures are in place for ensuring smooth progression within settings, particularly during all transition phases, including on entry and exit.
8c) Procedures are in place for ensuring smooth progression between settings, particularly during all transition phases, e.g. primary to secondary and secondary to post-16.





2: SEN Support - Support and opportunities for children who need a little extra help, in addition to the OAIP.

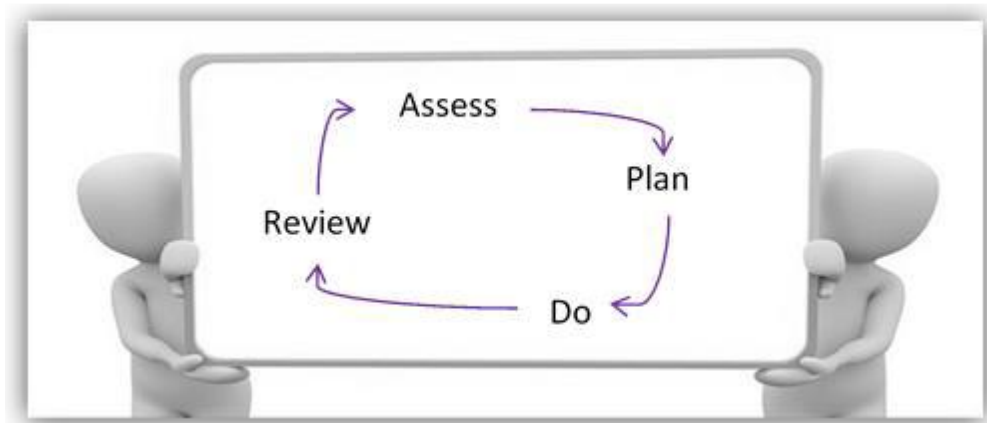
3: EHCP - SEND support for children to meet their very individual needs, captured in an Education, Health and Care Plan.

The 3 levels of support and the provision within each level, are captured in our whole school provision map:



Provision Map
whole school 2026 F

7. Assess Plan Do Review



Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

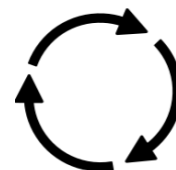
Assess: We decide (with you and your child) what the child's strengths and needs are.

Plan: We set targets. We decide how we can all support the child to meet their targets.

Do: Everyone follows the plans we've agreed.

Review: We look at how well the plans worked. We agree what to do next.

We record our ideas, discussions and agreed targets (or outcomes) on a SEN Support Plan.





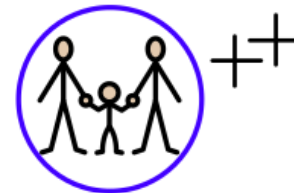
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Each cycle normally takes **one school term** so there are normally **three** cycles per year. Sometimes this timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).

8. Co-Production with Parents and Carers

Co-Production* and Teamwork with Parents/Carers and Families



In line with principles from the Code of Practice, we place a lot of importance on ensuring that the child or young person, and the child's Parents/Carers, can participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions. Our school aims to work in partnership with Parents/Carers and carers as we realise that we are stronger together:

- Parental knowledge, lived experience and expertise helps us to get a shared view of a child's strengths and needs.
- Parents/Carers share strategies that work well at home (often good ideas from home can help the child in school).
- Parents/Carers attend (at least) termly SEND Reviews so we can review their child's progress as a team.
- Parents/Carers use ideas from school to help the child at home.
- Parents/Carers share useful information with us to help us meet the child's needs (e.g. clinic reports).

If we think a child might have SEND, we discuss this with Parents/Carers. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long-term goals (we might refer to these goals /targets as outcomes).



*Co-Production

The word *co-production* means the process by which Parents/Carers, young people and school staff plan SEND support together. Co-production is really important to us and our practice is guided by Stockport's Co-Production Charter:

[Stockport co-production charter](#)



9. Pupil Voice

It is vital that adults listen to the views of children with SEND and use this to help inform next steps and provision. The child's input can help us unlock extra progress. Collecting child views may include:

- Asking or observing the child.
- The child completing a survey, with support where required.
- The child setting and/or self-assessing their progress against their targets.
- The child contributing to the development of their One-Page Profile
- The child coming to their SEND review meeting.
- An annual survey of children, including about bullying
- Creating a one-page profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.



How we collect child views depends on the child's age and development and may include using visuals or bespoke approaches to ensure we gain authentic views. Parents/Carers are also a key part of helping us to understand a child's lived experience.



10. Our SEND Team

What is the role of class teachers?



We strongly believe that all teachers are teachers of children with SEND. At classroom level teachers take responsibility for making adaptations to the curriculum and to their teaching approaches. All teachers:

- Are responsible for the development for every child they teach.
- Work closely with support staff to plan and review support.
- Adjust lessons to make them accessible for every child.
- Use assessments to help plan accessible lessons.
- Follow advice from any support services.
- Review each child's progress and plan the next steps.
- Are responsible for implementing the Individual Support Plans or individualised programmes for those children who have been identified as having additional needs.



Every teacher is a teacher of SEND.



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What is the role of support staff (e.g. teaching assistants)?

Support staff, including teaching assistants, are a key part of our team. They:

- Lead intervention sessions outside the class.
- Support children in classroom.
- Support the teacher with inclusive strategies in the classroom



What is the role of the SENCO?

Our SENCO is Lucy Smithson.

The SENCO assists with identification and is responsible for the day-to-day management and co-ordination of practices and resources in relation to additional needs

- They oversee all of the SEND work done by our teachers and teaching assistants.
- They guide staff and Parents/Carers so that children with SEND have both high-quality teaching and ambitious support.
- They work with our leadership team and SEND Link Governor to plan how we can improve our SEND work.
- They identify training needs and make sure that SEND training helps staff be even better.
- They work with nurseries, child minders, Parents/Carers and other schools to help successful transfers in and out of our school
- They are our key contact with external SEND support services.



Who supports children's wellbeing and families?

We do not have a separate pastoral lead. Pastoral support is coordinated by the headteacher, working closely with the SENCO, class teachers and other relevant members of staff.

The headteacher and SENCO are available to listen to parents and carers, discuss concerns and help families access appropriate support. Where necessary, we may work with families and other professionals to identify wider needs and agree the best way forward.



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This may include signposting or making referrals to external services, or bringing professionals together through an Early Help assessment or Team Around the Family approach.

If you have concerns about your child's wellbeing, please contact the school office and ask to speak to the headteacher, SENCO or your child's class teacher.

What is the role of the Headteacher?

Our headteacher is Luke Redfearn.

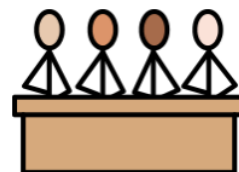


- He leads and manages the whole school, including managing the SENDCo.
- He checks on the quality of education. This includes our SEND provision.

What is the role of the SEN Governor?

Our SEN Governor is Claudia Soryal. Their role is to:

- Monitor SEND in our school, including our legal duties.
- Have an overview of long-term plans for improving our SEND provision.
- Meet with the SENDCo at least three times a year and make sure our governors are kept up to date on SEND issues.



Staff and governors can be contacted via the main office.

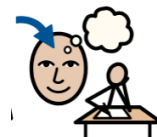
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11. Training

How do we develop our SEND Expertise?

Our team have lots of SEND expertise. However, it is important we keep refreshing and developing our skills. To train and develop our team, we use:

- Staff meeting and INSET day training
- Staff supporting each other
- Online courses and webinars
- Online information





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SEND Training is often led by the SENDCo, as our in-house expert. We also use external trainers so that our staff can benefit from the best specialist expertise.

What training have our staff had?

We always want to learn more about SEND. Sometimes this is individuals attending a course to train on a specific strategy. Sometimes it is whole staff training. If you'd like to know more about any of our training, please contact the SENDCo.

Recently (over the last 2 years) staff have been trained on:

Social Skills and Language

- Speech and Language Assessment Tools
- Social stories
- Wellcomm
- Intensive interaction
- Attention Autism
- Lego-based Therapy
- Zones of regulation
- Makaton
- Sensory Processing Needs
- Developmental Language Disorder (DLD)

Wellbeing and Behaviour

- Attachment, Loss & Trauma
- Positive handling
- Team Teach
- Restorative approaches
- ELSA (Emotional Literacy Support Assistants)
- Sensory Inclusive Practices

Other

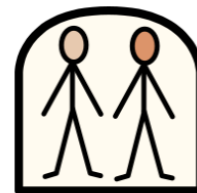
- Sensory circuits
- Medical conditions training
- First aid and paediatric first aid



12. External Agencies

How do we access specialist help?

For many children with SEND, school meets all their needs without needing to call or support services. This is because our staff have training and skills to adapt classroom and lessons to meet the needs of most children. Some children have needs that are specific or complex. If we think extra advice from one of the SEND support services is needed, then we will discuss this with the child's parent/carer first. The parent/carer makes the final decision. Assuming consent is provided, we work with support services - sometimes we describe the support services as "external agencies." The support services then advise teachers and/or the SENDCo. Teachers make sure advice is followed and the SENDCo monitors this.



Some of the services we work with:

Education Welfare Service, Neurodevelopmental Team, School Nursing Team, Child Mental Health Service (CAMHS), Inclusion Service, Virtual School Team, Educational Psychology Service (EP), EHCP team, Jigsaw Team, Young Carers, Specialist Hearing and Vision Service, Ethnic Diversity Team.

Information about all Stockport services can be found on our Local Offer:

<https://www.stockport.gov.uk/landing/send-local-offer>

13. Transitions

When Children with SEND Join or Leave Us (This is called transition)



Joining Us



- We talk to the child's parent/carer and any current nursery, school or childcare setting to find out about the child's needs.
- All children get a home-visit when they join us.
- We provide a transition booklet.
- The child visits school and gets to meet the adults in their new class.
- The child can have extra visits if needed.



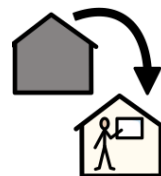
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The child's new class teacher, working in a team with the SENDCo, will organise this. It applies to children joining our Foundation Stage, but also children joining older classes (Y1 to Y6).

Leaving Us

- We link with the next school to share SEND information. This is normally a secondary school, but we also do this if a child moves before the end of Y6 (for example, because of a house move or a move to a different school).
- Transfer to secondary school – in liaison with the secondary school, we often support children having extra visits or talk to children about any worries relating to the move to a new school. We also invite the SENDCo of child's secondary school to our Y6 SEND reviews.



Transition between Year Groups

- Teachers pass on SEND information to the new teacher and the child gets to visit their new class before the end of the summer term.
- If needed, extra visits to the new class or transition booklets are provided to help children with SEND have a smooth transition to their new teacher and their new class.

14. Wider Support for Parents/Carers

The Local Offer

The Local Offer is a website that is written for families. It is a guide to all schools and services in our local area. It is not possible to outline all the information here, but it includes:

- Schools
- Leisure activities
- Holiday activities
- Support services
- Health services (e.g. contact details)

Our staff, SENDIASS and the Local Offer can all help Parents/Carers through the SEND maze.

<https://www.stockport.gov.uk/landing/send-local-offer>



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SENDIASS

SENDIASS is a service that provides independent advice and support for Parents/Carers.

The service is free. They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Help to prepare for meetings
- Help to solve disagreements

How can Parents/Carers access SENDIAS?

Parents/Carers get in touch themselves. Parents/Carers don't need anyone to refer them to SENDIAS. They can just get in touch.

<https://www.stockport.gov.uk/directories/entry/sendias>

15. FAQs

Your Questions Answered

1. Does a child need a diagnosis in order to have SEND, or in order to receive Special Educational Provision?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want diagnosis but it's also important that families know that we don't need a diagnosis to make adjustments for a child – this is a legal duty on schools, whether or not the child has a diagnosis.

2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan*. This is like a contract between a local council, school and Parents/Carers.

Most children's SEND can be met without an EHCP - we use our SEND funding to do this. A small number of children with more complex SEND have an EHCP (about 4% of all children in mainstream schools).



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More information on EHCPs can be found on the Local Offer website or Parents/Carers and staff can talk to our SENDCo for a chat.

3. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

If a child is distressed this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

Some experiences can lead to longer term emotional issues. If so, it might be that the difficulties do get assessed as SEND.

If a child is exhibiting challenging behaviour we try to find the causes and then adapt so we can alleviate the behaviour.

4. Can a child with SEND join in day trips, residential trips, breakfast and after school clubs?

Yes – we make every effort, including reasonable adjustments, to ensure that children who have SEND can join in all of school life, wherever possible.

Staff may need to talk to Parents/Carers to plan adjustments. Or, if a parent/carer is worried that their child might need adjustments to be successful, they can chat to the class teacher or SENDCo to discuss this.

It is very rare that we have to make the hard decision for a child to not attend an activity/event – on the very small number of occasions this is due to safety, wellbeing or both.

16. Complaints and Related Policies

Complaints about SEND

We hope that every child feels safe and happy and is able to thrive at our school.

If a parent has concerns or complaints, first, please speak to your class teacher, SENDCo or the headteacher.

If Parents/Carers do not feel that this complaint has been resolved, our complaints policy is on our website. [Complaints Policy](#)



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Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school. However, you can find out more about exclusions in our Relationships and Behaviour policy [Prospect Vale Primary School: Policies](#)

Where to find more SEND Information

Visit our website [Prospect Vale Primary School: Welcome](#) to read our other policies that link to SEND, including our:

- **Accessibility plan** - A three-year plan to help us become an even more inclusive school.



Accessibility Plan
2025_2028.docx

- **Teaching and Learning Policy** – This explains the inclusive classroom practice expected from all teachers [Prospect Vale Primary School: Policies](#)
- **Managing Medical Needs Policy** - How we support for children with medical needs and what we do about medicines. [Prospect Vale Primary School: Policies](#)

If you need paper versions, please ask at reception/office.

17. SEND Legislation

If you want to read more, these are the key SEND rules and laws:

- **SEND Code of Practice** - This is the Government's SEND rulebook. You can find it here.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Equality Act** - This 2010 law outlines our duties to make reasonable adjustments for those who have disabilities. It legally protects people from discrimination. Find out more here
https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf
- **The Children & Families Act** - This 2014 law outlines our duties for children with SEND. You can find it here
<https://www.legislation.gov.uk/ukpga/2014/6/contents>



18. Monitoring and Evaluation

Status of our SEND Policy/Information Report

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. We have chosen to make these a single document.

We use a single document so that it is easier for everyone to find out about our SEND work. This booklet has all the essential parts of what is required within a SEND Information Report and SEND Policy.

Evaluating our SEND Policy/Information Report

We have five ways to check how well our SEND policy/Information Report is working:

- Monitoring the progress children have made.
- Monitoring how well children with SEND meet their targets.
- Regular reviews of interventions with teachers and support staff.
- Our leadership team visit classrooms to observe and look through books.
- Asking and listening to the views of Parents/Carers, families and children.

Reviewing this policy

We review this policy every 12 months. If we need to update anything before the end of 12 months, we will. Our headteacher is in charge of these reviews. Then, our governors discuss and approve it.

Review dates

Headteacher	July 2027
SENCO	July 2027
Approved By Governors	24 th September 2026
Approval Date	24 th September 2026
Version	1
Next Review Date	July 2027