



Great Moor Junior School

"Learning Together"

Respect, Kindness, Tolerance, Responsibility, Co-operation

SEND Information Report 2025-2026

Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice defines Special Educational Needs as the following: “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 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

Great Moor Junior School's Information Report

The Children and Families Bill (2014) requires Local Authorities to publish information on services and provision across the education, health and social care for children and young people with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below forms our local offer and show how provide for children with Special Educational Needs and Disabilities.

Great Moor Junior School

Mission Statement



Learning Together

For all members of the school
community to work together
to enable all pupils to develop as
enthusiastic,
confident
and
skilful learners.

Key Contacts

Head teacher: Kate Bushaway headteacher@greatmoor-jun.stockport.sch.uk

SENDCOs: Molly Gibson / Kate Appleby senco@greatmoor-jun.stockport.sch.uk 0161 483 4987

The class teacher should always be a parent/carer's first port-of-call if you are concerned about your child's progress. Other key staff are available to meet on request and contact details are on our website.

Who can I contact for further information?

You can access Stockport's Local Offer here:

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

Contact SENDIASS (Independent Advice and Support Service):

<https://www.sendiass.org/>

The Multi-Agency Safeguarding and Support Hub (MASSH) is the single point of contact for the public and professionals to report concerns, request advice and share information about a child and or family. <https://www.stockport.gov.uk/topic/contacting-the-massh>

Are there a range of services that the school liaise with?

We have access to a range of specialist support services:

- Educational Psychologists
- Speech and Language Therapists
- Inclusion Team
- Occupational Therapists
- Primary Jigsaw
- Hearing and Vision specialist service
- Family Intervention Workers
- School Nurse
- Schools link social worker
- CAMHS (Child and Adolescent Mental Health Service)
- Neurodevelopmental Team
- Ethnic Diversity Service
- MASSH (The Multi-Agency Safeguarding and Support Hub)
- Signpost Young Carers Service
- Stockport Mental Health Support Team

All referrals to outside agencies will be discussed with parents before referrals are sent.

Stockport Co-production Charter

The charter has been co-produced with families, children, young people and health, care and education colleagues.

The co-production charter is about the way we will all work together to create a culture where we will all:



How does Great Moor Junior School identify and support a child with SEND?

- Great Moor Junior School identifies a child with SEND through a continuous, graduated process that begins with teachers utilising a detailed tracking system and rigorous monitoring to review progress and spot learning gaps early. When a child makes less progress than their peers, teachers first implement adaptations to their high-quality first classroom teaching. This may be documented onto a One Page Profile.
- If difficulties persist despite these universal adjustments, targeted assessments are conducted to pinpoint specific barriers across four main areas: Cognition and Learning, Communication and Interaction, Physical and Sensory, or Social, Emotional, and Mental Health. This collaborative process involves parents, the SENDCO, and school-based services like the Inclusion Team.
- When a child requires support "additional to" or "different from" standard adjustments, they are monitored on the SEND register with a tailored Support Plan reviewed through a termly Assess-Plan-Do-Review cycle.
- If a child's complex needs still cannot be met through targeted provision, a referral will be made for an Education, Health and Care Needs Assessment (EHCNA) to request individualised support.

Great Moor Junior School Inclusive Provision Map



Respect, Kindness, Tolerance, Responsibility, Co-operation



How will the curriculum match the needs of my child?

- All children are taught following the National Curriculum 2014.
- We have regular meetings where we monitor the progress of our children and consider the next steps.
- Class-based quality first teaching is monitored by year groups and the curriculum is adapted to meet individual needs where necessary.
- More information is outlined in our Teaching and Learning Policy.
- Stockport's Standards Tracker document may be used to identify the level a child is working at and the subsequent objectives to attain in order to make progress and close gaps in learning.
- We take advice and recommendations on board from professionals.
- We listen to the parent's and pupil's voice in line with Stockport's i outcomes and coproduction charter.

How does the school evaluate the effectiveness of provision made for children with SEND?

- Our Governors work with the Head teacher, SENCO and staff to monitor the quality of our special educational needs provision.
- Targets and provision on SEND Support Plans are reviewed each term with parents and pupils as part of the ADPR process.
- The provision and outcomes outlined in an EHCP are reviewed annually unless requested earlier due to significant changes.
- Monitoring of interventions and the graduated response is regularly reviewed.
- Monitoring of behaviour records and assessment scores are reflected upon in school.
- We liaise with the Ethnic Diversity Service who assist us in supporting our families with English as an additional language to identify if there are SEND needs.
- We liaise with the Hearing and Vision specialist service, Speech and Language Therapists, Occupational Therapists and the Inclusion Team who assist us in determining and implementing appropriate provision.

How does the school work with families?

- We offer an open-door policy and welcome regular drop-ins, encouraging parents to arrange meetings with their child's class teacher or SENCO to discuss progress or highlight concerns. We host regular parents' evenings, events, and termly SEND reviews focused on collaborative target setting. Our governing body includes parent governors, and each full governing body meeting is open for parents to attend as observers.
- This includes working closely alongside external professionals and ensuring families are integral to meetings and discussions.
- We value parents having an active voice in the referral process.
- We ask that parents inform the school of any changes regarding home circumstances and continue to take an interest in and support their child with home learning tasks.

How will my child be able to contribute their views?

- Children are actively consulted about their views on the targets set within their SEND support plans. We value their input and support them in creating their own One Page Profiles so their strengths, preferences, and needs are clearly captured.
- Children with Education, Health and Care Plans (EHCPs) are invited to attend their review meetings whenever appropriate. We ensure their individual pupil voice contribution is a central part of the review process.
- We regularly gather pupil voice during our half-termly SEND monitoring to understand children's views on their support and its impact.

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

We are a proudly inclusive school that welcomes and celebrates diversity. We firmly believe that fostering high self-esteem, confidence, and a sense of belonging is crucial for every child to thrive and make progress across all areas of their development. To ensure every child feels safe, valued, and ready to learn, we embed positive mental health practices into our daily school life:

- Staff meet and greet children at the door every morning to ensure a positive, welcoming start to the day.
- We use the Zones of Regulation across the school, giving children a daily opportunity to identify, express, and understand their emotions.
- Weekly sessions provide a safe space for pupils to talk about their well-being, build relationships, and learn how to look after their mental health.
- A child-friendly, self-referral system in school where children can drop a note to request a chat with our Pastoral Manager about any worries.
- Predictable routines and quiet spaces in classrooms to support emotional regulation.
- Our weekly celebration assemblies and class awards proudly recognise individual efforts, kindness and personal achievements.
- Our dedicated Pastoral Manager is fully ELSA trained (Emotional Literacy Support Assistant). Following an internal referral, tailored 1-1 or small-group SEMH interventions can be facilitated. These sessions focus on areas such as emotional regulation, friendship skills, self-esteem, and managing anxiety.
- We have direct access to a Stockport Mental Health Team practitioner. Through a school referral, they can provide targeted 1-1 therapeutic support for children, or offer direct advice, guidance, and strategies to parents/carers to support wellbeing at home.

We closely monitor attendance, but our approach is always collaborative. We work in close liaison with our families to understand any barriers to school attendance, offering support, guidance and tailored action plans to help get children back into school.

Inclusion

We are committed to creating an inclusive school community where every child is valued, respected, and supported to thrive. We recognise that every pupil is unique and are dedicated to identifying and responding to individual needs so that all children can participate fully in school life. We work in partnership with pupils, parents/carers, and external professionals to provide the right support at the right time, promoting independence, confidence, and wellbeing alongside personal development. Through our inclusive ethos, we strive to remove barriers to participation, celebrate diversity, and ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), feel safe, included, and able to achieve their full potential within all aspects of school life.

Transition

We have a robust transition programme that is needs-led and actively involves SENDCOs, parents/carers, the child and relevant external professionals. When pupils prepare to move on to secondary education, the SENDCO liaises directly with future schools to transfer all records at the end of Year 6, while children with an Education, Health and Care Plan (EHCP) benefit from transfer reviews.