



SEND Information Report 2025-2026

Introduction

Plymouth Grove Primary School seeks to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide a relevant broad based curriculum within a caring environment in which all pupils can develop towards their full potential regardless of ability.

Plymouth Grove is a Unicef Rights Respecting School and the following articles are especially important to pupils with SEND (Special Educational Needs/Disability):

Article 28 – Every child has the right to an education

Article 23 – Every child with a disability has the right to live a full and decent life

Article 29 – Every child has the right to be the best they can

Plymouth Grove is an inclusive mainstream school. That means that, where it is appropriate, your child is included in all aspects of learning and school life.

Our job is to:

1. Identify any barriers to learning that your child might have at the earliest point possible.
2. Provide the support and resources necessary to remove these barriers to learning so they can achieve the very best they can at school.

At Plymouth Grove we embrace the fact that every child is different and therefore the educational needs of every child is also different. We believe that is what makes all children unique and special.

The SEND information Report contributes to Manchester Local Authority's offer on support for children with special educational needs and disabilities. For more information about support available to families across Manchester please go to Manchester's Local Offer via the link below:

[Manchester Local Offer](#)

Roles and Responsibilities

The SENDCO

Miss Jacqueline Sharp, who holds the National Award for Special Educational Needs, is the full time SENDCO and she coordinates SEND provision for the school. She can be contacted by Email: sendco@plymouthgrove.manchester.sch.uk or Telephone: 0161 273 1453

She will:

- Work with the Deputy headteacher and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The Deputy Headteacher

The Deputy head is Miss Julia Scott, who also holds the National Award for Special Educational Needs.

She will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Legislation and guidance

This information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child or young persons has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning that the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is "more than" or "different to" the high quality, personalised and differentiated teaching they get from their teacher.

Types of SEND provided for

All pupils in school receive “quality first” teaching. This means that a range of teaching strategies and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. All of our classes are supported by teaching assistants and pupils are also offered additional 1:1 support, small group work or catch-up interventions where needed.

In accordance with the 2014 SEND Code of Practice, and the 2010 Equality Act, Plymouth Grove is committed to meeting the needs of all of our young people so that no individual or group is disadvantaged or discriminated against in any way. Consequently, the various changing profile of SEND within Plymouth Grove is monitored closely by the SENDCO, to ensure appropriate support is provided that is ‘additional to or different from’ standard mainstream classroom provision. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying and assessing the needs of children

We assess each child’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress.
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The process of assessing pupil’s needs is part of the school’s continuous programme of monitoring and review. Through accurate assessments of each child’s development, progress is tracked through the year. If a child is not making the expected rate of progress, then we investigate the reasons why this might be the case. This may lead to identification of a special need and changes to the provision for that child.

Consulting and Involving pupils and parents

Teachers meet regularly with the SENDco to discuss their concerns so that support can be put in place quickly and contact with parents/carers can be made swiftly, and their permission sought to refer to any expert support where necessary. Parents will be expected to attend annual SEND review meetings where they can discuss their child in more depth and understand the progress and attainment and support the setting of targets for the next cycle.

Should parents/carers have concerns about their child they can contact school; speak to their child's class teacher before or after school and arrange a meeting with the SENDco via the school office. Plymouth Grove welcomes parental contributions, so everyone can work together to meet the needs of the child.

Parents are normally informed about their child's general progress and targets through twice yearly parent's evenings and the annual report.

If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEND) and be placed on the SEND register. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

Assessing and reviewing pupil's progress towards outcomes

The school follows the graduated response, as set out in the SEND Code of Practice 2014. Class teachers are responsible for the teaching, learning and assessment of pupils in their class. They are supported by an Assistant Headteacher, who is part of the Senior Leadership Team and teaching assistants. If class teachers have concerns, they need to share these with parents – as the start of the SEND referral journey. Class teachers complete a SEND referral sheet if they have concerns about a child's progress. This will outline strategies from Quality First Teaching, any interventions and other support that has been given. Referrals are directed to the SENDCo.

The SENDCo follows Plymouth Grove's graduated approach to SEND or the graduated approach for SEMH. The SENDCo may need to refer to outside specialists, depending on the needs of the child. Outcomes will be agreed and a review date set.

This follows the SEND Code of Practice routine of Assess, Plan, Do, Review. After two cycles of Plan, Do, Review, the SENDco and parents may decide to apply to the Statutory Assessment Team for an Education, Health and Care Plan (EHCP).

At review meetings, the SENDCo, class teacher and parents will consider whether progress has been made towards outcomes and will refine the support and/or set new outcomes. Further assessments may be requested from outside agencies. Dependent on the age of the child, their views on their learning will be taken into account. If not, a one-page profile will be written which will include strengths and strategies for the child.

SEND Stages and Terminology

Quality First Teaching

All children receive daily, quality first teaching which:

- provides an appropriate level of challenge;
- has been personalised to suit your child's needs;
- has clear learning objectives from the outset of a lesson and which are returned to at the end of the lesson;
- has careful explanations of new words;
- uses lively, engaging, interactive teaching styles;
- provides opportunities for multi-sensory learning (visual, physical and experiential learning).

The support your child receives in school is mapped according to their projected needs at the start of the academic year and is recorded in a provision map. Your child's progress is reviewed every term by the Senior Leadership Team. As part of this review process the support your child receives is evaluated. We may feel that your child needs the support to continue or we may feel like we need to make changes to the way your child is supported. At this point we will share this information with you and seek your opinions so that we can agree the best way forward for your child.

Intervention Support

If your child's progress in learning slows down or stops then they may need some catch up support. This usually takes place in the classroom. This can include extra support for spelling, handwriting, number work or reading. This may be described by your child's teacher as a "catch up intervention". This will be a targeted programme of support led by a teacher or a teaching assistant to get your child "back on track" with their learning. This sort of support is usually done as part of a focus group. These interventions are planned and reviewed by your child's teacher so they can know whether the support is working or not.

SEN Support

If your child requires more than high quality teaching and intervention support, then school may seek advice from an external professional such as an educational psychologist or a speech and language therapist in order to seek a better understanding of your child's needs.

At this point it is likely that your child will be considered to have a special educational need(s) and placed on the school's special educational needs register. In order to do this, we require your consent. Adding your child to the SEND register allows us to get more support for your child. If you do not want your child to be added to the register then it may be difficult for us to get the necessary support for your child.

With your consent, the school SENDco will make a referral to the relevant external professional. The professional will want to meet with you before working with your child. The professional will then come into school to work with your child. This may involve some observations of your child in the classroom and it may involve some 1-1 work with your child. Once the professional has completed their assessments, they will write a report with some recommendations for both yourself and school to implement. The school currently arranges for additional support from the following professionals:

- Speech and Language Therapists
- Educational Psychologists
- Visual, hearing impairment therapists
- Occupational therapists
- Play Therapist
- School Nurse

Assess, Plan, Do, Review (graduated approach)

When providing support for your child that is “additional to” or “different from” other children in their class we engage in a four-stage process:

Assess – this stage involves collecting information about your child from discussions with you, your child, their class teacher and any other professionals who may be supporting your child.

Plan – this stage is where the team around your child agrees what barriers to learning your child has and then begins to agree personal targets for the child. These personal targets will be referred to as ‘outcomes’. The plan will also include information about what support will be needed to achieve the outcomes and who will provide the support. Decisions may be recorded on a SEN Support Plan and will form the basis for review meetings.

Do – the support your child will get actually looks like – as set out in the plan.

Review – the team around your child meets to review your child's progress. At this point the team considers the impact of your child's support and considers whether changes to that support need to be made. The whole team of people around your child (you, your child where appropriate, teacher, SENDCo and other professionals) should contribute to this review. This cycle of assess, plan, do, review is then repeated as many times as is needed for your child

Education, Health and Care Plan (EHCP)

Anyone with parental responsibility for a child who has significant special educational needs and/or disabilities is entitled to apply for an Education, Health and Social Care Plan (EHCP).

In most cases parents ask the school to make this request on their behalf. Typically the request includes the following:

- Manchester LA request for Statutory Assessment document;
- Most recent copies of an educational psychologist report;
- Any other professional reports of your child;
- Evidence that your child's school has collected information from all of the adults who are supporting your child, including family, doctors and social workers where relevant;
- Evidence that your child's support has been formally reviewed at least twice
- Written records of reviews and outcomes of meetings with minutes
- NC levels and attainments in Reading, Writing, Speaking and Listening, Maths and Science; including all test results and tracking procedures for the last 12 months
- The views of your child (where appropriate);
- Parent/carer views
- Certificate of attendance and punctuality, including details of any holidays, illnesses and authorised and unauthorised absences during the last 2 years; Specific information relating to a child if they are at risk of exclusion;

Once the request for a Statutory Assessment of a child's needs has been submitted, it must be reviewed by a panel of SEN professionals within 6 weeks. The panel will decide whether or not to go ahead with a formal assessment. If the request is agreed, the Statutory Assessment team will issue a "notification of assessment" to parent/carers and school. From this point, the Local Authority have a 20 week period, during which they must collect as much evidence as possible about your child's needs. They usually contact the family and all the professionals who have been involved with your child, for advice. This information is then used to write the EHCP.

An EHCP is a legal document which outlines your child's special educational needs and the support they are entitled to. It should include information about any additional provision that the Local Authority have committed to provide for your child. This can include money, staff time, specialist equipment or resources and attendance at a school with a specialist resourced provision.

The EHCP must be reviewed at least annually. Your child's views should be listened to throughout the whole review process. The team of professionals who have been involved in assessing and supporting your child are invited to these reviews but may not attend. Someone from the Statutory Reviews team is also invited to the review though they don't usually attend unless there is a request to change the EHCP, for example, you wish for your child to attend a different school. Since September 2014, all children and young people from age 0-25, who have significant special educational needs are entitled to apply for an Education, Health and Care Plan

Support during transition

Transition between all year groups is carefully planned at Plymouth Grove. Class teachers meet to hand over relevant information about pupils and plan additional visits if needed. Each child, who is on the SEN register, will have a one page profile explaining their strengths

and what they find challenging. This is called a passport and helps support the transition into the new class. The class teacher will visit the pupil in their own classroom, before the child visits the new classroom. The number of additional visits will depend on the needs of the child. Some children may complete transition booklets introducing themselves and their needs and will take home social story booklets about their new teachers, classrooms and routines.

If the pupil receives support from a teaching assistant, that person will support the transition between classes but may not move to the new class with the child.

For SEND pupils moving to high school, the SENDco and class teachers share key information with colleagues. Transition to high school will have additional visits arranged between the SENDCos. Teaching assistants will accompany the children on additional visits, where possible.

Teaching approaches for pupils with SEND

The school has high expectations for pupils with SEND achieving their own personal best. Adaptive teaching will mostly take part in the classroom in an inclusive environment, although the child may be withdrawn for individual or small group work to meet outcomes.

The school's aim is to develop independent learning with all pupils, including those with SEND.

Adaptations of the curriculum and learning environment

We make the following adaptations to ensure all pupil's needs are met;

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Adapting our teaching to meet needs, for example, giving longer processing times, pre teaching of key vocabulary, reading instructions aloud, etc.

All learning environments should have visual timetables and a range of visual supportive materials. Quiet areas may be designated for those pupils who work most effectively in a low distraction space. The curriculum should be differentiated or scaffolded, with the needs of the learners with SEND, but be as inclusive as possible.

Children with other requirements of SEND support such as a hearing impairment, specific learning disorders, ADHD or speech and language development needs, can also have their needs identified and met. The new building is now barrier free.

Additional support for learning available for pupils with SEN

The school employs a number of teaching assistants who may support a child both in class during Quality First Teaching time or withdraw for some small group work. They may also lead interventions for reading, phonics and maths under the direction of the teacher.

Teachers also provide booster group sessions tailored to meet individual needs / gaps in learning. Some children with EHCPs may also access The Learning Retreat for personalised support from the specialist staff. The SENDCo may also support some children with additional learning.

As part of our support for all children in school we have regular opportunities to consult with and work alongside services and health agencies. Professionals we consult with include:

- Our school nurse, who may help to put a care plan in place around medical needs.
- A speech and language therapist who can advise on strategies from home and school and may suggest assessments.
- Our Educational Psychologist who can suggest and complete assessments and offer advice and strategies.
- Behaviour support professionals who give advice and strategies if required.
- Outreach support who are professionals from specialist schools and offer advice and support.
- High school SENDCOs who are involved throughout the transition period from primary to secondary

Expertise and training of staff, including specialist expertise

Specialist staff have undertaken Team Teach Positive Handling courses along with Attention Autism training. Further advice and training has been given by the Speech and Language therapists, especially with early communication strategies & DLD (Delayed Language Disorder) .

Regular support is given by an Educational Psychologist.

The SENDCo and the Educational Psychologist deliver Insets to update and train teachers. This has included Specific Learning Disorders, Attachment, Working Memory, Domestic Abuse, Dyslexia, Speech and Language Development and Precision Teaching.

Teaching Assistants are welcome to attend staff training if they are able to. They do attend courses to meet their needs and have some modelled training, for example from the speech and language therapist.

Evaluating the effectiveness of provision

Learning reviews take place on a regular basis and will include a focus on SEND provision. Progress is evaluated through regular learning reviews, at Pupil Progress Meetings, at Parent Review meetings and through formative assessment during lessons. Pupils who are not working on the National Curriculum will be assessed against the pre-key stage standards or Engagement Model.

Some pupils with SEND make small steps in academic progress and the school values evaluating their progress through social skills, communication, peer interaction and developing relationships. This is evaluated in a qualitative way through observation.

Children will have personal targets which will be frequently reviewed, and a future plan made. The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review, with all adults involved within the child's education. The SENDCo will also monitor that SEND children are making good progress within any individual work and in any group that they take part in, in order to support teachers and support staff.

How children with and without SEND are integrated for activities

All of our extra-curricular activities are available to all our pupils, including our before and after-school clubs. All children are included in all parts of the school curriculum and we aim for children to be included on school trips. We provide the necessary support to ensure this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND.

Support for development of emotional and social skills

Assemblies on staying emotionally healthy are held on a regular basis. There are posters around school and in every classroom so children know who can help them and who they can talk to.

Emotional and social skills are also taught in class through the PHSE programme, SRE curriculum and through circle time. Issues are discussed in class as part of the Rights Respecting Parliament and each class has a worry box where children can share their worries or concerns with the class teacher.

Children are also taught about The Zones of Regulation to help them independently regulate their own emotions. Rooted in cognitive behavioral therapy, the Zones of Regulation is a framework that uses four colours—blue, green, yellow, and red—to help students identify their feelings and level of alertness. The curriculum also provides strategies to support emotional regulation. Teaching students how to read their body's signals, detect triggers, read social context, and consider how their behaviours impact those around them, leads to improved emotional control, sensory regulation, self-awareness, and problem-solving skills.

If a teacher is concerned about a child's Social and Emotional Mental Health, they should first discuss this with the parents. They will then complete a SEMH referral form. This will be directed to the SENDCo and/or the Well-Being Lead, Rachell Whittle. A boxall profile may be completed for the child to understand where the areas of development lie. The two-

part checklist, which is completed by staff who know the child and young person best, is quick — and, very importantly, identifies the levels of skills the children and young people possess to access learning. Many children in school are insecure about their worth, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could, not making good relationships.

Others may act out their feelings of anger and failure by minor or major acts of disrupting the progress of others. Whatever the behaviour, the result is that they do not get positively engaged in education. Understanding what lies behind this can make all teachers much more confident in their class management, which is where the Boxall Profile comes in. The assessment provides teachers and professionals working with children and young people with an insight into their world, allowing them to think about what might lie behind challenging behaviour and what their needs might be. Once needs have been identified, the Boxall Profile can be used to plan and review the support offered to pupils. The SENDCo will then follow the school's graduated approach to SEMH, which may include in class support and strategies, small group work, 1-1 intervention work or working with a play therapist.

Multi agency working

The school has a Service Level Agreement with an Educational Psychologist. The school also employs, through its school's partnership, a Speech and Language Therapist, one day per week.

We have trained Early Help Practitioners, who work with families and the EHA team in Manchester and a member of staff who can complete CAMHS referrals.

Referrals to other health professionals are undertaken through the GP services.

Equipment and facilities for pupils with SEND

Children who receive additional funding through an EHCP are those that access the specialist staff and this funding is used for the staff costs. The SENDCo also has a small budget for additional resources.

Some IT resources are purchased to support SEND learning and overcome specific barriers to learning.

The school also has a forest school area and this is primarily accessed by pupils with SEND, although not exclusively.

The Learning Retreat

The Learning Retreat is a provision to support children who require a more specialist approach to learning and whose needs might be more complex. It is led by a HLTA who is supported by two teaching assistants. This additional provision for pupils with SEND is overseen by the school SENDCo and is designed to support children with intense social and

communication interactions for a shorter period of time. The provision takes up a large proportion of the schools SEN budget with staffing, resources and specialist training. The children have a personalised curriculum that helps support their learning needs and styles, and the SENDCo works closely with parents, the mainstream teachers as well as outside agencies such as Speech and Language Therapists, Occupational therapists and Educational psychologists.

Accessibility

The building is accessible in that it is a two storey building at a single level throughout. A lift is provided for children and adults with physical needs. Access into the assembly hall and dining hall and the outdoors is ground level and appropriate for use with wheelchairs and walking aids. Accessible toilets are provided on both floors, as is a hoist and private shower area in the Nursery on the ground floor. After school provision is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND.

Medical Needs

If a child has a significant medical need, then a detailed care plan is compiled with support from the school nurse and in consultation with the parent. These are discussed with all staff involved with the pupil. Where necessary and in agreement with parents/carers medicines are administered in school where a signed medicine consent form is in place to ensure the safety of both the child and staff member. Staff will be trained appropriately to care for specific medical needs from the health care professional involved or school nurse. All staff will be made aware of procedures to be followed in the event of an emergency.

Arrangements for dealing with complaints about the provision for pupils with SEND

Complaints about SEND provision in our school should be made to the headteacher in the first instance They will then be referred to the school's complaints policy that is available on the Schools website. Parents can also contact the Information, Advice and Support Service by phone: 0161 209 8356 or by emailing parents@manchester.gov.uk.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contacts for parental concerns

We work hard to build positive relationships with all parents by having open and honest lines of communication. You can discuss any concerns you may have about your child with your child's teacher or the school SENDCo.

Further support

The Manchester's SEND Local Offer

The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements. For information about SEND services from Manchester (local offer):
Manchester Local Offer

Independent Advice Service (IAS) (formerly known as Parent Partnership)

IAS Manchester offers free, independent information, advice and support to parents and carers to increase their involvement in the education of their children with SEND. The service also ensures that parents, carers and young people have access to information and advice about issues relating to the child or young person's health and social care.

Information, Advice and Support (IAS) Manchester

Westwood Street Centre

Westwood Street

Moss Side

M14 4PH

0161 209 8356 (Monday to Friday, 10am - 3pm)

Email: parents@manchester.gov.uk

Together Trust (Independent Supporters Team)

Together Trust Centre

Schools Hill

Cheadle

Cheshire

SK8 1JE

0161 283 4848 and ask for a member of the Independent Support Team.

Together Trust - Independent Support Services The Together Trust's Independent Support services provides impartial information and support to families and young people with special educational needs who are going through the process of developing an EHCP in Bolton, Bury, Oldham, Manchester, Salford and Tameside.

Manchester school admissions 0161 234 7188

SEND Families Support Group 0161 755 3482 or 0161 755 3482

Work in-depth and holistically with the family's to create a network of support to improve the individual's life choices, economic sustainability and to give each individual the same choices that other more fortunate groups take for granted. We want to stop abuse and isolation; this will stop other generations being affected by poverty, and discrimination. Young people will receive the training and support to build their knowledge and to improve their future life plans.