

# Heald Place Primary School



Every Child a  
Confident Learner

## SEND Information Report September 2025

To be read in conjunction with the SEND Policy

Written by: Thomas Denton (SENDCo), September 2025

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### **The kinds of Special Educational Needs that are provided for in our school**

At Heald Place Primary School, we aim to offer excellence and choice for all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- ❖ Have different educational, social, emotional & mental health needs and aspirations;
- ❖ Require different strategies for learning;
- ❖ Learn, understand and communicate information at different rates and in different ways;
- ❖ Need a range of different teaching approaches and experiences.

Children may have a range of needs, these can include

- ❖ Communication and Interaction;
- ❖ Cognition and Learning;
- ❖ Social, Emotional and Mental Health Needs;
- ❖ Sensory and/or Physical Impairment.

In our school the high needs areas that we have identified are Communication and Interaction and Cognition and Learning.

For some children these difficulties may be ongoing whereas for other children may have different needs at different times.

Below are the details of the current school offer at Heald Place Primary School.

#### **1. Who should I talk to about my child's difficulties with learning / Special Educational Needs & Disability (SEND)?**

If you have any concerns about your child's learning the first point of contact for any discussions is your child's class teacher. If you still have concerns, then you can ask for a meeting with the SENDCo (Special Education Needs Co-coordinator) – Mr T. Denton or email [t.denton@healdplace.manchester.sch.uk](mailto:t.denton@healdplace.manchester.sch.uk).

Mr Denton is an experienced teacher who has completed his National Award for Special Educational Needs Coordination (NASENDCo) as well Person Planning Training, CAMHS referral training and ELKLAN. He has formed strong links across Manchester's many Specialist provisions and Specialist services supporting disabilities. Mr Denton has attended

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training to support families at home and is able to refer to the Early Help team. He continues to take his CPD seriously and his training is ongoing.

If you still have concerns, please ask the office to arrange a meeting with the Deputy Headteacher – Anne Zaidi or the Headteacher – Hatim Kapacee. If you do not feel that the school has listened to your concerns, then you can ask for a meeting with the SEND Governors – Firzana Chaudury and Dorothy Clayton.

If you do not feel that your concerns have been addressed, please see the school's complaint policy.

## **2. How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress the school will arrange a meeting to discuss these concerns with you in more detail and to:

1. Listen to any concerns you may have;
2. Plan any additional support your child may receive and share targets for your child;
3. Discuss with you any referrals to outside professionals to support your child's learning.

## **3. What support do we have for you as a parent of a child with SEND?**

- ❖ The class teacher is available to discuss the support we can put in place through arranged prior appointments or during arranged parent consultations about your child's progress. Any concerns you may have or if you feel you need to share information about what is working well at home or school can always be discussed with your child's class teacher.
- ❖ The SENDCo is available with prior appointments to meet with you to discuss your child's progress or any concerns/worries you may have;
- ❖ The school offers support for parents with pupils who have additional needs
- ❖ The review of SEND Support Plans / EHC Plans are completed in partnership with parents.

## **4. What are the different types of support available for children with SEND at Heald Place?**

At Heald Place, we use a 'graduated approach'. This means that we assess, plan, do and review the progress of all children every half term. There are different waves of support, these are Wave 1, 2 and 3.

Wave 1 Class teacher input via excellent targeted classroom teaching also known as 'Quality First Teaching'. All children in school should be getting this as a part of excellent classroom practice.

Wave 2 Specific group work with in a smaller group of children. This type of support is available for any child who has specific gaps in their understanding of a subject/area of Review September 2026

learning, which means they have been identified by the class teacher as needing some extra support in school. This is called an Intervention group and may be:

- ❖ Run in the classroom or other small learning space;
- ❖ Run by a teacher or Teaching and Learning Support assistant who has had training to run these groups.

Children may need specialist equipment to support their learning such as IT, sloping board and pencil grips.

### Wave 3

If it is agreed that your child needs further individualised support they may be referred to an outside agency for specialist assessment and / or attend a specialist group.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Specialist staff may be working in the school or external such as the learning mentor, the Speech and Language therapy (SALT) Service, Occupational Therapist, Sensory Impairment, Behavioural Support, Educational Psychologist, SPLD specialist etc.

Children may need extra time during exams, or be supported by a scribe or reader.

## **5. How will we measure the progress of your child in school?**

All children's needs are continuously assessed with formal progress meeting taking place termly. The SEND team review the support all children are receiving and modify to best fit the child's and school's needs.

- ❖ The progress of your child in the Foundation Stage will be measured against broad age phases from Early Years Outcomes;
- ❖ In Year 1 and above children are assessed against the National Curriculum and his / her progress is reviewed formally every term against age – related expectations in Reading, Writing, Maths and Science;
- ❖ From Year 1 and above if your child is not yet at the National Curriculum levels, they will be assessed against the engagement model;
- ❖ At the end of Year 2 and Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATS);

## **How is Wave 3 support, or an EHC plan tracked and monitored in school**

### Provision Mapping

All children with an identified special educational need or disability [SEND] have extra provision that is mapped by year group, and in some cases individually. This states the current interventions that they are receiving and includes achievable targets and outcomes to ensure that progress is being made. These are reviewed each half term.

### Team Around the Child Meetings

These meetings take place as part of the 'Assess-Plan-Do-Review' process to review individual targets. These are multi-agency meetings with all professionals working with a pupil and their family. These are often held where the school are working towards a request to the Local Authority for an Education, Health and Care Plan [EHCP].

### Person Centred Review Meetings

Pupils who have an EHC plan will be involved in planning the annual review meeting. This is called a 'Person-Centred Review'. It is very important that pupil and parent/carer views are included in the plan. We do lots of activities to collect information and talk about what is working/not working and what our aspirations are for the future.

### Individual Targets

Whilst monitoring pupil progress this has allowed us to consider the impact that the additional support and interventions in school. We are able to target set for individuals to then assess their small steps of progress. This has shown that SEND are making progress from their individual starting points alongside their peers.

## 6. How do I know if my child is entitled to specified individual support?

- ❖ Your child will have been identified by the class teacher and SENDCo as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school;
- ❖ The school (or you) can request the Local Authority to carry out a statutory assessment of your child's needs.
- ❖ This is usually provided via an Education, Health and Care Plan (EHCP);

## 7. How is Heald Place accessible to children with SEND?

- ❖ The upstairs in both buildings are accessible to children with physical disability via the lift.
- ❖ We have accessible toilets on the ground floor of all the buildings and accessible toilet on the first floor of the extension;
- ❖ We ensure reasonable adjustment are made in terms of delivering curriculum, use of appropriate resources, sharing information, participating in all local & residential trips unless and otherwise restricted on medical / physical grounds;
- ❖ All pupils are able to access Educational visits, pupils who are identified as needing extra support will have an individual risk assessment written to ensure the correct support is in place.

For further information, please see the accessibility policy.

## 8. How the medical needs of your child are best met in our school?

- ❖ The school staff works closely with the health visitor / school nurse, parents / carers and a range of outside agencies including paediatricians, Speech and Language Therapists,

- Occupational Therapists and Physiotherapist throughout the city to support pupil's health and medical needs within the school;
- ❖ The SENDCo, Class teacher and Health & Safety Leader liaise with health professionals, and staff in writing 'Health Care Plans', Evacuation Plans and Additional Risk Assessments for pupils with more complex medical needs or disability.

## **9. Who are the other people and external agencies providing services to children with SEND at Heald Place Primary?**

If it is felt appropriate to refer your child to for additional support or assessment they may be referred to the following agencies. All referrals are agreed with parents.

- ❖ Learning Mentor – Pastoral Support;
- ❖ Specialist Art teacher – Pastoral Support;
- ❖ Senior Safeguarding officer;
- ❖ Educational Psychology Service;
- ❖ Speech and Language Therapy service;
- ❖ Autism Outreach Service – The Birches & Grange special schools.
- ❖ Lancasterian outreach support;
- ❖ CAMHS Team & The Social Communication Pahway (SCP) team at the Winnicott Centre and The Powerhouse;
- ❖ Medical & Health professionals;
- ❖ Sensory Support Service for children with visual or hearing impairment;
- ❖ Occupational Therapy Service;
- ❖ Physiotherapy Therapy Service;

The school will strive to put all recommendations from professionals in place for your child.

We promote an inclusive ethos and celebrate diversity and when possible we celebrate this by inviting people into school from different cultures and with different abilities e.g. wheelchair football. We enable all children to take part in all school trips and activities.

## **10. How are the teachers in school helped to work with children with SEND and what training do they have?**

- ❖ The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASC, Team Teach, Speech, Language and Communication Needs, Safeguarding, Quality First teaching, specific interventions, behaviour, Epilepsy, Diabetes and other needs as they are highlighted. Identified Teachers and Teaching and Learning Support staff have received ELKLAN training.

## **11. How do we support and include your child?**

Each half term your child's teacher along with the support of the SENCO and Inclusion team will monitor and check on your child's progress at SEND surgeries and in pupil progress meeting. SEND surgeries happen three times a year and Pupil progress meetings happen three times a year and are built into the overall school approach of monitoring the progress Review September 2026

and development of all pupils at Heald Place. Regular Evaluations of Pupil Outcomes happen weekly by phase leaders and termly by the Senior Leadership Team. Pupil progress meetings will normally reveal whether your child has any gaps in their learning and understanding and whether they need any extra support to help them make the best possible progress. A child can be making less than expected progress if:

- ❖ Their progress is significantly slower than that of their peers
- ❖ They fail to match or better their previous rate of progress
- ❖ They fail to close the attainment gap with their peers

This can also include progress in areas other than attainment – for example around progress with wider development or social needs.

The team around your child at Heald Place will then look at the sort of support that can be made available through:

### **Quality First Teaching**

This means that your child's teacher will have the highest expectations for your child and that all teaching is built upon what your child already knows, can do and can understand. Teachers will set targets for their pupils which are ambitious and will identify potential areas of difficulty in the planning of lessons. At Heald Place we recognise that all children are individuals. Your child's teacher will put teaching strategies in place to ensure that all children have full access to the national curriculum. This may involve extra personalisation for your child such as adapting curriculum materials and equipment, seating arrangements (e.g. sitting nearer the front, away from distractions), learning styles (e.g. having instructions broken down into smaller parts) or providing learning breaks (e.g. needing to move between tasks to refocus). At Heald Place we use Manchester's Matching Provision to Need Tool to ensure the correct support is in place.

Teachers and other adults in the classroom work closely together to give targeted supported according to your child's needs.

### **SEND support**

According to his or her individual needs, your child may be placed on a school provision map and be provided with one or more of the following types of support.

- Targeted group withdrawal/adult support in class according to the area of need e.g. writing, maths, guided reading
- Targeted individual support from an adult in class/withdrawal according to the area of need
- Individual intervention programmes such as Better Reading Partners
- The use of visual timetables and resources created specifically for your child
- Differentiation of resources e.g. word banks, numicon in order to support tasks in class.
- Learning mentor support for individuals or small groups delivered by our Learning Mentor
- Speech and Language groups
- Social skills groups

- Motor skills group (fine and gross motor)
- Additional targeted clubs during lunch time or after school e.g. art club, games club
- Breakfast club
- Play therapy for individuals or small groups

These steps ensure that your child receives a broad and balanced curriculum that is equal to their peers (this is supported through the Equality policy). All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. Staff differentiate approaches and resources to enable all children to have access to the curriculum. Differentiation is planned for groups and individuals according to need: for example, if a child has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment including the curriculum and access to information. The design of our school enables us to accommodate pupils who have physical disabilities. Our policy and practice adheres to The Equality Act 2010. We monitor the languages spoken by families in our settings and make use of translation sites or endeavour to arrange for a translator to attend meetings when necessary. We evaluate the children's needs and targets half termly using pupil centred assessments and make adjustments to targets where necessary.

## **12. How will we support your child when they join this school?**

When a child joins the school, the family has a meeting with one of the admissions team.

During the meeting, parents/carers are asked if the child has any identified SEND or if they have any concerns. If parents/carers raise any concerns the admissions team will ask for any reports or information. This information will be passed on to the SENDCo and class team. It is really important that parents/carers share information with the school as it helps us to prepare any resources or the environment to help the child make a successful, calm transition into school.

Once the child has started, the school may contact the child's previous school to gather more information about the best ways to support your child.

## **13. How will we support your child when they are leaving this school? Or moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is relocating to another school

- ❖ We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child;
- ❖ We will make sure that all the records about your child are passed on as soon as possible including a Communication Passport if required;

When moving year groups within the school

- ❖ Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All SEND provision and plan will be shared with the new teacher;
- ❖ The class teacher will provide a communication passport for sharing information, if appropriate.

Leaving Year 6

- ❖ The SENDCo will liaise with the inclusion team in the Secondary school to pass on the relevant information about your child's areas of needs, provision, attendance, attainment & achievement. Reports and necessary information from the professionals will be shared and passed on to the new school;
- ❖ Your child will do focused learning about aspects of transition to support their understanding of the changes ahead;
- ❖ Some children will benefit from enhanced transition, this means that your child will visit their new school on several occasions and in some cases staff from the new school will visit your child at Heald Place.

#### **14. How are records kept?**

The school keeps records for all children, including those with SEND. All paper reports are kept in locked filing cabinets, they may be scanned to be stored on the computer and uploaded to CPOMS or the schools network. These systems are all secure and information is only shared with staff who need to know the information to support your child. Relevant records are passed onto your child's next school. Children's SEND data is only retained for as long as necessary in compliance with the GDPR (General Data Protection Regulations, May 2018)

#### **15. What support is there for improving emotional and social development?**

The well-being of each child is at the heart of our provision at Heald Place Primary School. The children's views are central to our ethos and practise and are sought individually or through school or school council. We have a **zero tolerance** approach to bullying towards **all** pupils and provide a high level of pastoral support. We are an inclusive and diverse school and **tolerance** is at the heart of our curriculum. All children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) forms an important part of our curriculum. We have a Health and Safety policy in place and ensure whole school training and refresher training in basic first aid and to support specific medical conditions. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff. We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. We hold half-termly meetings with the Early Help Team. Safeguarding training and regular updates are provided to all staff in the autumn term.

## **16. What do to if you have concerns.**

If you have any concerns about your child or the support they are receiving, please speak to the class teacher first. It is best to make an appointment to speak to your child's teacher because they cannot come out of class or discuss concerns at the beginning or end of school when there are other children and parents around.

If you do not feel that the issue has been resolved, please arrange to meet with the school's SENDCo.

If you still have concerns, please refer to the complaints policy.

## **17. Manchester Local Offer**

Please look at the [Manchester Local Offer](#) which offers information for parents in a single place. 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. There is also a list of useful contact numbers.

**For more information about our Local Offer for children with SEND please liaise with the following professionals in school via prior appointments through School Office.**

**Thomas Denton (Assistant Head - Inclusion)**

**Leigh Muldoon (EYFS – Inclusion)**

**Anne Zaidi (Deputy Headteacher)**

**Hatim Kapacee (Headteacher)**

## **To be read in conjunction with**

Accessibility policy

Medical conditions

SEND policy

Behaviour Policy

Data Protection Policy

Complaints policy

Equality Duty policy

Key

SEND –Special Educational Needs and Disabilities

SENDCo – Special Educational Needs Co-Ordinator

NASENDCO – National Award in Special Educational Needs and Disability Co-Ordination

ELKLAN – Speech, Language and Communication Training

CAMHS – Children And Adolescent Mental Health Service

CPD – Continuous Professional Development

EHC / EHCP –Educational Health Care Plans

SALT – Speech and Language Therapy /Therapist

EP – Educational Psychologist

OT – Occupational Therapist

SPLD – Specific Learning Differences

SCP – Social Communication Pathway

ASC – Autism Spectrum Condition

CPOMS – Child Protection Online Management System