

Heald Place Primary School



Every Child a
Confident Learner

SEND Information Report October 2026

To be read in conjunction with the SEND Policy

Report reviewed and updated: October 2026

Next review: October 2027 (or earlier if provision or statutory guidance changes)

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

At Heald Place Primary School, our vision is Every Child a Confident Learner. We want every pupil to belong, participate and achieve. We have high expectations for children with SEND and work with families to understand strengths, aspirations and barriers. Our Inclusion Strategy 2026–2029 places communication, language and reading at the heart of inclusive teaching, alongside wellbeing, attendance and equitable access to the wider life of the school.

- ❖ 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.

Our main areas of identified need include communication and interaction and cognition and learning. We also support pupils with social, emotional and mental health needs and sensory and/or physical needs. Provision is based on each child's individual strengths and needs, rather than a diagnosis or label alone.

Needs can change over time. We identify support through careful assessment and partnership with children, families and professionals, rather than assuming that one approach will suit everyone.

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 are concerned about your child's learning or development, please speak to their class teacher first. You can also request an appointment with the SENDCo/Inclusion Lead, Thomas Denton, through the school office or email t.denton@healdplace.manchester.sch.uk.

Review October 2027

Our SENDCo/Inclusion Lead works alongside class teachers, the Inclusion Team, families and specialist services to identify needs early, coordinate provision and review the difference that support is making.

If concerns remain unresolved, you may request a meeting with a senior leader or the Headteacher through the school office. The school can also explain how to raise concerns with the governor responsible for SEND.

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;
- ❖ We work with parents and carers to understand their child's strengths, concerns and aspirations. Families can share their views before and during SEND reviews and help agree meaningful outcomes and support strategies.
- ❖ SEND support plans are reviewed with parents and carers at least termly, and EHCPs are reviewed at least annually in line with statutory arrangements. Children's views are gathered in an accessible way and used to shape targets and decisions.

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

At Heald Place, we use the graduated approach: Assess → Plan → Do → Review. Teachers monitor progress continually, with formal reviews at least termly and more frequently where needed. High-quality adaptive teaching is the starting point for all children, with targeted or specialist support added according to need.

Universal support: high-quality adaptive classroom teaching for every child. This includes explicit vocabulary teaching, visual supports, clear modelling, structured talk, scaffolding, retrieval practice and appropriate adjustments so pupils can access ambitious learning.

Targeted support: planned individual or small-group teaching to address identified needs. It may take place in the classroom or another suitable space, is delivered by appropriately trained staff, and is reviewed for impact.

- ❖ 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.

Specialist and personalised support

Where needs are more complex or persistent, the SENDCo and class teacher may seek specialist advice and plan individualised support with parents and carers. This may include assessment, therapy programmes, tailored resources or provision within the Inclusion Base (Rainbow Room), where appropriate.

Specialist provision is based on assessed needs, professional advice and the graduated approach. The school reviews whether support is helping the child make progress and participate in learning and school life.

Where appropriate, reasonable adjustments and access arrangements are considered for assessments in line with the relevant statutory guidance.

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.

- ❖ In the Early Years Foundation Stage, progress is considered against the EYFS statutory framework, including the Early Learning Goals where appropriate, alongside observations and individual developmental progress.
- ❖ In Years 1–6, teachers use curriculum assessments and individual targets to evaluate progress in reading, writing, mathematics and wider learning, taking account of each pupil's starting point.
- ❖ Where a pupil is working below the standard of national curriculum assessments, teachers use appropriate assessment arrangements, including the pre-key stage standards or the engagement model where applicable, alongside individual learning targets.
- ❖ Statutory assessments are undertaken in accordance with the requirements for the relevant year group, including the Year 1 phonics screening check and end of Key Stage 2 assessments in Year 6. The school uses assessment information to plan next steps, not simply to compare pupils with age-related expectations.

How are targeted and specialist support, and EHC plans, monitored?

Provision Mapping

Provision maps and individual SEND support plans identify the additional support provided, the intended outcomes and how progress will be measured. Class teachers and the SENDCo/Inclusion Team review these at least termly, using assessments, pupil and parent voice and specialist advice as appropriate.

Team Around the Child Meetings

Team Around the Child meetings may bring together families, school staff and involved professionals to review strengths, needs, agreed actions and progress. They can also support consideration of an EHC needs assessment where appropriate.

Person Centred Review Meetings

For children with an EHCP, the annual review considers progress towards the plan's outcomes, whether provision remains appropriate and the child's and family's aspirations. We support pupils to share their views through discussion, visual tools or other accessible approaches.

Individual Targets

Individual targets identify small, meaningful steps towards progress in learning, communication, independence, wellbeing and participation. We evaluate whether support is effective and adapt it where necessary, recognising progress from each child's starting point.

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

- ❖ Where a child needs provision beyond what can reasonably be provided through ordinarily available support, the school and family may discuss requesting an Education, Health and Care (EHC) needs assessment from the local authority.
- ❖ Parents and carers, as well as the school, can request an EHC needs assessment from the local authority. An assessment request does not guarantee that an EHCP will be issued.
- ❖ Following a statutory assessment, the local authority decides whether to issue an Education, Health and Care Plan (EHCP). An EHCP specifies the child's assessed needs, outcomes and required special educational provision.

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

- ❖ The upstairs new building is accessible to children with physical disability via the lift. The ground floor of the main building is accessible to those with physical disabilities and a lift to access the upper floor;
- ❖ We have accessible toilets on the ground floor of all the buildings and accessible toilet on the first floor of the extension;

- ❖ We make reasonable adjustments to teaching, resources, communication and the physical environment, and plan for children with SEND to participate in visits, clubs and residential experiences wherever reasonably possible.
- ❖ For educational visits and enrichment, staff plan appropriate support with families and relevant professionals, including individual risk assessments where needed, so that SEND or disadvantage does not unnecessarily prevent participation.

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?

Where appropriate, and with families involved in decision-making, we work with external professionals and services to assess needs, advise staff and support children. The services involved depend on each child's circumstances and local referral arrangements.

- ❖ Learning Mentor – Pastoral Support;
- ❖ Specialist Art teacher – Pastoral Support;
- ❖ Senior Safeguarding officer;
- ❖ Educational Psychology Service (including support commissioned through the school's service-level agreement);
- ❖ Speech and Language Therapy (including programmes and specialist advice);
- ❖ Autism Outreach Service – The Birches & Grange special schools.
- ❖ Lancasterian outreach support;
- ❖ Children and young people's mental health services and relevant social communication assessment pathways;
- ❖ Medical & Health professionals;
- ❖ Sensory Support Service for children with visual or hearing impairment;
- ❖ Occupational Therapy Service;
- ❖ Physiotherapy Service;

Advice from external professionals is considered with families and incorporated into teaching, provision plans and staff development where appropriate. Its effectiveness is reviewed alongside the child's outcomes.

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?

- ❖ Staff professional development responds to identified pupil needs and school priorities. It includes adaptive teaching, speech, language and communication, reading and vocabulary, autism and social communication, emotional regulation, safeguarding, EAL approaches and appropriate medical or physical needs. Educational Psychology and Speech and Language professionals contribute specialist advice, consultation and staff development as appropriate.

11. How do we support and include your child?

Class teachers, phase leaders and the Inclusion Team review pupils' learning, attendance, communication, wellbeing and participation through ongoing assessment, pupil progress meetings and SEND reviews. Where a child is not making expected progress from their starting point, we work with families to understand barriers, agree appropriate support and evaluate its impact.

- ❖ Progress is significantly slower than expected from the pupil's individual starting point;
- ❖ Progress slows or previously acquired skills are not sustained;
- ❖ Barriers persist despite appropriate teaching adaptations and targeted support.

We also consider progress in communication, emotional wellbeing, independence, attendance, friendships and participation, not just attainment.

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

High-quality adaptive teaching

Teachers have high expectations for every pupil and adapt teaching to remove barriers without unnecessarily narrowing the curriculum. This may include explicit vocabulary instruction, communication-friendly classrooms, visual timetables, pre-teaching, scaffolding, flexible grouping, accessible texts, assistive technology, movement or sensory breaks and reasonable adjustments. Reading, oral language and comprehension are priorities across subjects. The Manchester Matching Provision to Need guidance helps inform decisions about appropriate support.

Teachers and other adults work together to adapt teaching and provide purposeful support while promoting pupil independence.

SEND support

Depending on individual need, provision may include the following approaches. Not every intervention is suitable or necessary for every child; support is planned, monitored and reviewed against agreed outcomes.

Reading and communication support may include assessment of phonics knowledge, systematic phonics teaching, supported reading fluency practice, explicit vocabulary instruction, oral language development and comprehension strategies. Support is matched to each child's needs, reviewed for progress and linked to reading across the curriculum.

- 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
- Adapted resources such as word banks, Numicon, accessible texts and visual scaffolds
- 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

Our Inclusion Base, known as the Rainbow Room, provides a personalised teaching environment for identified pupils with significant speech, language, communication and developmental needs. The current provision is designed for up to 12 pupils in Years 1–4. Placement is considered by the SENDCo and Rainbow Room teacher using the child's assessed needs, evidence of prior support, professional advice, pupil and family views and any relevant EHCP arrangements. Children continue to participate in mainstream classes and wider school life in ways that are appropriate to their needs. Placement and transition arrangements are reviewed regularly, with decisions made individually and in partnership with families. The school's existing detailed entry and exit criteria are reproduced in Appendix A for transparency; these should be applied consistently with statutory duties and individual needs.

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?

We keep SEND information securely and share it only with authorised staff and relevant professionals who need it to support a child, in line with the school's data protection and safeguarding arrangements. Information is transferred securely to receiving schools when appropriate, and records are retained in accordance with the school's retention schedule and applicable data protection law.

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

Children's wellbeing, belonging and voice are central to our inclusive approach. We use nurturing relationships, pastoral support and tailored approaches to emotional regulation and social communication. We listen to children in ways they can access and use their views to shape support plans and reviews. We work with families and relevant

professionals where anxiety, wellbeing or attendance affects learning. We respond to bullying and discrimination, support friendships and aim for equitable access to clubs, educational visits, sport and pupil leadership.

We evaluate the impact of SEND provision through progress towards individual targets and EHCP outcomes, reading and wider learning, attendance, communication, independence, wellbeing and participation. Teachers and the Inclusion Team consider assessment evidence alongside pupil and parent feedback. Where support is not making enough difference, we revisit the assessment of need and adjust the plan. Leaders and governors review school-wide inclusion priorities, with an annual Inclusion Impact Report informing improvement planning.

16. What should I do if I 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 your concern has not been resolved, please arrange a meeting with the SENDCo/Inclusion Lead.

If concerns remain unresolved, please refer to the school's complaints policy. Families can also seek impartial SEND information, advice and support through Manchester SENDIASS and ask the local authority about disagreement resolution and mediation where relevant.

17. Manchester Local Offer

The Manchester Local Offer brings together information about education, health, care and other services for children and young people with SEND and their families. Families can ask the school office or SENDCo for help finding the relevant information and independent advice and support.

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)

Rosie Hannan (Inclusion Base Teacher)

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

Inclusion Strategy

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

EHF / EHCP – Education, Health and Care / Education, Health and Care Plan

SALT – Speech and Language Therapy /Therapist

EP – Educational Psychologist

OT – Occupational Therapist

SPLD – Specific Learning Differences

SCP – Social Communication Pathway

ASC – Autism Spectrum Condition (also referred to as autism)

CPOMS – Child Protection Online Management System

Appendix A – Rainbow Room: Entry and Exit Criteria

The following is reproduced from the school's existing "Entry and Exit Criteria for the SEND Class (Rainbow Room Provision)" document. It is included for reference and transparency. Before publication, the school should review any absolute eligibility rules, including the requirement for a report within six months, cognitive profile restrictions and automatic exit at the end of Year 4, to ensure individualised decisions and compliance with SEND and equality duties.

Entry and Exit Criteria for the SEND Class (Rainbow Room Provision) at Heald Place Primary School

Focus: Triad of needs including Speech, Language, Communication (SLC), and Developmental Delay.

Placement in the SEND Class (Rainbow Room) is determined by the SENDCo and Rainbow Room Class Teacher through the Education, Health and Care (EHC) plan process, based on evidence from a range of professionals (e.g., Speech and Language Therapists (SALT), Educational Psychologists). There is space for 12 pupils from Year 1 – Year 4.

Entry Criteria

Existing or Pending EHC Plan: The child must have an EHC plan or be undergoing the EHC assessment process.

Primary Need in SLC and/or Developmental Delay: The EHC plan must specify SLC and/or global developmental delay as the child's primary area of need, which is the main barrier to their learning and development. Other needs may be present, but this triad is central.

Specialist Professional Diagnosis: An up-to-date, comprehensive report from a qualified Speech and Language Therapist (within the last 6 months) is required, outlining the child's communication profile, and confirming significant *delay* in development.

Complexity and Severity of Needs: The child will present with significant difficulties in understanding language (receptive skills), using language (expressive skills), and/or social interaction skills that have a substantial impact on their functional skills and academic attainment. Their developmental level will likely be significantly below their chronological age.

Evidence of Insufficient Progress in Mainstream: The mainstream school must demonstrate, through documented evidence (e.g., Pupil Passport targets), that a range of targeted, "additional to or different from" quality first teaching, adaptations and interventions have been implemented over time, but the child has still not made adequate or sustained progress.

Capacity for Mainstream Inclusion (Part-Time): The child should be able to engage appropriately with intensive, small-group support and teaching within the Rainbow Room provision, alongside an element of inclusion in mainstream school life (e.g., playtimes, assemblies, specific lessons like P.E. or art).

Cognitive Profile: In some cases, there may be a requirement for the child's general cognitive abilities to be broadly in line with age-related expectations, as the provision is designed to address

specific language/communication difficulties rather than profound and multiple learning difficulties which would be better served in a special school setting.

Exit Criteria

Exit from the provision is generally determined at the Annual Review of the EHC plan, with the goal of full integration into the mainstream environment.

Achievement of EHC Plan Outcomes: The key driver for exit is the successful achievement of the specific, measurable outcomes detailed in the EHC plan.

Sufficient Progress in SLC and Development: The child will have made significant, sustained progress in their speech, language, communication, and overall development, enabling them to access the mainstream curriculum and social interactions with a lower level of support.

Transition to Standard SEN Support: The pupil's needs can now be effectively met in a standard mainstream class using typical SEN support/graduated response interventions, rather than needing the highly specialised, intensive environment of the resource provision.

SLC No Longer Primary Need: The child's speech, language, and communication difficulties are no longer considered their primary area of need, or they have been addressed sufficiently that their main challenges now relate to other areas manageable within general school provision.

Unsuitability of Provision: If the child's learning difficulties prove to be more severe or complex than initially assessed, a move to a more specialist school may be considered appropriate by the SENDCo and LA.

Age/Phase Ceilings: The child may automatically exit when they reach the maximum age for which the specific resource provision is designed (by the end of Year 4)