



Special Educational Needs (SEN) Information Report 2026-2028

Document Control

Document Name	SEND Information Report
Document Author	Elizabeth Simmons – SENDCO/Deputy Head
Policy Number	4
Last Issued Date	June 2024
Next Review Date	September 2028

Version Control

Date	Version	Updates/Changes
June 2024	1	Document control added; Policy Number amended;
July 2026	2	Fully updated/glossary added

Contents

1. Welcome
2. Meet Our SEND Team
3. What is SEND?
4. How We Identify SEND
5. How We Support Children with SEND
6. Adaptive Teaching and Monitoring
7. Supporting Children's Social, Emotional and Mental Health
8. Working Together to Support Your Child
9. Outside Agencies We Work With
10. Transition Support
11. Staff Training and Support for SEND
12. Accessibility and Supporting Families
13. Arrangements for Admission
14. Glossary

1. Welcome

At **James Brindley Community Primary School**, we believe that every child deserves the opportunity to thrive, achieve and feel valued. We are proud to be an inclusive school where all children are supported to reach their full potential, regardless of their individual needs or starting points. We recognise that every child is unique.

Some children may need additional support with their learning, communication, emotional wellbeing, physical development or sensory needs. Our aim is to identify these needs as early as possible and work in partnership with families to provide the right support at the right time. Most children with SEND have their needs successfully met through high-quality teaching, adaptive classroom practice and targeted support within school. Where additional specialist advice or provision is required, we work closely with a range of external professionals to ensure that children receive the support they need.

This report explains how we identify, support and monitor children with Special Educational Needs and Disabilities (SEND). It utilises the LA Local Offer and outlines the provision available at James Brindley, to meet the needs of SEN pupils as determined by the school policy, and the provision that the school is able to meet.

2. Meet our SEND Team

We work together to make sure every child with SEND receives the support they need to achieve their best. Our SEND team includes **class teachers**, the **SENCo**, **school leaders** and **governors**.

2.1. Your child's **class teacher** is the first person responsible for supporting their learning. They will:

- Regularly check your child's progress and identify any additional support they may need.
- Plan and deliver targeted support, interventions or adaptations to help your child make progress.
- Set and review SMART targets (Specific, Measurable, Achievable, Relevant and Timely) where needed.
- Create and review Individual Education Plans (IEPs), Emotional Support Plans or other personalised support plans, using advice from outside professionals.
- Work closely with parents and carers to share progress and discuss how the school can best support your child.
- Adapt teaching and learning to meet your child's individual needs and follow the school's SEND policy.

2.2. Our **Special Educational Needs and Disabilities Coordinator (SENDCo)** is responsible for coordinating SEND support across the school. Mrs Simmons will:

- Develop and review the school's SEND policy and provision.
- Coordinate support for children with SEND and ensure their needs are identified and met.
- Work with children, families, teachers and outside agencies to plan the right support.

- Keep parents and carers informed and involved in reviewing their child's progress and support.
- Liaise with professionals such as Speech and Language Therapists, Educational Psychologists and other specialist services.
- Maintain the school's SEND register and ensure accurate records are kept.
- Support teachers and staff to provide effective strategies and interventions for children with SEND.

2.3. **The Headteacher** has overall responsibility for ensuring that children with SEND are supported effectively across the school. Mrs Stokes will:

- Oversee the day-to-day provision for children with SEND.
- Ensure that the SENDCo and staff have the support and resources needed to meet children's needs.
- Ensure the school meets its legal responsibilities for children with SEND.
- Keep the Local Governing Board informed about SEND provision and developments.

2.4. **Our SEND Governor** supports and challenges the school to ensure children with SEND receive the right support. Mrs Hardwick will:

- Monitor SEND provision and ensure children's needs are being met.
- Work with school leaders to understand how SEND support is developing.
- Help ensure the school continues to provide an inclusive environment where all children can succeed.

As part of [The Link Education Trust](#), [James Brindley Community Primary School](#) also works alongside other schools to ensure that pupils with SEND receive the support they need.

3. What is SEND?

SEND stands for Special Educational Needs and/or Disabilities.

A child or young person has SEND if they have a learning difficulty or disability that means they need additional support, resources or adjustments to help them access learning and take part fully in school life.

The four broad areas of SEND need are:

- **Communication and Interaction** – including speech, language and social communication needs.
- **Cognition and Learning** – including difficulties with reading, writing, maths or learning new skills.
- **Social, Emotional and Mental Health** – including difficulties with emotions, behaviour, relationships or mental wellbeing.
- **Sensory and/or Physical Needs** – including hearing, vision, physical disabilities or sensory processing needs.

Every child with SEND is unique.

4. How we identify SEND

4.1. We carefully monitor every child's progress, development and wellbeing. We use a range of information to identify children who may need additional support, including:

- Regular assessments and tracking of children's progress.
- Observations and discussions with class teachers.
- Information shared by parents and carers.
- Feedback from children about their learning and experiences.
- Advice and assessments from outside professionals, such as Speech and Language Therapists, Educational Psychologists and other specialist services.

Class teachers are usually the first to notice when a child may need extra support. They will work with the SENDCo, parents/carers and other professionals to understand the child's needs and put appropriate support in place.

If a child is identified as having SEND, we will work together with families to plan the right support. This may include targeted interventions, adjustments in the classroom, personalised targets or support from specialist services.

4.2. How can I let the school know that I am concerned about my child's progress?

If you have concerns about your child's progress, please speak to your child's class teacher initially. They will be able to discuss your concerns, share information about your child's learning and explain any support that is already in place.

If you continue to be concerned that your child is not making progress or you feel they may need additional support, you can speak to our SENDCo, Mrs Simmons, who will work with you and the class teacher to explore how we can best support your child.

5. How we support children with SEND

We believe that every child should have access to high-quality teaching and the support they need to achieve their potential.

Quality First Teaching (QFT) – Support in the Classroom

- Teachers have high expectations for every child.
- Learning is planned carefully to build on what children already know, understand and can do.
- Different teaching approaches are used to make sure all children can take part in lessons.
- Practical resources, visual supports, adapted tasks and specific strategies may be used to support learning.
- Teachers regularly assess children's progress and identify any gaps in learning.
- Additional support or interventions may be provided in the classroom or in a small group by a teacher or teaching assistant.

Targeted Support and Interventions

- Small group or individual interventions, which are carefully planned, monitored and reviewed to ensure they are helping children make progress.
- Support with reading, writing, maths, communication, social skills, emotional regulation or independence.
- Personalised targets and support plans, where appropriate.

- Strategies recommended by the SENDCo or outside professionals.

Specialist Support from Outside Agencies

Some children may need support from other professionals, who work with school and families to better understand a child's needs and provide advice and strategies to support their learning and development. With parents/carers' permission, we may work with specialist services such as:

- Speech and Language Therapy (SALT).
- Educational Psychology Service.
- Learning Support Services.
- Sensory Services (for children with hearing or visual needs).
- Occupational Therapy and other specialist professionals.

Education, Health and Care Plans (EHCPs)

Most children with SEND have their needs successfully met through high-quality teaching, targeted interventions and the support available through our school's SEND provision. However, a small number of children have needs that are more complex, severe or long-term and require a higher level of support. For these children, an Education, Health and Care Plan (EHCP) may be appropriate.

An EHCP is a legal document issued by the Local Authority. It brings together information from education, health and social care professionals to identify a child's needs, the outcomes they are working towards and the support required to help them achieve their potential.

How is an EHCP requested?

If, despite high-quality teaching and appropriate SEND support, a child continues to experience significant difficulties, the school or parents/carers can request an Education, Health and Care Needs Assessment from the Local Authority.

The assessment process includes:

- Gathering evidence from parents and carers, school staff and any professionals already involved with the child.
- The Local Authority reviewing this evidence to decide whether a statutory assessment should take place.
- If an assessment is agreed, further advice is gathered from education, health and social care professionals.
- The Local Authority then decides whether an EHCP is required based on the child's level of need.

If an EHCP is not issued, the Local Authority will explain their decision, and we will continue to work closely with families and outside agencies to ensure the appropriate support remains in place.

What support does an EHCP provide?

An EHCP sets out:

- your child's strengths and areas of need;
- the outcomes they are working towards;

- the provision and strategies required to support their learning, communication, independence and wellbeing;
- the responsibilities of education, health and social care services.

Children with an EHCP may receive additional support from trained school staff and specialist professionals. This support may include individual or small-group teaching, personalised intervention programmes, adaptations to classroom learning, specialist resources, support with communication, social interaction or emotional regulation, and opportunities to develop independence.

At James Brindley Community Primary School, we are committed to ensuring children with EHCPs are fully included in school life wherever possible and receive the support they need to succeed alongside their classmates.

Reviewing an EHCP

Every EHCP is reviewed at least once a year through an Annual Review. Parents, carers, school staff and professionals involved with the child come together to celebrate progress, review outcomes and agree any changes needed to ensure the support continues to meet the child's needs as they grow and develop.

6. Adaptive Teaching and Monitoring Progress

6.1. How will teaching be adapted for my child with SEND?

Teachers plan lessons to meet the needs of all children in their class. We use adaptive teaching and the Ordinarily Available Provision (OAP) guidance to ensure that children with SEND can access learning, participate fully and make progress.

The Ordinarily Available Provision outlines the support and adjustments that should be available for children with SEND as part of everyday classroom practice. This means that many children's needs can be met through high-quality teaching and appropriate adaptations within the classroom.

This may include:

- Adapting lessons, activities and resources to meet your child's individual needs.
- Using visual supports, practical resources and specific strategies to support understanding.
- Providing different ways for children to access learning and demonstrate what they know.
- Breaking learning into smaller steps and providing additional opportunities to practise skills.
- Providing targeted support from teaching assistants, under the direction of the class teacher.
- Using advice and recommendations from the SENDCo and outside professionals where appropriate.

Planning and teaching may be adapted daily to ensure your child can access the curriculum at their own level and is not disadvantaged because of their SEND

6.2. How will we monitor and measure my child's progress?

Your child's progress is continually monitored by their class teacher. Teachers use assessment, observations and discussions to understand your child's strengths, needs and next steps in learning. Progress is reviewed regularly by class teachers, the SENDCo and school leaders to ensure that children are receiving the right support and making progress.

Where appropriate, children may have personalised targets through an Individual Education Plan (IEP), Emotional Support Plan or other support plan. These targets are informed by your child's needs, the National Curriculum and advice from outside professionals where appropriate. Targets are reviewed regularly to check progress and ensure support continues to have a positive impact.

We work closely with parents/carers and professionals to review children's progress and make any necessary changes to the support provided.

7. Supporting Children's Social, Emotional and Mental Health

We recognise that children's emotional wellbeing is closely linked to their learning, confidence and ability to build positive relationships. We understand that some children may need additional support to develop their emotional and social skills, manage feelings and feel ready to learn.

Children may show that they need extra support in different ways, including:

- Finding it difficult to manage emotions or regulate their behaviour.
- Feeling anxious or worried.
- Finding friendships or social situations challenging.
- Struggling to communicate their feelings or needs.
- Lacking confidence or self-esteem.

We are committed to creating an emotionally friendly school environment, where children feel safe, valued and understood. Staff build positive relationships with children and use a range of approaches to support emotional regulation, resilience and wellbeing.

All classes follow a structured PSHE (Personal, Social, Health and Economic) curriculum, which supports children to develop:

- Understanding of emotions and feelings.
- Positive relationships and friendships.
- Self-confidence and independence.
- Problem-solving and coping strategies.
- Respect for themselves and others.

For children who need additional support, we may provide:

- Individual or small group support to develop emotional and social skills.
- Support from trained staff to help children understand and manage their emotions.
- Strategies recommended by the SENDCo or outside professionals.
- Pastoral support from members of our school team.

7.1. Identified children who find lunchtimes and other less structured parts of the school day challenging may have access to our **Happy Hub** as an alternative lunchtime provision. The Happy Hub provides a calm and supportive environment where children can:

- Develop social skills and friendships in a smaller setting.
- Access structured activities and games.
- Receive support from teaching assistants who can help children manage emotions and resolve difficulties.

8. Working Together to Support Your Child

We believe that working closely with parents and carers is essential in supporting children with SEND. We value your knowledge of your child and will work in partnership with you to make sure they receive the right support.

8.1. How will the school let me know if they have concerns about my child's learning?

If your child is identified as not making the progress we would expect, we will arrange a meeting with you to discuss our concerns and plan the next steps together.

This may include:

- Listening to any concerns you have about your child's learning or development.
- Gathering further information about your child and their individual needs.
- Discussing additional support that may help your child both in school and at home.
- Discussing referrals to outside professionals where appropriate.
- Agreeing the next steps and reviewing progress together.

8.2. How is extra support allocated and reviewed?

The school receives funding to support children with SEND and uses this carefully to meet the needs of pupils across the school.

The Headteacher, SENDCo and school leaders review information about children with SEND, including:

- Children who are already receiving additional support.
- Children who may need further support.
- Children who are not making the progress expected.

From this information, decisions are made about the resources, interventions, staff support and training needed to help children make progress.

SEND provision is recorded on the school's Provision Map, which outlines the support available across school. This is reviewed regularly and adapted to ensure resources are used effectively and that children receive the support that best meets their individual needs.

9. Outside Agencies We Work With

We work closely with a range of professionals and services to ensure children with SEND receive the right support for their individual needs.

Support is coordinated between school, families and outside agencies to help children make progress, develop independence and access all aspects of school life.

9.1. School-based support

Within school, support is provided through:

- Class teachers, who are responsible for the teaching and learning of all children, including those with SEND. Teachers plan and adapt lessons to meet individual needs and may deliver targeted interventions or personalised programmes.
- Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs), who support children through individual or small group work, under the direction of the class teacher.
- The SENDCo (Mrs Simmons), who works with staff, families and professionals to coordinate SEND support and ensure appropriate strategies are in place.

9.2. Local Authority Service

We work with services from Salford Local Authority to provide specialist advice and support, including:

- *Educational Psychology Service* – supporting understanding of children’s learning, development and individual needs.
- *Learning Support Service* – providing advice and support for children with specific learning needs.
- *Sensory Service* – supporting children with hearing or visual needs.
- *Speech and Language Therapy (SALT)* – supporting children with speech, language and communication needs.
- *Parent Partnership Service* – providing advice and support for families.

9.3. Health and Specialist Services

Where appropriate, we work with health professionals and specialist services, including:

- *Speech and Language Therapy* – providing additional specialist support and advice.
- *School Nurse* – supporting children’s health and wellbeing needs.
- *Occupational Therapy (OT)* – supporting children with physical, sensory, coordination and independence skills.
- *Physiotherapy* – supporting children with physical development and mobility needs.
- *Child and Adolescent Mental Health Services (CAMHS)* – supporting children’s emotional wellbeing and mental health.

We may also work with other specialist services depending on a child’s individual needs. Any referrals or involvement from outside agencies are discussed with parents/carers, and we work together to ensure that advice is used effectively to support each child.

10. Transition Support

We understand that changes and transitions can be challenging for some children with SEND. We carefully plan transitions to make sure children feel confident, prepared and supported at each stage.

10.1. If your child is joining James Brindley from another setting or school:

- The SENDCo may visit your child’s previous setting or school, alongside the relevant staff, to gather information and support a smooth transition.
- We work closely with parents, carers and professionals to understand your child’s needs before they start.
- If helpful, your child may receive a transition book, passport or personalised resources to help them understand and prepare for starting at James Brindley.

- Where appropriate, your child will be invited to visit school for a taster session or additional visits before they join us.

10.2. **When your child moves to a new class within James Brindley:**

- Information about your child's needs, strengths and support strategies is shared with their new teacher. Teachers meet to discuss children's progress and any adjustments needed.
- Individual Education Plans (IEPs), support plans and advice from professionals are shared.
- Additional transition support, such as visits, visual resources or a transition book/passport, may be provided where needed.

10.3. **If your child moves to another school:**

- We will contact the new school's SENDCo to share information about your child's needs and the support they receive.
- Where possible, a planning meeting will take place with staff from the new school.
- All relevant records and support information will be transferred as soon as possible to help ensure continuity of support.

10.4. **When your child moves to secondary school:**

- The SENDCo and class teacher will work with the secondary school SENDCo to share information about your child's needs and support.
- Where appropriate, children will take part in focused transition activities to help them understand and prepare for the changes ahead.
- Children may have additional visits to their new school, and staff from the secondary school may visit them at James Brindley.
- Transition arrangements will be personalised to ensure each child feels supported and ready for their next step.

11. **Staff Training and Support for SEND**

The SENDCo, Mrs Simmons, works closely with class teachers to support planning, identify appropriate strategies and ensure that children receive effective support. Teachers and support staff are encouraged to continually develop their understanding of SEND through training, advice and professional development.

Staff receive training and support in a range of areas, including:

- Dyslexia, Dyscalculia and Irlen Syndrome.
- Autism Spectrum Disorder (ASD).
- Speech, language and communication needs.
- Supporting children's emotional wellbeing and regulation.
- Adaptive teaching strategies to support access to the curriculum.

A number of staff have experience and training in delivering specialist interventions and support, including:

- **Colourful Semantics** – supporting language development and sentence structure.
- **Building Blocks to Communication** – supporting communication skills.
- **Attention Autism** – developing attention, engagement and communication.
- **Precision Teaching** – supporting children to develop key skills through focused practice.

- **1st Class @ Number and Success @ Arithmetic** – supporting children with maths development.
- **WellComm** – identifying and supporting speech and language needs.
- **Zones of Regulation** – supporting children to understand and manage their emotions.
- **Phonics interventions** – supporting children to develop reading skills in line with the school's phonics approach.
- **Sensory Circuits** – supporting children's sensory needs, regulation and readiness to learn.

12. Accessibility and Supporting Families

We have a school **Equality Scheme, Accessibility Plan and Community Cohesion Statement** in place to support the continued improvement of access to our buildings, curriculum and wider school opportunities. This can be found on the [school website](#).

The Local Authority has reviewed the accessibility of our school, and we continue to monitor and develop our provision to ensure that children and adults with disabilities can access all aspects of school life.

12.1. How is James Brindley accessible to children with SEND and disabilities?

We make reasonable adjustments to ensure children can access learning and participate fully in school life. This includes:

- Easy access to the school building, including ramps and double doors.
- A wheelchair-height section at the front desk.
- A disabled toilet.
- Adapted resources and equipment where needed.
- Ensuring classrooms and learning environments are organised to support individual needs.
- Making sure after-school clubs and extra-curricular activities are accessible to children with SEND.

12.2. What support is available for parents of children with SEND?

We value the partnership between school and families and encourage regular communication. Parents and carers can expect:

- Regular opportunities to speak with their child's class teacher about progress, concerns or successes.
- Support from the SENDCo, Mrs Simmons, to discuss any questions or concerns about your child's needs and provision.
- Information from outside professionals to be shared and discussed with you.
- Opportunities to contribute to and review personalised targets, Individual Education Plans (IEPs), Emotional Support Plans or support plans.
- Homework adapted where appropriate to meet your child's individual needs.
- A home-school communication book or other agreed methods of communication where this would be helpful.

12.3. Salford's Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and people with Special Education needs (SEND) aged 0-25. This is the 'Local Offer' The Local Offer is an important resource for parents in understanding the range of services and provision available in their local area, including at school.

Other support offered locally:

- <https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>
- [Salford Information Advice and Support Services \(SIASS\)•Salford City Council](#)
- [Local charities](#) that offer information and support to families of children with SEN

13.Arrangements for Admission

At James Brindley Community Primary School, children are admitted in line with Salford Local Authority's admission arrangements.

For children with additional needs or disabilities, we work closely with families, the Local Authority and any professionals already involved with the child before they join us. This allows us to develop a clear understanding of the child's strengths, needs and interests, and ensures that appropriate support, resources and reasonable adjustments are in place from the beginning.

We have experience supporting children with a wide range of needs, including learning difficulties, communication and interaction needs, social and emotional needs, medical conditions and physical disabilities. The support provided will be tailored to each child and may include:

- Additional adult support in the classroom, during playtimes, lunchtimes and school trips.
- Adapted resources, specialist equipment and assistive technology.
- Adjustments to the learning environment to support access, independence and wellbeing.
- Differentiated teaching approaches and personalised learning opportunities.
- Targeted interventions and support programmes.
- Advice, guidance and specialist support from external agencies where appropriate.

Ensuring Equality and Inclusion for Pupils with Disabilities

We are committed to ensuring that pupils with disabilities are not treated less favourably than their peers. We recognise our duties under the Equality Act 2010 and work to remove barriers that may prevent children from fully accessing school life.

The needs of children with disabilities are carefully considered as part of our admission process, and we work with families and professionals to ensure appropriate support and reasonable adjustments are put in place.

We believe that all children should have equal opportunities to participate in every aspect of school life. Staff carefully plan learning, classroom activities, enrichment opportunities and wider school experiences to ensure they are accessible and inclusive for all pupils, including those with SEND.

We make use of a range of resources, expertise and support to increase children's access to learning and participation. This may include adapting teaching approaches, modifying resources, creating supportive environments and providing additional adult or specialist support where needed.

Our aim is that every child feels valued, included and able to achieve their potential as a member of the James Brindley community.

14. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services.
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area.
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment.
- **SENCO** – the Special Educational Needs Co-ordinator.
- **SEN** – Special Educational Needs.
- **SEND** – Special Educational Needs and Disabilities.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN.
- **SEN support** – special educational provision that meets the needs of pupils with SEN.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.