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Grosvenor Road Primary School

Special Educational Needs (SEN) Information Report 2026-2028

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Note: If there are any terms used in this information report that you are unsure of, please see the Glossary at the end of the report.

1. What types of SEN does the school provide for?

AREA OF NEED	
Communication and Interaction	Autism
	Speech, Language and Communication needs
Cognition and learning	Specific learning difficulties : - Dyslexia - Dyscalculia - Dyspraxia
	Moderate Learning difficulties
	Severe Learning Difficulties
Social, emotional and mental health	Attention Deficit Hyperactivity Disorder
	Attention Deficit Disorder
Sensory and/or physical	Physical Difficulties
	Hearing Impairment
	Visual Impairment
	Sensory Processing Difficulties
	Medical Needs

Some pupils may have needs in more than one area and we recognise that pupils' need can change over time.

2. Which staff will support my child and what training have they had?

Our Special Educational Needs Co-Ordinator (or SENCO)

Mrs E Johns (NASENCo) /Miss H Taylor (NPQSENCo)

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (Special educational needs and disability code of practice: 0 to 25 years)

The first response by the class teacher is high quality teaching targeted at the individual needs of the pupils. The school has in place a range of Ordinarily Available Inclusive Provisions which is our universal practice and benefits all children.

Some children will have individual education plans which will specify any reasonable adjustments, additional provisions or interventions that are needed including small group or 1:1 interventions.

This is in line with the Assess Plan Do Review cycle of the Graduated Response.

If progress is below that expected after targeted intervention or there is an ongoing concern, the SENCo in consultation with the class teacher and parents may involve outside agencies such as Educational Psychology or Learning support Service.

Teaching Assistants (TAs)

We have a large team of Teaching Assistants (TAs) in school who support the teachers in meeting the needs of all children. We have Teaching Assistants at Level 1, Level 2, Level 3 and a Higher Level Teaching Assistant (HLTA).

Our TA's are deployed throughout school depending on the age and needs of the children.

External Agencies and Experts

The school maintains close partnerships with a range of local services and agencies to ensure a coordinated approach and is part of the school's Graduated Response.

These include:

- Educational Psychology Service
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Services)
- i-Reach (Social, Emotional and Mental Health Support)
- Primary Inclusion Team
- Salford Ethnic Minority and Traveller Achievement Service
- Learning Support Service including the Autism in Education Team
- School Nursing Team
- Early Help support services

Training

Our staff has access to ongoing Continuing Professional Development (CPD)

Some of our training is Universal Training which is relevant to all staff. We also offer bespoke and targeted training depending on the needs of our staff and children.

As a school, we access training in a variety of ways:

- Online training through the National College
- External Agencies providing whole school or targeted training to school
- In house training provided by the SENCo

The following are some examples of the training that our staff have taken part in:

- Speech and Language support
- Phonics, Reading, Maths and Writing
- Precision Teaching
- Lego Therapy
- Attention and Listening interventions
- Attention Autism
- Identiplay
- Intensive Interactions
- TAC PAC
- Time To Talk
- Emotion Explorers/Emotion Detectives
- Relational Approaches to Inclusion
- Attachment and Trauma
- Colorful Semantics
- ShREC (High Quality Interactions)

Our school holds **Communication Friendly Schools status** and has the **Bronze Emotionally Friendly Schools award**.

3. How will the school identify need and measure progress?

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify need and monitor the progress of children with special educational needs.

The school's system includes reference to information provided by:

- The observations of the class teacher and support staff
- Scrutinies of work
- National Curriculum descriptors for the end of a key stage

- Pre- Key Stage assessments
- Small Steps Tracking
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Individual Education Plan targets
- Outcomes and Steps from an Education Health and Care Plan
- Assessments by a specialist service, such as educational psychology and Speech and Language Therapy, identifying additional needs

Concerns may be raised with the SENCo by the class teacher or parents. If, from the evidence gathered, it is determined that a child has special educational needs then the class teacher, along with the SENCo and in consultation with parents, will decide on the best provision to meet the identified needs as part of a graduated response.

For children with an Individual Education Plan or EHCP we use the Assess Plan Do Review cycle to monitor progress towards targets. We aim to complete three cycles of APDR each year.



1. Gathering information from monitoring and assessment arrangements
2. Plan targets around identified needs
3. Provide provision to meet targets
4. Review progress towards targets after an agreed amount of time and set new targets if needed

Data on all pupils is collected three times a year and entered into our Tracking System (Insight Tracking) This is then analysed by SLT, Phase leaders and subject Leaders

For children who are working 12 months+ behind their year group objectives, we track their progress using Small Steps Tracking. This is an assessment and tracking tool which allows us to track very small steps in progress over time and ensure that next steps are addressed for all children no matter their level of attainment.

All children are discussed with SLT at Pupil progress meetings which are held twice a year

Children's progress and attainment is also monitored through focused learning walks by SLT and/or subject leaders and through book scrutinies by SLT, Phase leaders and subject leaders.

Children who have an EHCP have, in addition to 3 review meetings a year, an EHCP annual review where progress towards the outcomes and steps set out in the EHCP is discussed. For children under the age of 5, this will be every 6 months.

4. How will I be involved in decisions made about my child's education?

At Grosvenor Road we strive to consult all parents in the education of their children. Parents and carers are asked to complete questionnaires which are used to inform our policies and regularly encouraged to use Parent View - A link to this can be found on our website

Parents of children with SEN have additional consultations.

- Involvement in the Assess Plan Do Review cycle
- Group consultation meetings with Educational Psychologist if needed
- Annual Review meeting for children with an EHCP

If a parent wishes to speak to their child's class teacher or the SENCo at other times we ask that they email the school.

GRPS@thelinkeducationtrust.co.uk

5. How will my child be involved in decisions made about their education?

At Grosvenor road we strive to consult all children and gather their views regarding their education. We have a School Council who meet regularly with Senior Management to feed back the views of their class mate.

We involve all children, including those with SEN, with setting their individual targets.

Our 'ASK ME' document is completed yearly for children who have an identified Special Educational Need where they talk about their strengths and what they would like support with.

All children who have an IEP have a One Page Profile – this reflects the child's strengths as well as how best to support them and what they feel is important to them.

For children who are non-verbal we use visuals to gather views or photographs to capture children's engagement and joy.

6. How will the school adapt its teaching for my child?

For our children with identified special educational needs we use specified pathways depending on the needs of the child.

Our pathways are:

Year Group Learning	- Children are engaged with subject specific learning in line with their year group expectations - There may be reasonable adjustments in place - There may be interventions taking place to target identified needs in the areas of Sensory/Physical, Social, Emotional and Mental Health or Communication and Interaction
Year Group Timetable	- Children follow a subject specific timetable but small steps tracking indicates working at a lower age band - There will be significant interventions around Cognition and Learning in place - There may be interventions taking place to target identified needs in the areas of Sensory/Physical, Social, Emotional and Mental Health or Communication and Interaction
Semi-Formal Curriculum	- Children are engaged in some learning/curriculum activities associated with subject specific learning (reading, phonics, maths) but this is often in a 1:1 situation - Children will have significant needs requiring extensive additional support - A bespoke timetable will be in place to meet Cognition and Learning, Social, Emotional and Mental Health Communication, Sensory and Physical and Communication and Interaction needs - Children will still be engaged in some activities which are pre-requisites to subject specific learning: Exploration Engagement, Attention and Listening, Early Interaction and Communication, Establishing Routines, Developing Play Skills and Gross and Fine Motor Development.
Pre-Formal Curriculum	- Children will be provided with a multi-sensory curriculum which develops skills which are pre-requisites to subject specific learning. - Provision will be around: Exploration Engagement, Attention and Listening, Early Interaction and Communication, Establishing Routines, Developing Play Skills and Gross and Fine Motor Development.

Teachers will use their knowledge of the children in their class to adapt the curriculum and or the environment to meet the needs of the learners in their class. This can be done in a variety of ways depending on need but may include:

- Brain breaks or movement breaks
- Sensory resources
- Noise cancelling headphones and concentration aids
- laptops for extended writing
- Coloured overlays or enlarged print
- Scribed work
- visual prompts and supports
- deployment of staff to support particular groups or individuals
- Making adjustment to teaching e.g. giving longer procession time, reading aloud instructions or dual coding and pre-teaching vocabulary

7. How does the school manage transitions?

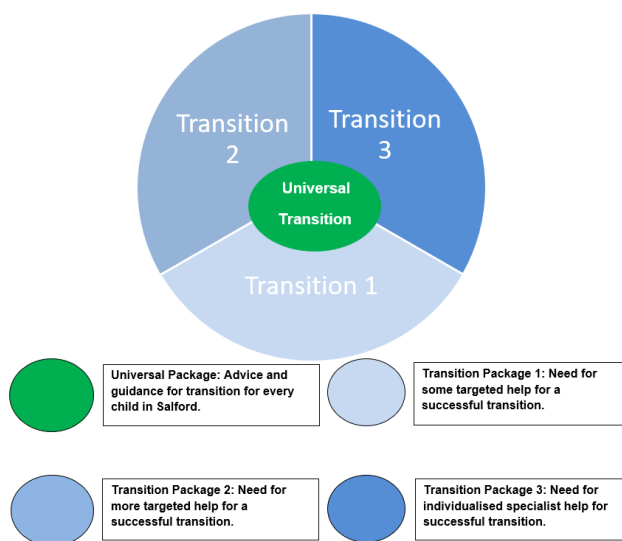
For children beginning their journey with us into our Early Years we have a thorough transition procedure. This involves:

- Inviting new children to stay and play sessions
- New parent meetings in school
- Staff visiting the current nursery
- Home visits for children starting our nursery class.

For children joining the school mid-year, parents are contacted by our staff to arrange an initial look around school where they will meet their child's new teacher and see their classroom. For children with identified Special Educational Needs, they will also meet with the SENCO.

Our staff will support parents with completing any school forms and make sure they are set up on the school communication app. Our staff will contact the previous school to gain an understanding of the child's needs and provision and any involvement with wider professionals.

For children in Year 6 who are transitioning to high school, we follow Salford's Transition Policy. The Year 6 staff indicate which level of transition is needed for each child:-



For children in Year 6 who have an EHCP, the high school place is secured through the local authority depending on the needs as described in the EHCP.

The high schools receiving a child with an EHCP are invited to the annual review.

For children who have special educational needs, the SENCO will meet with the SENCO from the high school to talk through the needs of each child and the provision that is in place.

The school will send the high school a copy of each child's SEN file.

8. How does the school support my child's Emotional Well-being

The school has received the Bronze award for Emotionally Friendly Schools.

Whole School Values – Our Golden Threads

Our school values underpin everything we do and create a shared language and ethos for emotional and social development. These values are:

- Courage
- Respect
- Fairness
- Thankfulness
- Friendship
- Perseverance
- Compassion
- Helpfulness
- Forgiveness
- Generosity
- Trust



Embedding Values Across the Curriculum

- Every three weeks we focus on one of our values, which is explored through:
 - Weekly assemblies
 - Classroom discussions and literature
 - Stories linked to values
 - Cross-curricular learning where appropriate
- A large, well-resourced library aligned with each value is available for staff to use in planning and delivery.
- Children are encouraged and recognised when they demonstrate school values using a sticker system.
- Our celebration assemblies highlight values in action each week.

The Role of Staff and School Environment

- Staff model these values in all interactions.
- Pedagogical approaches promote a growth mindset, encourage resilience, and make space for reflection.
- Mistakes are treated as learning opportunities in a safe and nurturing environment.
- High-quality relationships between staff and pupils are a cornerstone of emotional safety and wellbeing.
- Classrooms are safe, inclusive and offer a strong sense of belonging.

Universal Support

Universal support is available to all children in our school and forms our first layer of wellbeing provision.

Behaviour Policy Anchored in Values

- Positive behaviour is promoted through our flexible and inclusive Behaviour Policy.
- The policy reflects our core values and is adapted to meet individual needs in line with relational and restorative approaches.

Relationships and Trust

- Staff are trained in building trusted relationships through our CPD programme, including training in Relational Approaches to Inclusion.
- Children are known well by all adults who support them. Daily and incidental interactions are used as opportunities for emotional check-ins.

Emotional Literacy and Social Understanding

We have 4 staff who are trained Mental Health First Aiders in school

- Mrs. Johns – Deputy Headteacher, SENCO and Senior Mental Health Lead
- Mrs. Bates – Mental Health First Aid trained
- Miss Collins – Mental Health First Aid trained
- Mrs. Payne – Mental Health First Aid trained
- Staff have undertaken training in the Girls on Board programme, an approach that helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. This equips girls with the language, skills, and confidence to solve their own friendship challenges, recognising that they are often the only ones who can.



Recognising the Importance of Play

- We recognise play as a fundamental aspect of child development, relationship-building and emotional wellbeing.
- Our school benefits from large playgrounds and green spaces designed to support a variety of play experiences including a forest school area.
- Children have access to a wide range of playground equipment and are encouraged to lead and develop their own play initiatives.
- Familiar school staff are consistently present during playtimes to support inclusion, model positive social interactions, and provide conflict resolution and restorative support when needed.
- Trained sports coaches facilitate structured team games during lunchtime play in all key stages, promoting collaboration, physical health, and social development.
- Lunchtime nurture groups for children who may need additional social or emotional support during less structured periods

Voice and Participation

- Pupil voice is promoted via:
 - School Council (Years 3–6): Meets regularly to discuss issues, raise ideas and organise initiatives such as charity events and inter-generational engagement with care homes.
 - Show and Tell sessions: Children are invited to bring something meaningful to them, promoting identity and connectedness.
 - Class discussions and assemblies.

Targeted Support

For children who need additional short- or medium-term support, we provide targeted interventions guided by ongoing assessment.

Identification and Assessment

- Early identification is key, and class teachers play a fundamental role due to their trusted relationships with pupils.
- Concerns are raised through our pastoral and inclusion systems where response is layered and graduated.
- Initial support will include in-class adjustments such as:
 - Flexible seating
 - Use of Chromebooks or alternative recording methods
 - Concentration aids or sensory supports
 - Brain breaks and movement breaks
 - Feelings and Emotions check-in with children

Interventions and Group Support

Where additional support is needed outside of the classroom setting, we provide a range of research-informed interventions. These include:

- Academic interventions in reading, writing and maths
- Speech and language group sessions
- Zones of Regulation
- Lego therapy
- Art and craft therapy sessions
- Board games and social skills groups
- Forest school sessions to support emotional regulation and interpersonal skills
- Fine and gross motor support
- Lunchtime nurture groups for children who may need additional social or emotional support during less structured periods

All interventions are monitored and evaluated for impact, and are time-limited where appropriate.

Specialist Support

For children whose needs cannot be met solely through school-based provision or who have complex or long-term needs, we work alongside a range of specialist professionals.

External Agency Involvement

The school maintains close partnerships with a range of local services and agencies to ensure a coordinated approach. These include:

- Educational Psychology Service
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Services)
- I-Reach (Education Mental Health Team)
- Primary Inclusion Team
- Salford Ethnic Minority and Traveller Achievement Service
- Learning Support Service including the Autism in Education Team
- School Nursing Team
- Early Help support services

Close communication and parental involvement are key at this stage. Consents are sought, and children and families are involved in every step of the support plan.

Staff Training and Development

- All staff receive safeguarding training in line with *Keeping Children Safe in Education (2024)*.
- Ongoing CPD includes training in:
 - Emotional literacy including Emotion Coaching
 - Attachment and trauma-informed approaches
 - Mental health awareness
 - Relational Approaches to Inclusion
 - Girls on Board
- The Senior Leadership Team promotes a culture of wellbeing amongst staff, recognising that staff wellbeing supports pupil wellbeing (*DfE: Staff Wellbeing Charter*).

Monitoring, Evaluation and Review

- The wellbeing of children is monitored through:
 - Pupil progress meetings
 - Staff observations
 - Safeguarding training and practices
 - Pupil voice surveys and feedback
 - Attendance and behaviour data analysis
 - IEP review and EHCP annual reviews

9. Does the school have an Accessibility Policy?

The school has an Accessibility Plan which can be found in the Policies section on our school Website.

This plan is regularly updated and is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. This statutory duty requires schools to actively plan to increase curriculum access, improve the physical environment, and enhance the delivery of information for disabled pupils.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

10. How does the school work with external agencies to support children with SEND

- We have a service level agreement with the EP service, our assigned Educational Psychologist is Rona Taylor. We receive the Gold Package of support from the EP service which includes training for whole staff and the opportunity for Development Work with staff.

- We work regularly with outside agencies to help us meet the needs of our children. These include:
 - Learning Support Service (LSS),
 - Occupational and Physio Therapy (OT/PT),
 - Speech & Language Therapy (SALT) – As well as our Core therapist who visits us 10 days a year, we buy into the Enhanced Service which means we have a Speech and Language Therapist in school 1 day a week.
 - Primary Inclusion Team (PIT)
 - Local Authority SEN Leaders
 - Staff from the Hearing-Impaired Team are on site regularly to provide support to children with a hearing impairment and provide support and advice to staff.
 - EMTAS (Ethnic Minority and Traveller Achievement Service) who can provide individual support for children who are at the early stages of learning English.
 - i-Reach Team (Education Mental Health Team). They can provide staff training, parent workshops as well as work with whole classes, groups and individual children.

11. What support is in place for Cared-For children and Previously Cared-For children?

The school has a dedicated Designated Teacher to champion the educational and pastoral needs of Cared-For Children and Previously Cared-For Children.

Our Designated Teacher is Mrs. Johns who is our Deputy Headteacher and SENCO

In addition, all children who are Cared-For have a Personal Education Plan (PEP) which is monitored by the Local Authority Virtual School. A PEP meeting is held each term and targets and progress is reviewed.

12. What should I do if I have a complaint about my child's SEN support?

In the first instance, this should be directed to your child's class teacher who can discuss your concerns and is best placed to adjust the provision they receive.

You may want to discuss your concerns with the SENCo. This can be done by emailing the school and requesting a meeting. The school email is:

GRPS@thelinkeducationtrust.co.uk

We have a complaints procedure which is followed for any complaint made to school.

This can be found on our website.

13. What support is available for me and my family?

Salford's Local Offer sets out what is available for children and young people with Special Educational Needs and/or Disabilities (SEND), their families and the practitioners who support them. You can find information about education, health and social care, learn how to get support and search a directory of services, groups and activities.

To see what support is available to you locally, have a look at Salford's local offer.

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Salford Information Advice and Support Services \(SIASS\)•Salford City Council](#)

Local charities that offer information and support to families of children with SEN are:

https://directory.salford.gov.uk/kb5/salford/directory/results.page?localofferchannel=4_1

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

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.
- **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.
- **IEP** – an Individual Education Plan. Children identified as having special educational needs may have one in place with specific targets which will be reviewed 3 times a year.
- **PEP** – a Personal Education Plan for children who are Cared-For
- **NASENCO** – National Award for SEN Co-ordination
- **NPQSENCO** – National Professional Qualification for SENCO