



Respect Achieve Aspire

**Special Educational Needs and Disabilities (SEND)
Information Report**

2026-2027

Headteacher: Mrs. Elaine Darwin

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Date written:	July 2026
Reviewed by:	Amanda Power
Reviewed:	June 2026
Next Review:	July 2027

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

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

Irlam Primary school is a maintained primary school for pupils aged 3-11 years.

We are inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to their learning, to participation and achievement for a variety of reasons. Further details can be found in our school's policies.

Our school currently have 472 planned places. We currently provide additional and/or different provision for a range of needs including:

AREA OF NEED	CONDITION
Communication and Interaction	Autism spectrum disorder (ASD): Include children who interact differently with the world, process social cues differently, or require specific communication environmental adaptations
	Speech and language difficulties (SLCN): Students may struggle to understand or use spoken language, articulate their thoughts or follow social rules of communication.
Cognition and learning	Specific Learning Difficulties (SpLD): Includes conditions like dyslexia, dyscalculia and dyspraxia
	Learning Delays/Difficulties Ranges from moderate learning difficulties (MLD) to server learning difficulties (SLD) where children may require varying support to access their learning.
Social, emotional and mental health	Encompasses conditions such as Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD), attachment disorder and other challenges that affect a pupil's emotional regulation, mental well-being or behaviour.
Sensory and/or physical	Hearing impairments (HI)
	Visual impairment (VI)
	Multi-sensory impairment (MSI)
	Physical impairment (PD) creating motor or medical challenges.

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

Irlam Primary school has an experienced Inclusion Manager and SENDCO, Mrs Amanda Power, who works in conjunction with the whole staff team to provide the best provision possible for each individual. The needs of the children are carefully considered and supported as appropriate.

Our Inclusion Manager and Special Educational Needs Co-Ordinator (SENCO)

Mrs Amanda Power has nine years' experience in the SENCO role, has been a qualified teacher for nineteen years and has twenty-four years' experience working in education both specialist provision and mainstream.

Amanda achieved the National Award in Special Educational Needs Co-ordination in July 2017, the Senior Mental Health Lead in 2022, Social Emotional Mental Health (SEMH) practitioner in 2023, a post graduate diploma in level 7 applied leadership and management 2025 and an Masters of Business Administration (MBA) in Strategic Leadership in 2026.

School staff

All of our teachers and teaching assistants are consulted about their CPD needs and training is provided as appropriate. All staff are trained every year on Safeguarding/Child Protection and are trained in PREVENT

They also receive in-house SEND training, and are supported by the SLT Team to meet the needs of pupils who have SEND.

Mrs Power, Mr Watson, Mr Hinton and Mrs Darwin have been trained in Mental Health First Aid champions

We are fortunate enough to have a pastoral Learning Mentor, Mrs Mackenzie who works closely with Mrs Power to support the children and their families offering support as required. They link with Salford Early Help Team and other professionals to complete assessment with families to extend support into the home and community if needed.

All Staff at Irlam Primary School have experience and specialist training in supporting children and young people with a wide range of Special Educational Needs and Disabilities (SEND). All staff receive ongoing professional development to ensure high-quality, consistent support across the school.

Some of our teachers and TA's are trained in Wellcomm and ELKLAN communication strategies to support pupils with speech, language and communication needs, ensuring that teaching and interactions are accessible and inclusive.

All of our staff have up to date training around ACEs (Adverse Childhood experiences), Trauma, Dyslexia friendly learning, understanding autism, emotionally friendly environments.

The school follows a positive behaviour support approach, as set out in our Relationship and Behaviour policy. Staff are trained to understand the underlying reasons for behaviour, to implement proactive strategies, and to teach pupils appropriate skills that promote independence, emotional regulation and positive engagement.

3. How will the school identify my child's needs and measure progress?

At Irlam Primary School, we believe that every child's progress matters. Children learn and develop at different rates, and we know that some children may need additional support at different points in their school journey. We use a range of assessment methods to identify any emerging needs as early as possible, so that the right support can be put in place.

Class teachers are responsible for the progress and development of all the children in their class. They get to know their pupils well and monitor their learning, wellbeing and development on a daily basis through observations, discussions, classwork and formal assessments. All pupils' attainment and progress are reviewed each term using our whole-school assessment system, Insight, alongside teachers' professional judgement.

Sometimes, concerns about a child's progress or development are identified by school staff. On other occasions, parents or carers may share concerns with us, or information may be received from a previous setting, health professionals or other agencies. We value this information and work closely with families to build a full picture of each child's strengths and any areas where they may need additional support.

If concerns are identified, the class teacher and SENCO will work together to decide whether further assessment or additional support is needed. This follows the graduated Assess, Plan, Do, Review (APDR) approach outlined in the SEND Code of Practice. Where appropriate, we may seek advice from external professionals, such as Educational Psychologists, Speech

and Language Therapists, Occupational Therapists or School Health, to help us better understand and meet a child's needs.

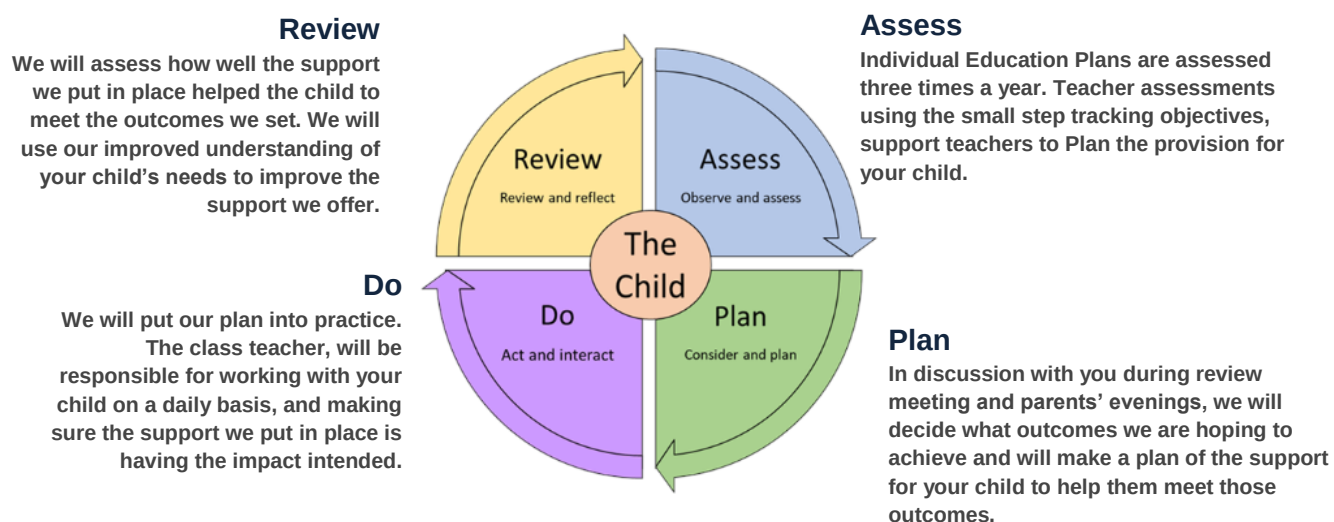
For some children with SEND, particularly those working significantly below age-related expectations, standard National Curriculum assessments do not always capture the small but important steps of progress they make. To ensure every achievement is recognised, we use Insight Tracking's Small Steps Framework. This breaks learning down into smaller, personalised learning objectives, allowing teachers to celebrate and record the progress children make towards their individual goals, while also identifying the next steps in their learning.

Children receiving SEND Support have personalised targets that reflect their individual needs. These targets are reviewed regularly through the Assess, Plan, Do, Review cycle to ensure that support remains appropriate and continues to help children make progress. For pupils with an Education, Health and Care Plan (EHCP), progress towards the outcomes in their plan is monitored throughout the year and formally reviewed at the Annual Review.

Parents and carers are an important part of this process. We believe that children make the best progress when families and school work together. We keep parents informed through review meetings, parents' evenings and regular conversations, giving opportunities to celebrate successes, discuss progress and agree the next steps in their child's learning.

By working closely with families, school staff and external professionals, we ensure that children's needs are identified early, their progress is carefully monitored and the support they receive continues to meet their individual needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



We track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual and the school's targets, strategies and provisions will be revisited and refined.

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

At Irlam Primary School, we believe that children achieve the best outcomes when parents, carers and school work together. We recognise that parents are the experts on their child and value the knowledge, experiences and insights they bring. We are committed to working in partnership with families to ensure that every child receives the support they need.

Parents and carers are involved at every stage of the graduated Assess, Plan, Do, Review (APDR) process. We will always discuss any concerns about your child's learning or development with you and involve you in decisions about any additional support, targets, interventions or referrals to external agencies. Your views, together with your child's voice where appropriate, are an important part of planning and reviewing provision.

There are many opportunities throughout the year to discuss your child's progress and development. These include:

- Parents' Evenings
- termly review meetings for pupils receiving SEND Support
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)
- additional meetings whenever needed to discuss concerns, progress or changes in provision.

Following review meetings, agreed actions and next steps are shared with parents and relevant members of staff to ensure everyone is working towards the same outcomes.

We understand that questions or concerns don't always arise at scheduled meetings. Parents are welcome to contact their child's class teacher or the SENCO at any time to discuss their child's education, wellbeing or support. Meetings can be arranged whenever needed, and staff will always do their best to respond promptly.

We use a range of communication methods to keep families informed about school life and their child's learning. Parents can communicate with staff through ClassDojo, email or by

contacting the school office. We also share regular updates through newsletters, School Spider, ClassDojo and our closed Facebook page.

We value feedback from our families and regularly seek parents' views through questionnaires, meetings and informal conversations. Throughout the year, we also offer parent workshops, coffee mornings and information sessions to help families better understand how they can support their child's learning and wellbeing at home.

By maintaining open and honest communication, we aim to build positive relationships with families, ensuring that parents feel listened to, informed and fully involved in decisions about their child's education.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to share their work- often photos (where appropriate) and give feedback wherever possible.
- Completing pupil questionnaires and discussions
- Pupil view activities/wishes and feelings
- Ask children to share their views using photos and other visuals
- School Council is in place and meetings are held regularly.

Pupil voice is important in expressing their comments / feelings on: -

The curriculum

Themed weeks

Enrichment

Educational visits

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

At Irlam Primary School, we believe that every child should be able to access an ambitious, broad and balanced curriculum. We have high expectations for all pupils and are committed to ensuring that children with SEND are fully included in all aspects of school life.

Every teacher is responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. High-quality, inclusive teaching is the first step in meeting the needs of children with additional needs. Teachers carefully adapt their teaching to remove barriers to learning and enable every child to achieve their full potential.

We recognise that every child learns differently, so there is no "one-size-fits-all" approach. Teachers use their knowledge of each child's strengths, interests and individual needs to make meaningful adaptations that help them engage with learning, develop confidence and become increasingly independent.

Depending on a child's needs, teachers may adapt their teaching by:

- breaking learning into smaller, manageable steps
- adapting activities, resources and expected outcomes while maintaining high expectations
- providing additional explanations, modelling and guided practice
- using visual timetables, now and next boards, checklists, symbols and other visual supports
- providing practical, hands-on and multi-sensory learning opportunities
- allowing extra processing time and opportunities to revisit and practise learning
- using assistive technology or alternative methods of recording where appropriate
- adapting the classroom environment to reduce distractions or meet sensory needs
- using flexible grouping and targeted adult support to encourage participation and independence
- providing adapted resources, including enlarged text, coloured overlays or specialist equipment where appropriate.

Our staff take time to get to know every child well. Positive relationships are at the heart of our approach, helping children to feel safe, understood and ready to learn. Where appropriate, staff use communication approaches such as visual supports, symbols and structured teaching strategies, to help pupils understand, communicate and participate successfully in classroom learning.

For some children, accessing a busy mainstream classroom all day can be challenging. Where appropriate, pupils may receive support through our Nurture support Base called The Den, which provides a calm, structured environment and personalised support to help children develop their confidence, emotional regulation and readiness for learning. The aim is always to help pupils successfully access mainstream learning as fully as possible.

As part of our inclusive practice, we use the Salford Ordinarily Available Inclusive Practice (OAIP) guidance to help identify effective classroom strategies and reasonable adjustments that support children with SEND. This ensures that teaching is adapted to meet individual needs while promoting independence, participation and successful learning for every child.

7. How will equipment and facilities be provided to support our pupils?

At Irlam Primary School, we are committed to providing an inclusive environment where all pupils can access the equipment, resources and facilities they need to learn, participate and thrive. We recognise that every child is different, so the support provided is tailored to individual needs and reviewed regularly to ensure it remains effective.

Our classrooms are adapted to support a wide range of learning, communication, sensory and physical needs. Depending on a child's individual requirements, they may have access to a variety of equipment and resources, including:

- visual timetables, now and next boards and other visual supports
- writing slopes, pencil grips, adapted scissors and other fine motor resources
- coloured overlays, enlarged resources and adapted learning materials
- wobble cushions, resistance bands, alternative seating and movement breaks to support attention and regulation
- ear defenders, workstation screens, sensory and fidget resources to help reduce distractions and support sensory regulation
- specialist equipment or assistive technology recommended by external professionals where appropriate.

Digital technology is used to enhance learning and promote independence. Each year group has access to a class set of Chromebooks, alongside iPads, tablets, laptops and Kindles. These devices support pupils in accessing the curriculum, recording their learning in different ways and, where appropriate, using assistive technology to meet individual needs.

Although we are a two-form entry primary school with limited space, we have carefully organised our learning environments to provide a range of flexible spaces that support pupils with differing needs. These include:

- The study Zone, a room for small group teaching that has tables chairs, a white board and digital display screen.
- a smaller hall used for small group teaching, interventions and therapeutic activities
- a quieter lunchtime provision for children who benefit from a calmer environment away from the busy main dining hall.
- our wraparound care room, which also provides a quiet indoor space at lunchtime for pupils who find the playground or outdoor environment overwhelming
- The Rainbow Room, where our Pastoral Learning Mentor delivers individual and small group support to develop emotional wellbeing, social skills and resilience
- The Calming Corner, equipped with sensory lighting, visual supports, soft furnishings, sensory resources and fidget aids, providing a safe space for children to regulate their emotions when needed.
- The Den is our internal nurture support base, providing a personalised learning environment for a small number of pupils with Education, Health and Care Plans (EHCPs) whose needs mean they are unable to access the mainstream classroom full time. The provision offers a calm, structured and nurturing environment where learning is carefully adapted to meet each pupil's individual needs. Pupils are supported to develop their communication, emotional regulation, confidence, independence, social skills and life skills alongside their academic learning. Each child's timetable is personalised, enabling them to access mainstream lessons, activities and wider school experiences where appropriate, while ensuring they receive the individual support they need to achieve the outcomes identified in their EHCP.

We place great importance on supporting pupils' social, emotional and mental health. We are an emotionally Friendly school working to renew our bronze accreditation. A wide range of resources and evidence-informed approaches are used throughout the school, including Emotional Literacy Support (ELSA) strategies, Zones of Regulation, social stories, emotional check-ins and sensory resources to help children understand and manage their emotions.

Our outdoor environment also provides valuable opportunities for learning, play and wellbeing. Pupils have access to a large playing field, climbing equipment, outdoor learning spaces, and a growing area, enabling them to develop physical skills, confidence, teamwork and resilience through outdoor experiences.

Where a pupil requires specialist equipment that is not routinely available in school, we work closely with parents, the Local Authority and external professionals, such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and specialist teachers, to identify, source and implement the most appropriate resources. We make reasonable adjustments wherever possible so that every child can access learning, participate fully in school life and achieve their potential.

All equipment and facilities are reviewed regularly to ensure they continue to meet pupils' changing needs and support their learning, independence and wellbeing.

8. Admission into Irlam Primary School

We welcome applications from all families and are committed to providing an inclusive environment where children with Special Educational Needs and Disabilities (SEND) can thrive.

Children without an Education, Health and Care Plan (EHCP)

If your child has SEND but does not have an Education, Health and Care Plan (EHCP), they should apply for a school place through Salford City Council's normal admissions process.

If your child is offered a place at Irlam Primary School, we encourage you to share any information about their additional needs as early as possible. This enables us to work with you, previous settings and any relevant professionals to plan appropriate support and ensure a smooth transition into school.

Children with an Education, Health and Care Plan (EHCP)

If your child has an EHCP, admissions are managed by the Local Authority through the statutory EHCP process rather than the standard admissions system.

Parents or carers can request that Irlam Primary School is named in their child's EHCP. The Local Authority will then formally consult with the school before deciding whether to name the school in the plan, taking account of the child's needs and the school's ability to meet those needs in accordance with the Children and Families Act 2014.

Where a place is agreed, we work closely with families, previous settings, the Local Authority and any involved professionals to plan a successful transition and ensure appropriate provision is in place before your child starts school.

Visiting the School

We warmly encourage parents and carers of children with SEND to contact the school before making an application. We are happy to arrange a visit, discuss your child's individual needs and explain the support available at Irlam Primary School.

Please contact the school office on 0161 560 8176 or email irlam.primary@thelinkeducationtrust.co.uk if you would like to speak to our SENCO or arrange a visit.

For further information about applying for a school place, please refer to Salford City Council's admissions information and our school Admissions Policy.

9. How does the school manage transition for pupils with SEND?

At Irlam Primary School, we understand that transitions can be exciting, but they can also be a source of worry for some children, particularly those with SEND. We carefully plan transitions to help every child feel safe, confident and well prepared for change. The level of support provided is always tailored to each child's individual needs.

When children join our school, we work closely with parents, previous settings and, where appropriate, external professionals to gather information about their strengths, interests and support needs. This helps us to plan a smooth transition and ensure that appropriate support is in place from the very beginning.

Depending on a child's needs, transition support may include:

- additional visits to school before starting
- opportunities to meet key adults and become familiar with the school environment
- personalised transition plans
- photo booklets or social stories to help children prepare for new routines, classrooms and staff
- visual timetables and other communication supports
- phased or flexible transition arrangements where appropriate.

As children move through school, we recognise that changing year groups can also be a significant transition. Class teachers and support staff work closely together to ensure

important information is shared before the end of the school year. Pupils have opportunities to visit their new classroom, meet their new teacher and become familiar with new routines. Where needed, additional visits and personalised transition resources are provided to help children feel confident and ready for the new school year.

For pupils who access The Den or receive additional pastoral support, transition arrangements are carefully planned to meet their individual needs. Staff work closely with pupils and families to ensure routines are consistent and any changes are introduced gradually and positively.

As pupils prepare to move on to secondary school, we work closely with receiving schools to ensure a successful transition. Information about each child's strengths, needs and successful strategies is shared with the new setting, with parents' knowledge and involvement. Additional transition visits, meetings with secondary staff, personalised transition booklets and other bespoke arrangements can be made where appropriate to help pupils become familiar with their new environment and feel confident about the next stage of their education.

We also recognise that some children benefit from support with everyday transitions throughout the school day, such as arriving at school, moving between lessons, playtimes and lunchtimes. Staff use a range of strategies, including visual timetables, now and next boards, countdowns, predictable routines and reassurance from familiar adults, to help children manage these changes successfully.

Throughout every stage of transition, we work in partnership with parents and carers. We encourage families to share any concerns, ask questions and contribute to transition planning so that together we can ensure every child feels supported, secure and ready to succeed.

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

At Irlam Primary School, we recognise that some children may need support or advice from professionals outside of school. We work closely with a range of health, education and local authority services to ensure that children receive the right support at the right time. By working together with families and other professionals, we can develop a clear understanding of each child's strengths and needs and provide the most appropriate support.

Most children with SEND have their needs met through high-quality teaching and the support available within school. However, where additional advice or specialist assessment is

needed, the class teacher and SENCO will discuss this with parents and, where appropriate, seek consent to involve external agencies. Referrals are made as part of the graduated Assess, Plan, Do, Review (APDR) process to ensure that any additional support is carefully planned and based on individual need.

External professionals may work with children in a variety of ways. This may include observing pupils in school, carrying out assessments, meeting with parents and staff, providing written reports, recommending strategies or specialist resources, contributing to review meetings and, where appropriate, delivering training for school staff. The advice they provide helps us to adapt teaching, review provision and ensure that support remains effective as a child's needs change.

We work with a range of professionals including:

Health	Education	Social Care
Speech and language therapists	Educational psychologists	Early help
Occupational therapists	Education welfare officers	Children's services
Physiotherapist	Primary Inclusion Team (PIT)	Social workers
Community paediatricians	Early years and starting life well	
School nurses	Learning Support service (LLS)	
Continence Nurse	- cognition and learning	
Dietician	-autism and social	
Child and adolescent mental health services (CAMHS)	communication team	
Learning Disability Nurses	- hearing impairment team	
	- visual impairment team	
	Virtual schools	

Where appropriate, external professionals contribute to review meetings, including Annual Reviews for pupils with an Education, Health and Care Plan (EHCP), helping everyone to work towards shared outcomes for the child. We believe that parents and carers are key partners throughout this process and ensure they are involved in discussions, kept informed of recommendations and provided with opportunities to share their views and contribute to decisions about their child's support.

By working collaboratively with external agencies, we are able to build on the expertise of a range of professionals, ensuring that the support we provide is coordinated, responsive and centred around the individual needs of each child.

11. What support is in place for cared for children and previously cared for children with SEN?

Amanda Power, our Inclusion Manager and SENCO, is appointed as Designated Teacher and is responsible for promoting the educational achievement of cared for children and previously cared for children. Amanda ensures that all teachers understand how a cared for child or previously cared for child's circumstances and their SEN might interrelate, and what the implications are for teaching and learning.

Children who are cared for or previously cared for will be supported much in the same way as any other child who has SEN. However, they will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. PEP reviews are completed each term.

We also work closely with the virtual school team to ensure a robust support plan is in place.

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

- In the first instance, any complaint or issue should be raised with the class teacher.
- If the matter remains unresolved then arrange to speak with the SENDCO
- The next stage would be to arrange to meet the Deputy Head teacher/Head teacher
- In the event that the matter is unresolved then the complainant must put their complaint in writing to the Chair of Governors.
- The Governing Body deals with the matter through their agreed complaint resolution procedures – please see the school 'Complaints' procedures
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the LINK Academy Trust CEO – Chris Moore.

At Irlam Primary School we acknowledge that it is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible.

13. How does the school support my child's emotional wellbeing?

At Irlam Primary School, we believe that children learn best when they feel safe, happy and valued. Promoting positive emotional wellbeing is central to our inclusive ethos, and we are committed to creating a nurturing environment where every child feels a sense of belonging.

Our whole-school approach is underpinned by the Emotionally Friendly Settings framework. We were proud to achieve the Emotionally Friendly Schools Bronze Award and are currently working towards renewing our accreditation, demonstrating our ongoing commitment to supporting the mental health and wellbeing of all pupils.

A key part of our approach is the use of Zones of Regulation across the school. Through daily emotional check-ins, a shared language of self-regulation and consistent strategies used by all staff, children are supported to recognise, understand and manage their emotions. Where appropriate, pupils may also access small group or individual sessions to develop their emotional awareness and self-regulation skills.

Our staff build positive, trusting relationships with pupils and provide support through both everyday classroom practice and targeted interventions. This may include:

- support from our Pastoral Learning Mentor
- access to our Rainbow Room for individual or small group pastoral support
- The Den, our internal nurture support base for pupils with EHCPs
- Emotional Literacy Support (ELSA) strategies, social stories and emotional check-ins
- our Calming Corner and a range of sensory resources to support emotional regulation
- high-quality PSHE education through our SCARF curriculum
- Circle Time, assemblies and activities that promote kindness, resilience, inclusion and positive relationships
- carefully planned transition support when children move between classes, key stages or schools.

When additional support is needed, we work closely with parents and external professionals. Through our partnership with CAMHS, we can access i-REACH, an early intervention service providing support from a Mental Health Practitioner, including low-intensity Cognitive Behavioural Therapy (CBT). We also work alongside the Educational Psychology Service, Primary Inclusion Team and School Health to ensure children receive timely and appropriate support.

By working closely with families and responding to children's individual needs, we aim to help every pupil develop the confidence, resilience and emotional wellbeing they need to enjoy school, build positive relationships and flourish both in school and beyond.

14. Useful Contact Information

SEND/CO-Inclusion Manager : Mrs A. Power Tel: 0161 560 8176

Email: amanda.power@thelinkeducationtrust.co.uk

Head teacher : Mrs E. Darwin. Tel: 01610161 560 8176

Email: Elaine.darwin@thelinkeducationtrust.co.uk

Deputy Head teacher: Mrs L Caplan Tel: 01610161 560 8176

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