



Little Heaton C of E - *SEND Information Report 2025/26*

At Little Heaton C of E Primary School we are committed to ensuring that all of our children achieve their full potential. We work hard to remove any barriers that may be affecting learning and aim to provide them with the support they need to make progress and succeed. However, we understand that children learn at different rates and that some children require more personalised help (sometimes referred to as *SEN Support*). This report aims to answer any questions you may have about this and signpost you to where you can find out more information. Our full SEND procedures and explanations can be found in our School SEND Policy [here](#).

The aims of the SEND Policy and the Information report are:

- To ensure all staff are informed and knowledgeable about SEND and follow the procedures in place at Little Heaton to ensure early identification, high quality teaching and further support is appropriate.
- To outline the procedures and practices at Little Heaton, so all staff, parents and pupils have consistency.
- To ensure pupils have the appropriate and adapted level of support to meet their potential.

The objectives of the policy and report are to:

- Ensure good working relationships with parents, carers and the community.
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible and their progress is closely monitored.
- Provide a SENDCo who will work with the SEND Policy
- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- Ensure that the school liaises with Local Authority support services, special schools and other outside agencies effectively to meet the needs of staff and pupils.

What does SEND mean?

SEND stands for Special Educational Need/Disability. It is a term used in schools to describe a child who needs extra help with their learning and/or support to access the curriculum.

There are other terms that are often abbreviated in relation to SEND, as follows:

- **Disability:** A long-term condition (physical or mental) that makes it difficult for a child to do things most children of the same age can do. This includes conditions like autism, hearing or vision problems, or long-term illnesses.
- **Special Educational Provision:** The extra support or help given in school that is *different from or additional to* what is usually provided for all children.
- **SEN Support:** The help given to children with SEND in school who do not have an Education, Health and Care Plan (EHCP). This might include small group work, specialist support, or changes to the classroom environment.

- **EHCP (Education, Health and Care Plan):** A legal document for children and young people who need a lot of extra support. It describes their needs and the help they must receive across education, health, and care.
- **SENCO (Special Educational Needs Coordinator):** The teacher at school who is responsible for making sure children with SEND get the help they need. They work with staff, families, and other professionals.

What types of SEND need are there?

There are four main areas of need as described in the SEND Code of Practice. A child might have needs in one or more of these areas:

1. **Communication and Interaction**
 - a. Difficulties with talking and understanding language
 - b. May include conditions like speech and language difficulties or autism
2. **Cognition and Learning**
 - a. Learning at a slower pace than others
 - b. May include dyslexia, dyspraxia, or moderate learning difficulties
3. **Social, Emotional and Mental Health (SEMH)**
 - a. Struggles with emotions, behaviour, or mental health
 - b. May include anxiety, ADHD, or attachment difficulties
4. **Sensory and/or Physical Needs**
 - a. Physical disabilities or difficulties with seeing, hearing, or processing sensory information
 - b. May include hearing impairment, visual impairment, or sensory processing disorder

How does the school identify children who may have a SEND?

Some children have already been identified before they start with us. This is usually done by a Health Visitor, doctor or pre-school setting. If this happens, we work with the people who already know the child, before they start school, and use this information to plan what they might need in our school setting. All previous documents are read by the staff team working with the child and any targets are carried forward into our setting.

Once at Little Heaton, We rely heavily on parents. YOU know your child best. If you have any concerns regarding their progress or general development, we want to know. Parents are

welcome to request a meeting with the class teacher or SENDCo and all concerns will be looked into and a follow up meeting arranged.

All staff in school observe and assess children regularly. We use formative and summative assessments, alongside daily observation and class staff concerns. If we notice that your child is not making the same progress as other children, we will give them some extra support (sometimes called 'intervention'). If this does not help as much as we would like, we will ask you to come into school to discuss next steps.

What happens if school have a concern about your child's progress?

Class staff will ensure the right ordinarily available support is in place for your child first, and may use some small adaptations in class- such as writing supports, tactile resources or occasional use of an extra member of staff. This will be communicated to parents and carers and monitored for a half term. At the end of the half term, we will ask you to come into school so that we can talk about our concerns, discuss what has already been put into place and if it has been successful. We use this as an opportunity to find out more information from you. At this stage, your child will be categorised as requiring '*SEN support*', but please do not worry about this – it is not a label that will stick with your child for the rest of their lives. In many cases, it is a temporary issue that resolves itself once the right support has been given.

What happens once a child has been identified as needing SEN Support?

Together with parents we identify the main areas of difficulty and consider what might be causing these. We will also set out everything we, as a school, will do to help your child to achieve their targets, along with ideas/strategies that you can do at home. This information will be recorded on All about me document and a Special Arrangement Plan (SAP). This document allows all adults, working with your child to know the interventions, needs and support that should be in place daily. It also provides a record of what they have accessed and how this is working- this is known as the graduated approach.

What is the graduated approach?

The graduated approach is a plan which consists of the **Assess, Plan, Do, Review process**. This means that we will:

- **Assess** a child's special educational needs. This would include assessment by the teachers supported by the SENCO. This may include observations and assessments carried out by external agencies.
- **Plan** the provision to meet your child's aspirations, needs and agreed outcomes. Additional or different provision is planned by the class teacher with support from the SENCO and at times external advice. Outcomes are discussed and agreed at one planning meetings with parents/carers and the child (where appropriate).

- **Do** what we planned. We put the provision in place to meet those outcomes. This may be strategies we have agreed to use in the classroom or interventions that will take place during the day.
- **Review** the support and progress. The impact of any strategies or interventions is reviewed with teachers, parents/carers and the child, looking at progress towards targets and next steps.

If children require SEN support, what will school provide for them?

Support can be provided in lots of different ways. Some of these include:

- Small group sessions in Reading, Writing and Maths.
- Activities to develop social interaction with others.
- Targeted interventions – following advice from other agencies (e.g. Speech & Language therapists, Educational Psychologists, Occupational therapists, etc.)
- Pre/post-tutoring – talking through new topic before and after they are taught, to consolidate understanding.
- Access to assistive technology, i.e. a laptop with special software (especially if a child struggles with handwriting and/or spelling.)
- Extra help in lessons, from the teacher or a teaching assistant.
- Using a range of resources, e.g. Numicon (to develop understanding of number).
- Providing a place for children to ‘calm down’ if they need it.
- Providing sensory breaks
- Giving children someone to talk to about their feelings (i.e. the pastoral lead or another adult they feel comfortable with.)

Support is allocated according to the needs of the child. However, funding can be limited. Therefore, it sometimes becomes necessary to prioritise children with more complex needs.

How will the curriculum be matched to a child's need?

Most children at Little Heaton C of E Primary school will have their special educational needs met through excellent classroom practice. This is called **Quality First Teaching** (Stage 0). Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum.

Where the class teacher identifies that quality first teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and

discussed with the SENCO. If required, the child is given **Additional School Intervention Support** (Stage 2 & 3 provision) which is 'different from and in addition to' our differentiated curriculum. After discussion with parents/carers and where appropriate the child, a SAP would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs. The SENCO works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

Pupils at Little Heaton, may also have access to learning within the Hideaway. A provision area with smaller classrooms, where teaching can be taught at a further differentiated level and access to a stage and age appropriate continuous provision for play based learning.

What is the Little Heaton Hive?

At Little Heaton, there is a designated area to support students with additional needs. Our internal provision is made up of 5 specially designed areas to support SEND and planned interventions, outside of the main classroom. These are run by and planned for by the SENDCo, using specialist staff to ensure all interventions, learning and activities are meaningful.

Our internal provision is called '***The Hive***'. The aim of the hive is to be an overarching home; that feels secure and comforting to all pupils who may need or wish to access it.

Within 'The Hive', there are five areas, all named after different homes or habitats, continuing the security our pupils need. - -



- ***The Burrow – Continuous Provision & Play-Based Learning***

The burrow is a classroom set out with age and stage appropriate continuous provision. This allows pupils to explore, play, and feel safe. The area encourages curiosity, comfort, and imagination. The space is perfect for working on Communication and Interaction strategies and supporting pupils to play and co-operate. Play is the foundation for all learning and this is the perfect space for those early development skills.



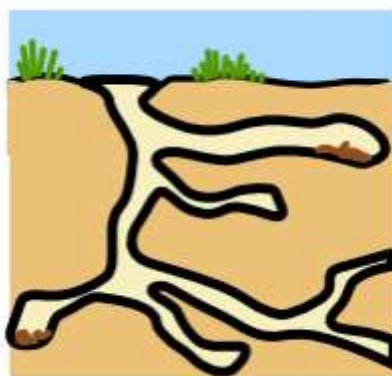
- **The Den – *Work Room /Learning Space***

A focused, protected space where pupils will work in small groups or independently to access core sessions such as Communication, Literacy and Maths. Each morning and afternoon, anchor points of communication will occur here. This provides concentration and steady learning in a secure environment. Many of our learners with Communication and Interaction or Cognition and Learning needs will access this space.



- **The Warren – *Group Intervention Room***

A busy, purposeful space full of teamwork and activity. The children work together in a structured, supportive way. This space will be used by staff trained in different interventions on a small group or 1-1 basis. These interventions will be identified by Stage 2 and 3 of our school procedures.



- **The Cocoon – *Sensory Circuits /Regulation Space***

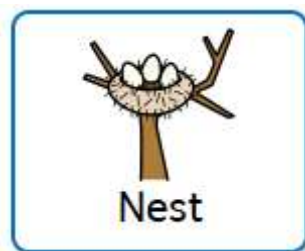
A soothing, movement-friendly space where children can feel calm and regulated. Nests are nurturing, rhythmic, and made for growth and rest. Children using this room will have a sensory diet provided by OT or have completed an internal sensory profile, where the input has been agreed between school and home. The sensory circuit will change and rotate

weekly, in reflection of the children's needs. The aim of this room is to provide the sensory input needed for the children to return to class or tasks regulated and ready to learn. This area supports many of our learners with Physical and Sensory needs.



- **The Nest – *Safe Space for Calming, Crisis or Talk Therapy***

A quiet, protected place for transformation and recovery — whether for emotional support, talking, or simply finding peace. Soft, safe, and deeply symbolic. The Cocoon is designed with safety and security in mind. This room provides support for many of our children with SEMH needs.



Access to 'The Hideaway' does not automatically mean a child has SEN, or is on the SEN register- the space can be used for some class based support as a quiet space to focus. Access to 'The Hideaway' is assessed on an individual basis and the children accessing this will have individualised timetables, which will be communicated with class teachers, parents and pupils.

How will school know if the extra support is working?

We use the targets on the SAP, alongside observation and assessment to monitor children even more closely and regularly assess how well they are doing. We also meet with parents at least termly to review how things are going and update their SAP and planned interventions.

What happens if the support that school provides does not appear to be working?

If this is the case, we may call upon the advice of other agencies, with your consent. These include medical professionals (i.e. Speech and Language therapists, the community paediatrician, Occupational therapist, Healthy Young Minds, etc.) as well as Educational Psychologists and RANS/ADYS (a service who can complete assessments and give more

specialised SEN support.) Before any referral is made, we will talk to you about why we think this kind of involvement will be useful. It will not be forced upon you, if you do not agree. The SENCO will go through this with you, if the need arises.

What happens if my child has high level needs that require more specialised support and/or funding?

At this point we will need to consider applying for an EHC Assessment. This is a process where we have to submit evidence to an external panel, to determine whether an EHC plan is a suitable way forward. School gather all the evidence of current and previous support, alongside parent and pupil voice and the application goes to panel. If this is agreed, and an EHC plan is produced, school will receive additional money into school for which to support the child. This money can be spent on a range of things, including adult support, resources, etc. This should hopefully then lead to a faster rate of progress. An EHC plan is reviewed annually and will stay with the child for as long as they need it, even if they move school.

What training do school staff have, in supporting children with SEN?

Training is based upon the needs of individual staff and individual children. As a school, we make sure that any member of staff who is supporting a child with SEN has access to relevant training and support, so that they are better able to cater for the child's personalised needs. The SENCO ensures that pupils receive interventions with the most qualified or appropriate staff member.

Will my child be left out of any activity because of his/her SEN?

Little Heaton C of E Primary is fully inclusive, which means that we take steps to make sure that ALL children are included in every aspect, regardless of a particular difficulty. We select activities and trip destinations that all children can access and make adjustments, if necessary, to enable full participation. Where arrangements need to be made, risk assessments will be in place. Should a pupil need adaptation within class, parents will be informed.

Further information can be found in our Accessibility Plan, found **here**.

What happens if/when my child moves to a different school?

School staff will liaise with people from your child's new school and inform them of their needs. We will also explain what steps have been taken to support them, including whether or not external agencies have been involved. In addition, we will give them copies of any reports/action plans, so that they are ready to support the child once they move on. If it is a Secondary school transition, we will invite parents, and a representative from the new school, to a meeting in school. This will give you an opportunity to ask any questions you might have about how your child will be supported as they move up. Pupils will also engage in any planned transition sessions into the school; and we will seek additional sessions if needed.

How are pupils supported during assessments?

Where a child is able to access the SATs tests, or any internal testing, a number of additional arrangements can be put in place to support them:

- Additional time
- Rest breaks
- A reader
- A scribe
- Use of a laptop
- Adapted papers

How do school respond to Bullying?

We take the issue of bullying very seriously and always endeavour to address any issues of this nature as soon as they arise. Children with SEN may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. For this reason, teachers incorporate less formal teaching sessions such as circle time or 'talk time' to encourage children to discuss their worries.

Children may also report concerns to their class teacher or another member of staff with whom they feel comfortable – this can be done verbally. Staff may seek support from the Safeguarding team if they feel a child has a worry or concern that they are not readily sharing.

Parents are encouraged to have an open relationship with school and seek out members of staff on drop off/collection and or make an appointment, to discuss any concerns of bullying

How do school support Looked After Children?

We have a Designated Teacher for looked after children (LAC) who works to ensure all teachers in school understand the implications for those children who are looked after and have SEN. Some children may not be diagnosed when they are first looked after and we work with carers to address any concerns and assess and address any SEN needs.

Looked after children with SEN are supported in school and have a one plan which is regularly reviewed. All LAC have a statutory Care Plan which is drawn up by the local authority. The Electronic Personal Education Plan (EPEP) is a legal part of the care plan and is a statutory requirement for LAC in education. We ensure that LAC have a SAP which is also reviewed every term. The one plan and SAP should work together. If a LAC with SEN requires further assessment for an EHCP this will be done in a timely manner.

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How do we evaluate the effectiveness of SEN provision?

At Little Heaton, we evaluate the effectiveness of SEN provision through monitoring impact and pupil progress. As a school we carry out lesson observations, learning walks, book looks and talk to pupils. We also carry out pupil and parent voice during SAP and Annual reviews and at parents evening capture parents voice with a survey. Feedback is used to inform future planning. We also have visits from RANS (Specialists) and are held to account by our SEND Governor.

How do we Work in Partnership with Families?

Building relationships with parents is a key part of our working practice. Parents may access professionals in the school at any point through dojo, telephone conversations and arranged meetings. Parents are able to discuss issues with teachers informally after school and at two formal parents' evenings. Parents/carers of children and young people with SEN will have contact from the school at least once per term to ensure that their child's progress is understood and the ways to support their child are decided and clear. We encourage parents to contact the school at their earliest convenience if they have any questions or need some information.

Our pupils are at the heart of what we do and we ensure that their voice is paramount in what we do with and for them. We use a range of techniques to enable our students to tell us what their issues are and the best ways we can help and support them. Meetings with the SENCO are based around person centred techniques, meaning that the child's views are listened to and valued. The school is committed to working with parents to ensure the needs of our pupils are met.

There are many other agencies that parents can access for support, including:

Rochdale SEND Advice: SENDAdviceLine@Rochdale.Gov.UK / 0333 303 0380

Children with Disabilities Social Team: 01706 925900

Where can I find out more information?

You can speak to our school SENCO – Special Educational Needs Co-ordinator (Mrs Wilson);

Email: send@littleheaton-primary.org¹. Telephone: 0161 672 0555

Alternatively, you can arrange to speak to your child's class teacher or the Headteacher (Mrs Noon). Please contact the school office, who will then direct you further.

Parents can also access the Rochdale Local Offer, **here**.² This provides all the support available within Rochdale.

How can I make a complaint about SEND at Little Heaton?

Any concerns or complaints about the special educational needs provision at Little Heaton should initially be discussed with the class teacher and then SENDCo. If the matter is not satisfactorily resolved then it will then be referred to the Headteacher and finally onto the schools governing body. If a solution cannot be reached then the matter may then be referred to Cranmer Education Trust.

All parents are encouraged to access the parent/carer support services to access impartial advice. These include but are not limited to: SENDIASS.

Our school SEND Policy and Information report are updated annual by the Assistant Headteacher/ SENDCo. If a change in practice or procedure arise, these will be adapted to reflect this and all stakeholders will be communicated with.

¹<mailto:send@littleheaton-primary.org>

²<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page>