Park View Primary School

SEND Information Report

The Keep Learning Trust

Creating Chances and Choices

Date of review:	November 2025
Approved by:	SENDCo/Headteacher
Next Review date:	November 2026

Our Primary School SEND Information Report 2025–2026

This document has been prepared in line with the 2015 SEND Code of Practice and the Green Paper *'Right support, right place, right time'*. It reflects the School's SEND policy for 2025–26. Relevant policies and further information are available on the school website.

Park View Primary School is committed to providing an inclusive education and equality of opportunity for all pupils. We comply with the Equality Act 2010 by making reasonable adjustments to ensure that pupils with disabilities can access the curriculum, environment, and wider school life. Inclusive practice is embedded throughout our provision—teachers proactively adapt lessons, use assistive technologies and visual aids, and plan support so that every pupil is enabled to achieve their potential.

This report explains how we identify needs, plan and deliver support, monitor progress, and work in partnership with families and outside agencies.

PART 1 – SENCO contact details

Special Educational Needs Co-ordinator (SENCO): Mr Andy Wilkinson

Contact details: 0161 798 7632 | Andrew.wilkinson@keeplearningtrust.co.uk

PART 2 – Types of SEND and staff training

Pupil support is provided at Park View Primary School across the four broad areas of need as outlined in the SEND Code of Practice (2015): SEND code of practice: 0 to 25 years - GOV.UK (page 97)

• Cognition and Learning

• Communication and Interaction

• Social, Emotional and Mental Health (SEMH)

• Sensory and/or Physical needs.

The SENCO attends local authority and Trust briefings and arranges staff training sessions in response to pupil need across school. Training may cover assessment approaches, targeted interventions, behaviour strategies, support for communication, sensory regulation or other areas relevant to the range of need across school.

PART 3 – Identifying pupils with SEND

A. How need is identified

In line with Bury's graduated approach, early identification and intervention is of paramount importance in addressing children's needs as soon as they arise. Park View Primary School adopts a *"Notice, Check, Try"* approach as a key early-step framework to address concerns with immediate effect: Notice, check, try - Bury Council

'*Notice, Check, Try*' does not necessarily mean that children have a special educational need. It is a structure that supports the early identification of need along with appropriate intervention to meet the need before difficulties escalate.

> For example, the teacher of a Y3 child noticed that she was often having to repeat questions and instructions; the child was disengaged in lessons. She checked with the child's carers to ask if they had noticed similar concerns at home. She then tried a range of seating arrangements to allow better interaction in class and asked staff to face the child when talking, speaking slowly and clearly to allow for lip reading and use of cues which greatly improved engagement.

The *'Notice, Check, Try'* approach ensures that concerns are addressed flexibly and monitored over time; if concerns remain evident, further assessment or referral can be organised.

Concerns can be raised by anyone; class teachers, parents/carers, pupils themselves, or by previous settings. Park View Primary School uses a graduated approach to gather evidence and decide on the best support.

PART 4 – Park View Primary School Graduated Approach

Graduated Approach: What It Is and How It Works

At Park View Primary School, the Graduated Approach is the way we identify and support children who need extra help with their learning. It's a stage-by-stage framework that starts with excellent teaching for all children and adds extra support when it's needed. The approach is flexible: most children get everything they need through the usual classroom teaching, but for some, we can provide additional help that changes as their needs change. Each stage builds on the one before, but children can move back and forth between levels depending on what works best for them. This means support is always timely, personalised, and focused on helping every child reach their potential. The approach is structured in the following stages:

A. Ordinarily Available Inclusive Provision (OAIP)

All pupils benefit from high-quality teaching that is adapted to meet a range of needs. This includes clear explanations, structured routines, visual aids, scaffolded tasks and formative assessment to identify next steps.

Our *"Ordinarily Available Inclusive Provision (OAIP)"* is aligned with Bury Council's guidance and is the foundation of our graduated approach meaning all pupils have access to high-quality, inclusive teaching and support. bury.gov.uk. The OAIP guidance outlines strategies and adaptations that should be routinely available to support all pupils in their education.

Classrooms and school spaces are adapted to support learners. Reasonable adjustments may include seating plans, sensory support, assistive technology and modified resources. Physical access measures include ramps and handrails; individual mobility arrangements are planned where necessary.

All school activities seek to be inclusive, for example through simplifying tasks, using adaptive equipment, creating accessible spaces, use of visual support, or use of technology. For trips and extracurricular activities, staff complete risk assessments and plan additional supervision and approaches so all pupils can participate safely and fully.

B. Notice, Check, Try

Park View Primary School has adopted the "*Notice, Check, Try*" approach from Bury's graduated approach:

- **Notice**: Teachers and support staff remain alert to changes in a pupil's behaviour, engagement, attendance or performance, viewing these signs as possible communication of underlying needs.
- **Check**: Gather information from the pupil, parents/carers, and colleagues to better understand what is happening; ask open questions, review work, observe, and assess.
- **Try**: Implement small-scale, timely adjustments or strategies to support the pupil (e.g. daily check-ins, structured scaffolds) and monitor progress.

The additional information gathered during cycles of *Notice, Check, Try* help us decide alongside parents and carers whether a pupil may have a special educational need which requires the more formal stage of SEN Support.

C. SEN Support

Children with identified SEND are placed at SEN Support and provision that is additional to or different from the provision ordinarily available is put into place. Provision at SEN Support is targeted to meet the child's specific needs. This provision is more focused than the reasonable adjustments outlined at the earlier stages and will target the child's individual need.

At SEN Support, the child's needs will be categorised into one of four areas of need as defined in section six of the SEND Code of Practice (SEND code of practice: 0 to 25 years - GOV.UK).

SEN Support is structured through careful planning and delivered in cycles of intervention. The cycle used follows a consistent format of *Assess, Plan, Do, Review*.

The Code of Practice notes that 'Every teacher is a teacher of SEND' meaning that the delivery of SEN Support is not the sole responsibility of support staff. Teachers will be actively involved in the planning and implementation of provision.

Where additional input is required, pupils will be given a Support Plan. They may access small-group work, targeted interventions, or individual support. Interventions are time-limited, evidence-informed and regularly reviewed for impact.

D. Leading toward Education, health and Care needs assessment (EHCNA)

There may be a minority of children whose needs cannot be met despite accessing all available resources in school and within the local area partnership. At this point, the SENCO will discuss with families the possibility of requesting an Education, Health and Care (EHC) needs assessment from the Local Authority: The EHC Assessment application.

To do this, evidence will need to be collated to explain the child's special educational needs, along with detail of the special educational provision that has been put into place, and the review of its impact: The EHC assessment process.

An Education, Health and Care Plan (EHCP) is a legal document that identifies a child's special educational needs, sets out the provision required to meet those needs, and includes input from health and social care where relevant. If the LA agrees that the child meets the criteria, an EHCP may be issued. This plan also comes with funding, which ensures the school can provide additional support and resources tailored to the child's needs.

Use of EHCP Funding and Level of Support

An EHCP does not automatically entitle a child to one-to-one adult support. Any funding linked to an EHCP is used to deliver the special educational provision specified in Section F of the plan. As Section F differs for each child, it determines the type and level of support required.

This provision may be delivered through one-to-one support, small group work, targeted interventions, resources, or adult support within the classroom, as appropriate. The school

organises support to ensure the provision in Section F is met effectively and promotes pupil independence.

PART 5 – Wellbeing, transitions and pastoral support

A. What parents should do if they are concerned

Initially speak to the class teacher to share your concerns. The teacher will discuss next steps with you and arrange any agreed assessments or meetings within the *Notice, Check, Try* structure. For children with existing additional needs, parents may contact the SENCO directly if they prefer.

B. How pupils share concerns

Pupils are encouraged to talk to their class teacher or to the SENCO if they are worried. We capture pupil views through a range of activities, including through a 'worries' postbox in each class, pupil voice activities and person-centred planning.

C. Pastoral support and SEMH provision

Park View Primary School provides a range of pastoral measures to support social and emotional needs, such as support groups, sensory breaks, mentoring, and access to intervention programmes. Bullying is not tolerated at Park View Primary School, and we take proactive steps to prevent and address any incidents to ensure a safe and inclusive environment for all pupils. Our anti-bullying policy can be found on the school website.

Designated staff and senior leaders oversee pastoral provision and staff receive regular training, for example the recent staff training for 'Understanding Neurodiversity', 'Enabling Environments, 'Anxiety', and 'Distressed Behaviours'. We also have a designated NHS Mental Health Support Team practitioner that comes to school on a weekly basis to provide targeted support for children with SEMH needs.

D. Transition within school and between phases

Transitions are planned to reduce anxiety and support continuity. Pupils moving classes spend time with their new teacher; additional visits, social stories or quieter introductions can be arranged for those who need them. Records and key information are shared with receiving teachers.

E. Preparing for secondary school

For pupils moving to secondary school, the SENCO and Year 6 teacher will liaise with the receiving school to share information and arrange transition visits. For children with an EHC Plan, person-centred reviews in Year 5 and additional meetings help to plan the appropriate transition and support.

PART 6 – Safeguarding and attendance

Safeguarding

Pupils with SEND are safeguarded through individualised support plans, close monitoring by the safeguarding team, and targeted strategies such as personalised learning adaptations, social-emotional interventions, and regular communication with families to ensure their safety and well-being.

The schools safeguarding team are as follows:

Mrs Rachel McClean (Deputy Headteacher) – Designated Safeguarding Lead

Mrs Emma Collopy (Headteacher) – Deputy Designated Safeguarding Lead

Mr Tommy Toth (Assistant Headteacher) - Deputy Designated Safeguarding Lead

Mr Andrew Wilkinson (SENCO) - Deputy Designated Safeguarding Lead

Miss Rebecca Watson (Out of School Club Manager) - Deputy Designated Safeguarding Lead

Attendance

Attendance for pupils with SEND is closely monitored using the school's attendance tracking system, with regular reviews by the SENDCo and pastoral team. Barriers to attendance, such as medical needs, anxiety, or transport difficulties, are identified early and addressed through targeted support, including personalised timetables, in-school pastoral interventions, and close communication with families to ensure that pupils can attend consistently and successfully engage with their learning.

PART 7 – Monitoring and assessing progress

At Park View Primary School, progress is monitored through class-based assessments, formal tracking, and termly pupil progress meetings. For pupils with SEND we use short-term Support Plans (Assess, Plan, Do, Review cycles) that document reasonable adjustments, targets, interventions, strategies for support, and progress toward outcomes. These plans are reviewed termly (or sooner if needed) and adjustments are made as needed. For pupils with EHC Plans, an annual person-centred review evaluates provision and progress. We take pupil voice into account and the school works in partnership with parents/carers to co-produce SEN Support Plans and EHCPs.

Our ongoing cycles of review reflect the Bury Graduated Approach, moving between *Notice, Check, Try* and more formal *Assess, Plan, Do, Review* cycles as needed: Bury's Graduated Approach - Bury Council

We also use the OAIP audit tool to review whether our inclusive provision is effective and consistent across classrooms: SEND Support Services - Bury Council

Progress and other reports are shared with parents and are discussed through regular parent/carer meetings and person-centred reviews for children with EHC Plans. Information may also include work samples and assessment data, records of intervention and support plans, reports from external professionals and notes from meetings with parents and pupils.

If information is required in a different format (for example, translated, large print or audio), the school office can be contacted.

PART 8 – Support for families and links to external services

A. School-based family support

The class teacher remains the first contact for families. The SENCO and pastoral staff offer follow-up meetings and can suggest strategies to use at home. Where helpful, home-school communication books or regular contact may be arranged.

B. Parent groups and information

School provides opportunities for parent information sessions and hosts SEND-focused drop-ins and meetings throughout the year. Parents can access the local Parents Forum BURY2GETHER a forum for Parents/Carers who have children with SEND and other community support groups for families of children with additional needs via the Local Offer: What is the SEND Local offer - Bury Council

C. Agencies we work with

We work with a wide range of professionals including, but not limited to: Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Nursing, CAMHS, Social Care and Bury's Outreach Team. Referrals are made with parental agreement. A full list of available services can be found in the section 'Where can I go for help?' on this page: Bury's Graduated Approach - Bury Council

PART 9 – Concerns and complaints

We aim to resolve concerns at an early stage and value open communication. If you have concerns about the support provided for your child, the following steps explain how to proceed:

Step 1 – Speak to the class teacher

Arrange a meeting with the class teacher to explain your concerns and agree actions. Allow time for agreed steps to be implemented.

Step 2 – Meet with the SENCO

If the concern remains, contact the SENCO to arrange a meeting. The SENCO will work with you, your child, and staff to create an action plan; the Headteacher or another senior leader may attend if appropriate.

Step 3 – Contact a Senior Leader

If you are still not satisfied after steps 1 and 2, you can raise your concern with a senior leader for further review in line with the school's complaints process.

Step 4 – Formal complaint

If the matter is not resolved through the school's internal process, you may pursue a formal complaint to the governing body.