HEAP BRIDGE VILLAGE PRIMARY SCHOOL

"Working together, learning together"

SEND Information Report

Headteacher

Mr. M. Cockcroft

September 2026

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SEND Information Report (School's contribution to local offer)

Name of School	Heap Bridge Village Primary School
Address	Heap Brow, Bury BL9 7JP
Telephone	0161 7645686
Email	office@heapbridge.rochdale.sch.uk
Headteacher	Mr Marcus Cockcroft
Special Educational Needs Coordinator (SENCo)	Mrs Katharine Collingwood kcollingwood@heapbridge.rochdale.sch.uk
Age Range	Reception – Year 6 (4 – 11 years)
Last Ofsted Inspection	February 2023
Outcome of Inspection	Good
Number of pupils on roll	170
Number of pupils with Special Educational Needs	35 (SEN Support and EHCP) 20.5% *(+16 pupils at the monitoring stage 9.4%)*
Number of children receiving additional support	**SEN Support:** 23 pupils – 13.5% National Average – 14.8% **Education Health & Care Plan** 12 pupils – 7% National Average – 6%

1. The kinds of special educational needs for which provision is made at the school.

FAQ - "How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?"

We are a mainstream school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Heap Bridge, we aim to identify individual needs as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling. Along with pupil tracking, any of the following can trigger a concern:

- Parent/carer;
- Child;
- Class teacher;
- Widening gap between self and majority of peers;
- Feedback from service providers or other professionals;
- Records transferred from another school / nursery;
- Baseline and on-going assessments;
- EYFS/KS1 results;
- School testing and assessment.

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENCo may become involved. At this point, there may be a need for more specific assessments in school. The SENCo will discuss the next steps with you and your child.

Equally, if you have concerns about your child you are welcome to arrange an appointment to see your child's class teacher and/or the SENCo at any time.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

FAQ - "How do you identify children with special educational needs?"

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going, as it is for all pupils in school. Children with special educational needs are identified when, despite receiving adapted learning opportunities, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness;
- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas;
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school;
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Have a communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

The class teacher and SENCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Staff are trained to identify pupils who may have more specific needs, e.g. Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD). If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies, e.g. Children's Speech and Language Therapy, Educational Psychology, Children's Occupational Therapy, Mental Health Support Team, Rochdale Additional Needs Service (RANS) and Child and Adolescent Mental Health Service (CAMHS).

3a. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans.

FAQs - "How will you support my child?" "How does the school know how effective its arrangements and provision for children with special educational needs are?"

If your child is identified as having SEND, in addition to in class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, social development and emotional regulation. If your child has an Education Health & Care Plan (EHCP), we will put provision in place as outlined in the plan. Class teachers, in collaboration with the SENCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having a special educational need. School Governors and Subject Leaders are also involved in this monitoring process.

We track the progress of all groups very closely. Teachers provide teacher assessment data each term and they analyse the results of assessments and adapt provision to meet the needs of all groups.

Children identified as requiring support, which is additional and different to the majority of the class, will have an SEN Support Plan. This will be used to communicate strengths and needs, additional provision and support strategies, targets and progress between teachers, pupils and parents. The SENCo monitors the impact of the support put in place and regularly reviews provision across school.

3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

FAQ - "How will both you and I know how my child is doing and how will you help me to support my child's learning?"

We meet with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Some pupils may require an SEN Support Plan, a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENCo if they have any concerns. It may be desirable for a home/school communication book to be initiated so that parents and teachers can make regular contact. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

3c. The school's approach to teaching pupils with special educational needs;

FAQ - "What is your approach to individual learning?"

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We adapt the curriculum accordingly and take into account ability and different ways in which pupils learn. The SENCo has a role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders and the SENCo monitor pupils' work and learning to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where attainment for any child is a concern, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs;

FAQ - "How will the curriculum be matched to my child's/young person's needs?"

The Accessibility Plan and Equality Policy are regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (e.g. enlarged texts, reading books, maths equipment, technology, writing aids).

3e. Additional support for learning that is available to pupils with special educational needs;

FAQ - "How is the decision made about the type and how much support my child will receive?"

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants, learning mentor and/or the SENCo; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, and not too reliant on support, so that they are ready for transition to the next educational setting.

3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

FAQ - "How will my child be included in activities outside the classroom including trips?"

We provide a range of extra-curricular activities (clubs, trips and residential) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASC, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required.

3g. Support that is available for improving the emotional and social development of pupils with special educational needs.

FAQ - "What support will there be for my child's overall well-being?"

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and the school leadership team closely monitors children's emotional well-being. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. social communication groups, anger management, nurture groups) and progress monitored. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school.

We have a trained Emotional Literacy Support Assist (ELSA) in school whose role is to support children with social and emotional difficulties either through 1:1 sessions or small group work. In addition, we have a mental health practitioner from the Mental Health Support Team (MHST) who comes into school once a week. If needed a referral to the MHST can be submitted for low level anxiety and emotional support. If a higher level of support is required, then the SENCo will make a referral to the Child and Adolescent Mental Health Services (CAMHS).

4. In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND co-ordinator.

FAQ - "How will I be able to raise any concerns I may have?"

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCo or head teacher. The SENCo at Heap Bridge is Mrs Katharine Collingwood.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

FAQ - "What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?"

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. We have had recent training in ASC, phonics, reading (Better Reading Support Partners and Inference), supporting pupils with mathematics, Zones of Regulation, Emotion Coaching, ADHD and communication for behaviour. Part of the role

of the SENCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

- Children's Speech and Language Therapy;
- Educational Psychology Service;
- Rochdale Additional Needs Service;
- Occupational Therapy;
- CAMHS;
- Mental Health Support Team;
- Community Paediatrician;
- Health Visitor / School Nursing Team;
- Family Support Worker.

The SENCo regularly attends local authority SENCo meetings to keep up-to-date with local and national developments and to share best practice. Heap Bridge also works with other local practitioners through the Arch Alliance Collaborative Group. SENCos from the collaborative group attend termly consultation meetings with the Educational Psychology Service.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

FAQ - "How accessible is the setting both indoors and outdoors?"

Accessibility of the school is reviewed regularly as part of our Accessibility Plan. On site, we have a disabled toilet in the Hub and ramps from the playgrounds into school.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

FAQs - "How are parents involved in the setting? How can I get involved? Who can I contact for further information?"

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents' evenings in the autumn, and spring terms and provide a detailed written report in the summer term. Additionally, we hold SEND review meetings termly for those pupils with additional or significant educational needs. These can be held with the class teacher, SENCo or both. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home-school communication books, phone call discussions and emails.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

FAQ - "How will my child's views be listened to?"

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires. Pupils are encouraged to put themselves forward for pupil leadership roles, so they have the opportunity to be involved in making whole school decisions. We want pupils,

from all year groups, to be involved in the decision making process on a personal and whole school level. Pupils are involved in the setting of their targets and encouraged to reflect on these. Where children have SEN Support Plan or EHCP, these are reviewed in a pupil-centred review meeting. The SENCo regularly meets with SEN pupils to capture their views and update pupil passports.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.
FAQ - "What should I do if I have a complaint?"

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENCo/Deputy Headteacher or Headteacher. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (see school website).

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
FAQ - "Who else has a role in my child's education?"

Governors are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to health and social care professionals, voluntary organisations and local authority support services as detailed in section 5.

11. The contact details of support services for the parents and carers of pupils with special educational needs.
FAQ - "What other support services are there who might help me and provide me with information and advice?"

If you need support in finding an organisation or support service for your child, please contact Mrs Katharine Collingwood, who will be happy to help you navigate through the local offer. You may also find Rochdale's Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) useful https://www.barnardos.org.uk/what-we-do/services/rochdale-sendiass.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.
FAQ - "How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?"

We liaise with pre-school settings and high school to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

13. Information on where the local authority's local offer is published.

FAQ - "Where can I find the local authority's Local Offer?"

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website https://www.rochdale.gov.uk/specific-educational-needs/local-offer. There is also a link on the Special Educational Needs and Disabilities page on our school website.

14. Pupil Progress

FAQ - "How much progress do children make if they are identified as having SEND at Heap Bridge?"

We track pupils' progress every day through marking and feedback of pupils' work. This, in turn leads us to professional judgements about how well pupils perform compared with age-related expectations. We use our data tracking to identify underperforming pupils and to plan to alter our provision accordingly. Historically, SEN children have not made as much progress as expected so we have been working hard to focus our interventions and support through tighter SEN Support Plans and Intervention Plans which are reviewed regularly. Children at Heap Bridge are expected to make excellent progress, whether or not they are identified as having SEN.

We use standardised tests to help us to assess gaps and next steps for children in reading, maths and EGPS.

For children working significantly below their peers (typically 2+ years below) we use PIVATS, Performance Indicators for Value Added Target Setting, to track and monitor smaller steps of progress.

15. Medical and Mental Health

FAQ - "How will my child be supported if they have a medical need at Heap Bridge?"

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice is followed.

We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

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