

Lowerplace Primary School – SEND Information Report (2025–26)

Last updated: July 2025

1) Ethos and Types of SEND Supported

Lowerplace Primary School is an inclusive mainstream setting offering provision for a broad range of needs: Communication & Interaction (including autism), Cognition & Learning, Social, Emotional & Mental Health (SEMH), and Sensory/Physical needs.

2) Identifying and Assessing SEND

We use early identification through class teacher monitoring, pupil progress meetings, screening tools, and the graduated assess–plan–do–review cycle. Where needs are complex or persistent, an EHC needs assessment may be requested.

3) Consulting Parents and Pupils

Parents are involved termly through reviews of SMART targets on PLPs. Pupil voice is gathered and used to shape support.

4) Reviewing Progress

We use a combination of classroom assessment and small-step systems such as Connect trackers and Cherry Garden to monitor progress every 6–8 weeks.

5) Approach to Teaching (Quality First Teaching)

Adaptive teaching is our first response: clear instructions, visual scaffolds, chunked tasks, vocabulary support and purposeful interventions.

6) Curriculum and Environmental Adaptations

We adapt content, teaching methods and access arrangements including assistive technology, visual supports, quiet spaces, and alternative recording methods.

7) Expertise and Training

Training includes adaptive teaching, Attention Autism, Intensive Interaction, Connect/Cherry Garden, and effective deployment of support staff.

8) Additional Support and Equipment

We use delegated funding for provision and may seek additional funding or equipment through top-up requests or EHC plans where appropriate.

9) Evaluating Effectiveness

Provision is monitored through learning walks, book looks, data reviews and pupil voice to ensure impact.

10) Social, Emotional and Mental Health (Wellbeing)

Support includes PSHE, regulation visuals, small-group nurture work and individual mentoring where required. We also offer ELSA and Forest school.

11) Disabled Pupils: Admissions, Treatment and Facilities

We follow statutory duties under the Equality Act to prevent less favourable treatment and make reasonable adjustments. Our facilities include accessible toilets and step-free areas.

12) Working with External Agencies

We work with the local authority's EP service, SALT, OT, CAMHS, sensory services and other specialists such as those from Rochdale additional needs service and The Neurodiversity hub.

13) Transition Arrangements

Enhanced transition includes additional visits, handover meetings and personalised support plans.

14) Complaints

Concerns about SEND provision follow the school's Complaints Policy. Families may also access SEND dispute resolution routes.

15) Local Offer

More information about local SEND support can be found via the Rochdale Local Offer: [Our Rochdale | What is the Local Offer?](#)

16) What We Publish Online

We publish our SEND Information Report, SEND Policy, and Accessibility Plan as required by law.

17) Accessibility Plan Summary

Our plan outlines how we will increase curriculum access, improve the physical environment, and improve accessible information.

18) Safeguarding, Attendance and Exclusions

We track safeguarding, attendance and exclusions for pupils with SEND to ensure equity and early intervention.

19) Contact Us

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SEND Governor: