



## SEND Information Report

September 2025- 2026

## Introduction

As part of the Children and Families Act 2014, all schools are required to make available their Local SEND Offer to families, which details how they can support children and young people with a special educational need and/or disability (SEND).

### **Dedicated contacts at the school**

Contact telephone – 0161 370 3614

Contact email – [office@mrpa.org.uk](mailto:office@mrpa.org.uk)

Website – <https://mrpablogs.net/>

- SEND Lead – Ms Katie Evans (NASENCO)
- Designated Safeguarding Lead – Ms Victoria Leah
- Deputy Designated Safeguarding Leads – Mrs Annette Smith
- Principal – Ms Victoria Leah
- Executive Principal – Mrs J Taylor

## Admissions

Our full admissions policy can be found in the 'Important Information' section on the school website.

[Admissions | Manchester Road Primary Academy](#)

The extract below refers to the oversubscription criteria.

All children whose Education, Health and Care (EHC) Plan names the school will be admitted before any other places are allocated.

If the school is not oversubscribed, all applicants will be offered a place.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled.

1. Children who, at the time of admission, are in the care of a local authority or are provided with accommodation by the authority (looked after children). Also children who were previously looked after but ceased to be so because they were adopted, or became subject to a residence order, child arrangements order or a special guardianship order. This includes children in these situations outside of England.
2. Priority will next be given to children with siblings at the school. Siblings include step siblings, foster siblings, adopted siblings and other children living permanently at the same address. Priority will not be given to children with siblings who are former pupils of the school.
3. Pupils whose main residence is within the catchment area. Parents can view each academy catchment area through their local authority website. NB; criterion 3 is not applicable in full to Lincolnshire or Tameside academies because they do not have catchment areas.

4. Priority will next be given to children of staff at the academy, in either of the following circumstances:

- The member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, or:
- The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage

5. Distance

- For all Tameside Academies distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the local authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.

The Enquire Learning Trust and its academies work within all Local Authority Fair Access Protocols.

#### How we identify SEND

We identify SEND by following the Graduated Approach. The flow chart on the next page outlines each stage of the graduated approach.

### Universal Provision: Quality First teaching

Quality first teaching includes high-quality, inclusive instruction and uses strategies like differentiated learning, ongoing formative assessment, and clear lesson planning to meet the needs of all students. It involves teachers using a variety of techniques, such as modelling, questioning, and providing opportunities for dialogue, to engage students and help them develop critical thinking skills. The approach also emphasizes adaptability, student responsibility for learning, and providing timely support to narrow achievement gaps.



## Manchester Road Graduated Approach to SEND

If Class teacher has continued concerns then they will discuss further with the pupil's parents/carers and may complete cycle 1 of our Graduated approach.

# Review

# Assess

# Do

# Plan

### Cycle 1: Initial concerns (12 week cycle)

Progress and attainment shows some areas of concern.

Teacher monitors learning through QFT and differentiation-prepares Cycle 1. Informs SENDCo of this.

Complete Toolkit Assessments if required.

Discuss Cause for Concern with Parents and generate outcomes recording parent and pupil voice.

Monitor for 1 term (12 weeks) or shorter if concerns are escalating.

Teacher reviews impact and ... Outcomes

No Progress, send reviewed cycle 1 to SENDCo. SENDCo will now intervene. Meeting with parents for Cycle 2. Teacher Continue with Plan Do Review at Cycle 2.

Progress made, teacher continue with Plan Do Review at Cycle 1 and will look to remove after 2 cycles.

### Cycle 2: SEND register (12 week cycle)

SEN Toolkit indicates targeted provision.

Teachers use targeted teaching strategies.

Cycle 1 completed (inc review) and discussed with SENDCo/Parents.

Toolkit targets completed and include pupil & parent voice.

Progress recorded by teacher on reviews.

QFT & differentiation/ intervention as required

Outcomes

Progress made, teacher continue cycle 2 to ensure progress. Teachers to discuss with parents and child to ensure Cycle 2 is necessary.

- Assess: SEN Toolkit tracker
- Plan: Toolkit driven next steps, including parent and pupil voice. What do parents want for their children?
- Do: Implement differentiated, well targeted learning experiences, including interventions.
- Review: Consult with child, parents, support staff and hold an ITP review. What is working well? What needs to change?

### No progress made

Annual review tracks progress against EHCP outcomes.

Discussion with parents and LA about best provision for child this may include discussing other provisions such as resource bases and specialists settings, based on child's needs and parental preference.

### Progress made

Annual review tracks progress against EHCP outcomes. EHCP outcomes may be adapted to suit progress. Provision to change to keep progress in next cycle.

### Cycle 3: EHCP (reviewed at least annually)

Final draft received

Reviewed formally once per year with SENDCo and Class teacher, parents and Local Authority (LA).

Teacher / SENDCo continues ongoing plan, do and review cycle each term against EHCP outcomes

Teacher provides provision, intervention and individualised provision as stated in EHCP.

No Progress Made, teacher reviews at cycle 2 and informs SENDCo. New provision is carefully planned to work towards progress. Teacher Continue Plan Do Review at Cycle 2.

SEnDCo may make outside referrals and seek external professional advice to support progress. From professional advice, an Education, Health and Care Plan (EHCP) application may be necessary.

### How we involve pupils and their parents/carers

- We are child and family centered, so you will be involved in all decision making about your child's support.
- Where a pupil is in looked after care, we will liaise closely with carers and the local authority, ensuring they are fully informed of the pupil's needs and current targets.
- The safeguarding team will work closely with the SENCO to ensure relevant information is shared. At Manchester Road, we believe it is hugely important to keep strong links between all parties, to achieve the best outcomes for the pupil.
- We offer meetings with the Class Teacher to discuss home and school positives and concerns; we take this into account and work with you so that approaches are consistent and have a fully rounded view of your child.
- We understand parents and carers know their child best, so we listen carefully and value all contributions.
- As part of our Graduated Approach, we find out the pupil's views and the parent/carer views and this is represented in their paperwork. If a pupil is pre-verbal or struggles to communicate, we gather their views in other ways e.g. by filming them taking part in an activity or using communication boards.
- When requested we will support, give advice and model to parents and carers to show them how they can best support their child with learning at home.

### How we adapt the curriculum and modify teaching approaches

All staff are aware of the SEND Code of Practice, June 2014.

- Quality First Teaching is at the heart of teaching at Manchester Road.
- We have high aspirations for all pupils, including pupils with SEND.
- All our staff have many skills and are trained so that we are able to adapt to a range of SEND.

This includes:

- Communication and Interaction needs, such as speech, communication and language needs (SCLN)
  - Cognition and learning needs, such as specific learning difficulties (SpLD)
  - Social, emotional and mental health difficulties (SEMH). SEMH also encompasses a variety of mental health issues such as anxiety and depression
  - Sensory and/or Physical needs, such as visual impairment (VI), hearing impairment (HI) or physical disability (PD)
- All our staff are trained to adapt resources and work, so that every child is able to learn at their own pace and in their own way. Staff do this whilst still providing an appropriate level of challenge.
  - Staff training needs are monitored by the SENCO and any requirements are planned in the yearly training plan, where required.
  - Where appropriate, we use interventions tailored to the pupil's needs. Interventions/extra support take place within the classroom where possible, either on an individual level or on a small group basis and where appropriate, these may be out of the classroom in a small, quiet room.

### How we assess and review pupil progress

- Pupils will be assessed against their desirable outcomes. These may be attainment outcomes, or outcomes based on their primary area of need.
- Where a pupil is working just below their age-related expectations, we will assess them using objectives from their current year group.

- Where a pupil is working two years or more below their age-related expectations, we use SEND Birmingham Toolkit tracker to aid in identifying their small steps to enable staff to have a clear understanding of their individual next steps.
- If a pupil is working significantly below their year group and requires an adapted curriculum, they will be assessed using PIVATS. PIVATS measure small steps of progress and help teachers to plan for next steps.
- We have a tracking system in place that highlights pupils with SEND, so that staff, including the SEND Lead, can monitor the progress of these pupils more closely and action more support/changes to support accelerated progress where needed.
- Our Senior Leadership Team (SLT) checks the progress of pupils every term and discuss what we are doing to make sure all pupils make good progress. Our SLT looks very closely at tracking data for all vulnerable groups, including the Cycle 1 group.
- Children on the SEND register are monitored closely by the SEND Lead to ensure that they are making progress and that appropriate strategies and provisions are in place.
- We check how well a pupil understands and makes progress in each lesson, using assessment for learning (AfL) strategies.

For pupils with identified SEND, teachers offer a meeting to discuss progress with parents three times per year, in accordance with the SEND Code of Practice.

#### Equipment or resources we use to give extra support

- We use workstations; visual timetables; sloping boards; easy grip pencils; wobble stools; chair resistance bands; first and then boards, countdown timers, ear defenders and weighted blankets and other types of resources.
- We use a range of technology support including iPad Apps and embed this within the curriculum to allow all children to access learning.
- We use a range of software to help pupils engage with subjects they find difficult, practice basic skills, become independent learners or record in alternative ways.
- We are a fully accessible school as we are on one floor and have ramps to access any buildings higher than ground level. We have disabled toilets within each of our buildings.
- We have a Mental Health Practitioner, Speech and Language specialist and an Educational Psychologist.

#### Specialist services

We have access to a wide range of specialist services which we can refer to.

These include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- Occupational therapists
- Mental Health Practitioner
- Safeguarding services

- School nursing team
- Tameside Specialist Outreach Support Services (TSOSS)
- Speech and language therapists
- Integrated Services for Children with Additional Needs (ISCAN) - Speech and Language therapists, Physiotherapists, Occupational therapists
- Sensory Support Team (Visual and Hearing Impairment)

We also have access to a range of specialist teachers who work throughout the Enquire Learning Trust.

#### Extra-curricular activities

- We offer a wide range of extra-curricular clubs. All of these activities and school visits are available to all our pupils, including our before and after-school clubs.
- We also have a range of extra-curricular activities that are sourced particularly for children with SEND.
- All pupils are encouraged to go on our school trips, including our residential trip in Year 6.

All pupils are encouraged to take part in sports day, school plays, and special workshops and if we feel adjustments are required to aid in this, then they will be discussed with the parents to ensure children's needs are considered throughout.

No pupil is ever excluded from taking part in these activities because of their SEN or disability but reasonable adjustments may be required to support inclusion, and parents will be part of this discussion and decision.

#### Behaviour, relationships and Anti-bullying

- We have comprehensive Community Learning Policy (previously Behaviour Policy) which can be found in the 'Policies' section of the school website.
- Staff have been trained in Emotion Coaching and seek out to find a resolution and are a point of contact for a child, when they are ready.
- Where a pupil is at risk of suspension or permanent exclusion, we endeavor to work closely with parents/carers and any appropriate external agencies to introduce strategies to reduce the risk.

The Enquire Learning Trust have a dedicated SEND team, where SEND leads can seek further advice and support.

#### How we support pupils with transition

- We arrange additional visits to our own school and other schools so that children can familiarise themselves with their new settings.
- Where appropriate, we set up transition books with the child that includes all information and photographs of their new setting.
- We have good links with the local private nurseries and secondary schools.
- We arrange transition meetings between our Year 6 teachers and the local secondary schools.

We support transition between year groups by arranging visits to new classrooms with the child's new teachers. We also provide one page transition documents and/or social stories for children, which include pictures of the staff and environment.

#### Where pupils can get extra support

- Pupils have access to pastoral sessions in school with either a familiar member of staff or with a member of the Senior Leadership Team.



- Pupils have access to a school worry box, where they can share any concerns with a member of the Pastoral Team.
- Staff are highly skilled in making sure that a child's well-being is a high priority.
- Our Kids Eyes (OKE)- Offering support, information and activities to families who have children with special needs/disabilities [Home Page - Our Kids Eyes](#)
- TOG Mind- We pride ourself on finding new and effective ways to help people with their mental wellbeing in the way which best suits them [Tameside Oldham and Glossop Mind](#)  
Tameside's local offer can be found at <https://www.tameside.gov.uk/localoffer>

#### Where parents/carers can get extra support

- A partnership between parents/carers and school is vital to the progression of every pupil's learning, particularly for pupils with SEND. There are numerous ways to achieve this at Manchester Road Primary Academy. In addition to parents' evenings, reports and review meetings, parents and school staff can communicate by:
  - Sending emails/letters to and from school
  - Requesting an appointment with the class teacher, SEND Lead or parent (class teachers may be available for a brief chat before or after school, without appointment)
  - Phone calls (0161 370 3079)
  - Email [office@mrpa.org.uk](mailto:office@mrpa.org.uk)

Tameside's local offer can be found at <https://www.tameside.gov.uk/localoffer>

#### What to do if you are not happy with the support your child is receiving at school

Your first point of contact is always a member of staff from your child's classroom, either the Class Teacher or Teaching Assistant, explaining your concerns or queries.

You may wish to contact the SEND Lead or the Principal directly if you feel this has not been resolved or require speaking to someone other than the classroom staff.

If you are not satisfied that your concern has been resolved, then you must follow the advice set out in the complaints policy from The Enquire Learning Trust. This is available in the 'Policies' section of the website.

[Manchester Road Primary Academy](#)

#### Further Information

School Website

[SEND Info | Manchester Road Primary Academy](#)

- Tameside's Local offer <https://www.tameside.gov.uk/localoffer>