

Our Primary School SEND Information Report 2026-2027

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 2026-2027. Relevant policies and further information are available on the school website.

Radcliffe 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 Coordinator (SENCO): Mrs S Francis

Contact details: 0161 7234538 | steph.francis@keeplearningtrust.co.uk

PART 2 – Types of SEND and staff training

Pupil support is provided at Radcliffe 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 SENDCo is a qualified teacher at the school with 17 years teaching experience at Radcliffe Primary school. The SENDCo has a wealth of experience as well as a vast range of recent and relevant training in order to ensure that this role can be fulfilled effectively. The school has access to specialist SEND training

and support staff through the Bury Communities of Practice alongside termly SENDCo network meetings hosted by the Additional Needs team. The SENDCo delivers and directs CPD to all staff and specialist training is secured where necessary in response to pupil need across school. This might be delivered in school by external training providers, such as the Educational Psychology service, specialist teachers and health care professional, or attendance at external training events. The SENCO also attends Trust briefings where good practice is shared across the Trust. The SENCO is currently undertaking the NPQSENCO qualification.

PART 3 – Identifying pupils with SEND

How need is identified

At Radcliffe Primary School, we use a variety of methods to monitor pupils' progress and identify children who may need extra support in school. Through summative and formative assessments, pupil progress meetings, discussions with pupils, parents and outside agencies and day-to-day school life, we are able to identify pupils who may have a special educational need.

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. Radcliffe 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.

Where a concern is raised by a child, parent/carer or teacher relating to difficulties/differences that fit into the four broad areas of need, a teacher should begin the notice, check, try process. The class teacher should complete a notice, check, try grid with parent/carer and child input and inform the SENDCo that this has been done.

The try section could include individualised adaptations to timetables and/or the environment, additional and individualised adaptations to learning tasks, additional resources tailored to the child and/or interventions focusing on the area of need. Any interventions are recorded on school's intervention grids.

**If any safeguarding concerns arise during the process a member of the DSL team is informed and the Safeguarding policy is adhered to.*

PART 4 – Radcliffe Primary School Graduated Approach

Graduated Approach: What It Is and How It Works

At Radcliffe 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 ordinarily available inclusive provision, 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 as shown on our [Graduated Approach Flow Chart 2026-2027](#) and is broken down into 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](https://www.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

Radcliffe 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.

This cycle usually takes around 8 weeks, but can be shorter. Once a cycle is complete, the document is reviewed with the pupil, parents and teachers. For some children, the assessments taken place during this time frame and strategies put in place, may have resolved any initial concerns and therefore this is the end of the cycle at the time being. If this is not the case, another Notice, Check, Try cycle may be carried out. 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551222/SEND_Code_of_Practice_0_to_25_years.pdf)).

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 an APDR. They may access small-group work, targeted interventions, or individual support. Interventions are time-limited, evidence-informed and regularly reviewed for impact.

It may also be appropriate for us to make referrals to outside agencies with a parents consent e.g. the Outreach Team, CAMHs, School Nurse or Speech and Language Therapist for more bespoke advice to help inform a pupils APDR.

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

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](#).

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 pupil voice activities and person-centred planning.

C. Pastoral support and SEMH provision

Radcliffe 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 Radcliffe 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 'Emotion Coaching', 'The Crisis Curve' and 'Self and Co-regulation'. We also work closely with our local Outreach Team who provide bespoke support for individual pupils when needed along with training and coaching for staff members. Some of our children access the NHS 'Starlight Programme' and specific sessions run by RISE to support their mental health when needed.

D. Transition within school and between phases

Parents of all children joining Nursey or Reception are invited to a 'New Parents' Meeting' where the SENCo and DSL team and Teachers are present. This enables the parents to speak directly to staff about any concerns they may have. Additionally, home visits, stay and plays and transition sessions are held in the term prior to the children starting to allow for observations and conversations to take place.

When a pupil joins mid year or into another school year, we invite the pupil and their family to take a tour around school before starting. This allows opportunities for both the pupil and their family to meet key staff members, discuss any additional provision that may need to be in place and for us to meet the child. We also offer a home visit to support this transition period.

During Summer Term, all teachers have transition meetings to ensure that the next teacher is aware of children with SEND and their needs. Some children may

need more support during the transition of year groups and they will have an individualised transition arrangements. 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 Alyson Walsh (Headteacher) – Designated Safeguarding Lead

Mrs Rebecca Kenyon (Assistant Headteacher) – Deputy Designated Safeguarding Lead

Mrs Stephanie Francis (SENCO) - Deputy Designated Safeguarding Lead

Miss Glynn (Teacher) - 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 Radcliffe 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](#)

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. The SENDCo also has termly meetings with the link Governors who have oversight of the procedures of the school.

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](#) The SENDCo also signposts parents who need further support and advice to Bury

SEND Information Advice Support Service (SENDIASS) who can be contacted on 01706769634 or bury.sendias@bernardos.org.uk.

C. Agencies we work with

We work with a wide range of professionals including, but not limited to: Educational Psychology through the Bury Communities of Practice sessions, Occupational Therapy, School Nursing, CAMHS, Social Care and Bury's Outreach Team. We also have an assigned Speech and Language Therapist who attends school once a month. All 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](#). As

PART 9 – Concerns and complaints

We strive to meet the needs of all children and are committed to reviewing how we meet individual needs. Parents and children are encouraged to be part of this process, but if they have a concern about the support or provision arrangements that are in place for their child they are encouraged to follow the steps below. These steps are in line with our school complaints procedure which can be found on the school website.

Step 1

The first point of contact is the class teacher. Arrange a meeting with the class teacher to raise your concerns and agree on next steps.

Step 2

Allow time for the agreed next steps to be put into place. If you are still concerned, contact the SENDCO using the contact details in Section 1 to arrange a meeting so that an action plan can be made. Mrs Walsh May also attend the meeting.

Step 3

Allow time for the agreed actions to be put into place and reviewed with you. If you are still not satisfied a complaint can be made to the SEND governor. It will then be heard

formally by the Governors.

Step 4

If the complaint reaches this step, it will be heard by a Governing Body's Complaints Committee.

This report was last reviewed in September 2026.

Next review September 2027.