

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Special Educational Needs and Disability (SEND) Information Report 2026–2027

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SEND Governor: *Kathryn Jones*
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About this report

Hollins Grundy Primary School is committed to providing an inclusive education in which all pupils are supported to achieve their potential.

We recognise that some children may require additional or different support at different points during their school life. We aim to identify needs at the earliest opportunity and work closely with children, parents and carers to ensure that appropriate support is put in place.

This SEND Information Report explains how Hollins Grundy Primary School identifies and supports children with special educational needs and disabilities.

It should be read alongside the school's SEND Policy and Accessibility Plan.

This report has been prepared with regard to the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the SEND Code of Practice: 0–25 years.

1. What types of special educational needs does Hollins Grundy Primary School support?

Hollins Grundy Primary School is a mainstream primary school and is committed to meeting the needs of pupils across the four broad areas of SEND identified within the SEND Code of Practice:

Communication and interaction

This may include children with speech, language and communication needs and children with autism.

Cognition and learning

This may include children who experience difficulties with learning, including specific learning difficulties such as dyslexia or more general learning difficulties.

Social, emotional and mental health

This may include children who experience difficulties with emotional regulation, attention, anxiety, relationships or behaviour which create a barrier to learning.

Sensory and/or physical needs

This may include children with hearing or visual impairments, sensory processing needs or physical disabilities.

Children do not need to have a medical diagnosis in order to receive SEN Support. Equally, having a diagnosis does not automatically mean that a child has special educational needs. The key

consideration is whether a child requires provision that is additional to or different from that normally available to pupils of the same age.

2. How does the school identify children who may have SEND?

Teachers are responsible for monitoring the progress, attainment and wider development of all pupils in their class.

A concern may be identified through:

- concerns raised by a class teacher, parent/carer or the child themselves;
- assessment information showing that a child is making less progress than expected;
- difficulties accessing learning despite appropriate classroom support and adaptations;
- persistent difficulties with communication, interaction, attention, emotional regulation, sensory needs or physical access;
- information received from a previous school, nursery or another professional;
- observations of a child's presentation in different areas of school life.

Low attainment alone does not automatically mean that a pupil has SEND. Similarly, difficulties caused primarily by factors such as gaps in previous learning, attendance, English as an additional language or limited prior educational experiences would not in themselves mean that a child has SEN.

Where concerns arise, the class teacher will consider what is already being provided through high-quality inclusive classroom teaching and what further adaptations could reasonably be made. Parents and carers will be involved in discussions where concerns are persistent or where additional support may be required. Where appropriate, the class teacher will discuss the child with the SENCO and further assessment, observation or intervention may take place.

2. What should I do if I think my child may have SEND?

Parents and carers should initially speak to their child's class teacher. The class teacher knows the child's day-to-day learning and will be able to discuss their progress, strengths and any difficulties they may be experiencing. Where appropriate, the class teacher may then involve the SENCO.

Parents may also contact:

Stuart McCluskey – SENCO

senco.hollinsgrundy@bury.gov.uk

We believe that parents and carers are important partners in identifying and supporting children's needs and will listen carefully to concerns raised.

4. What is the school's approach to supporting pupils with SEND?

All pupils at Hollins Grundy Primary School have access to high-quality teaching which aims to meet a wide range of needs within the classroom. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils receive additional support from teaching assistants or specialist staff.

Teachers may adapt:

- the way instructions are presented;
- the amount of information given at one time;
- the level of adult prompting or support;

- resources and equipment;
- seating and classroom organisation;
- methods for recording work;
- the pace or structure of learning;
- opportunities for repetition and overlearning;
- use of visual support;
- access to sensory or movement breaks;
- the level of scaffolding provided.

Where appropriate classroom adaptations are not sufficient to meet a child's needs, additional provision may be introduced. The purpose of additional provision is to help the child make progress towards clearly identified outcomes rather than simply providing additional adult support.

5. What is the graduated approach?

Hollins Grundy follows the graduated approach set out within the SEND Code of Practice.

This follows a cycle of:

Assess → Plan → Do → Review

Assess

The child's strengths and needs are considered using information from teachers, assessments, observations, parents, the child and, where appropriate, external professionals.

Plan

The child, parents and school agree appropriate outcomes and the provision that will be put in place to support progress.

Do

The agreed provision and strategies are implemented. The class teacher remains responsible for the child's learning and progress even where an intervention is delivered by another member of staff.

Review

The impact of the support is reviewed and decisions are made about what should happen next. Where a pupil is receiving SEN Support, this process is recorded through an Assess, Plan, Do, Review (APDR) document. APDRs are normally reviewed termly. The cycle may result in provision being continued, changed, increased or reduced depending upon the progress a child is making. This approach reflects the Assess–Plan–Do–Review process required by the SEND Code of Practice.

6. How are pupils with SEND assessed and how is their progress reviewed?

The progress of pupils with SEND is monitored as part of the school's usual assessment systems as well as through the APDR process.

This may include:

- teacher assessment;
- curriculum assessments;
- work produced by the child;
- observations;
- intervention assessments;
- pupil voice;
- parent/carers views;

- assessment or advice from specialist professionals where appropriate.

The effectiveness of additional provision is considered by looking at whether it is helping the pupil achieve the outcomes identified for them. Where an intervention is not having the intended impact, the school will consider why and whether the provision needs to be adapted. For pupils with an Education, Health and Care Plan (EHCP), progress towards EHCP outcomes is also formally considered through the statutory Annual Review process.

7. What additional support may be available?

Provision is based upon individual need rather than diagnosis.

Depending on the needs of the child, support may include targeted individual or small-group work, additional classroom adaptations or specialist advice.

At Hollins Grundy this may include, where appropriate:

- targeted support for reading, writing or mathematics;
- speech, language and communication support;
- support with emotional regulation;
- social interaction work;
- sensory or movement breaks;
- access to sensory rooms;
- therapeutic work within The Pod;
- individual or small-group intervention;
- targeted pastoral support.

Where a child requires more specialist support, the school may seek advice from external professionals. Provision is regularly reviewed to ensure that it remains appropriate and is having a positive impact.

8. How does the school support children's social, emotional and mental health?

We recognise that children's emotional wellbeing can have a significant impact on their ability to learn, form relationships and participate fully in school life. All staff have a role in promoting children's wellbeing and supporting children who may be experiencing difficulties.

Support will depend upon individual need but may include:

- trusted-adult support;
- support with emotional regulation;
- therapeutic work within The Pod;
- sensory breaks;
- access to sensory spaces;
- targeted individual or small-group work;
- support with friendships and social interaction;
- adaptations to the school day or environment where appropriate.

Where needs are more significant, and where referral criteria are met, the school may seek advice or make referrals to services such as the Bury Mental Health Support Team (MHST) or Child and Adolescent Mental Health Services (CAMHS).

9. How is the curriculum and learning environment adapted for pupils with SEND?

Our aim is for pupils with SEND to access the same ambitious curriculum as their peers wherever possible. Teachers make reasonable adaptations according to individual needs.

These might include:

- breaking instructions into smaller steps;
- visual prompts and timetables;
- pre-teaching important vocabulary;
- additional modelling;
- opportunities to rehearse learning;
- alternative ways of recording work;
- adapted resources;
- assistive technology where appropriate;
- additional processing time;
- reduced distractions;
- alternative seating;
- movement or sensory breaks;
- individualised resources recommended by specialist professionals.

Adaptations are intended to remove barriers to learning while maintaining appropriately high expectations.

10. How are pupils with SEND included in school activities?

Pupils with SEND are encouraged and supported to participate fully in the wider life of the school.

This includes:

- lessons;
- assemblies;
- educational visits;
- residential visits where applicable;
- sporting activities;
- clubs;
- performances;
- enrichment activities;
- social opportunities.

Where a child faces a barrier to participation, reasonable adjustments will be considered.

Risk assessments and additional arrangements may be put in place where necessary to ensure that pupils can participate safely. SEND will not be a reason for excluding a pupil from an educational visit or extracurricular activity.

11. How are pupils involved in decisions about their support?

We believe that children should be involved in decisions about their education wherever this is appropriate to their age and level of understanding.

Pupil views may be gathered through:

- informal conversations;
- pupil voice activities;
- APDR reviews;
- one-to-one discussions;
- preparation for Annual Reviews;

- discussions about what helps them learn;
- discussions about their aspirations and areas they find difficult.

Children's views are taken into account when planning and reviewing support.

12. How are parents and carers involved?

Parents and carers know their children extremely well and their views form an important part of the SEND process. Parents of pupils receiving SEN Support will be involved in reviewing their child's APDR.

These discussions may consider:

- the child's strengths;
- progress made;
- current difficulties;
- the impact of provision;
- priorities for the next term;
- strategies which are effective at home or school;
- whether further assessment or professional advice is required.

Parents will also be consulted before referrals are made to external professionals where parental consent is required. Families of children with EHCPs will be involved in the statutory Annual Review process.

13. What expertise and training do staff have?

The SENCO is responsible for coordinating SEND provision across the school and supporting staff to meet pupils' needs. Training for staff is determined according to the needs of pupils within the school and developments in SEND practice. This may include whole-school training, training for particular teams or individual staff training relating to a specific pupil's needs. Where specialist advice is required, external professionals may support staff through consultation, observation, recommendations or training. Teachers retain responsibility for pupils with SEND within their classes.

14. Which specialist services and outside agencies does the school work with?

Where appropriate, and normally with parental involvement, Hollins Grundy may seek advice and support from specialist professionals.

These include:

- Educational Psychology Service
- Bury Outreach Team
- NHS Link Speech and Language Therapist
- Bury Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Services (CAMHS) where appropriate

Other services may also become involved depending upon the individual needs of a child. External professional involvement does not automatically mean that a child requires an EHCP. Specialist advice may instead help the school strengthen or adapt the provision already being provided through SEN Support.

15. How does the school support children moving between classes or schools?

We recognise that transition can be particularly important for children with SEND. Information about children's needs and successful strategies is shared between staff when pupils move to a new class.

Additional transition arrangements may be provided where appropriate. These might include:

- additional visits to the new classroom;
- opportunities to meet new staff;
- photographs or transition booklets;
- visual information;
- additional conversations with parents;
- meetings between current and receiving staff.

When pupils move to another school, relevant SEND information is shared with the receiving setting. For pupils moving to secondary school, the school will liaise with the receiving school's SENCO where appropriate. Children requiring additional support may receive an enhanced transition programme. For pupils with an EHCP, transition planning will also form part of the Annual Review process.

16. How does Hollins Grundy support disabled pupils?

Hollins Grundy is committed to ensuring that disabled pupils are not treated less favourably than other pupils. Reasonable adjustments are made to enable disabled pupils to access education and participate in school life.

The school has:

- a disabled toilet;
- two lifts providing access between different levels of the school.

Individual access arrangements will be considered according to a pupil's needs. Where necessary, advice may be sought from specialist professionals about further adaptations, equipment or arrangements. Admissions arrangements for pupils with disabilities follow the school's normal admissions arrangements. A child will not be refused admission simply because they have SEND or a disability, subject to the statutory admissions framework.

The school's Accessibility Plan provides further information about how the school works to:

- increase disabled pupils' participation in the curriculum;
- improve the physical environment;
- improve access to information.

These areas are specifically required within a school's published SEND information.

17. What happens if the school believes an Education, Health and Care Needs Assessment may be necessary?

Most pupils with SEND can have their needs met through the resources and provision ordinarily available to mainstream schools and through SEN Support. However, where a child has significant and complex needs and, despite relevant and purposeful action through the graduated approach, the school believes that additional provision may be required beyond that which can reasonably be provided from the school's resources, an Education, Health and Care Needs Assessment (EHCNA) may be considered. Parents also have the right to request an EHC Needs Assessment directly from the Local Authority. Whether an EHCP is issued is a decision made by the Local Authority following the statutory assessment process.

18. How does the school evaluate the effectiveness of its SEND provision?

The school considers a range of information when evaluating SEND provision, including:

- pupil progress;
- progress towards APDR outcomes;
- assessment information;
- impact of interventions;
- pupil voice;
- parent/carers views;
- teacher observations;
- attendance and engagement where relevant;
- advice from external professionals.

Provision is not continued simply because it has always been in place. Where support is not having sufficient impact, the school will consider whether it needs to be adapted, replaced or whether further assessment or specialist advice is needed.

19. What can I do if I am unhappy about my child's SEND provision?

We aim to work in partnership with families and resolve concerns at the earliest possible stage. In the first instance, parents should raise concerns with their child's class teacher. If concerns remain, parents may speak to the SENCO:

Stuart McCluskey

senco.hollinsgrundy@bury.gov.uk

Where the concern cannot be resolved through these discussions, it may be raised with the Headteacher. If a parent remains dissatisfied, they may make a formal complaint in accordance with the school's Complaints Policy. SEND complaints which remain unresolved may ultimately be referred to the Chair of Governors. The school's Complaints Policy should be consulted for the formal process and timescales. The statutory SEN Information Report is required to explain the arrangements for handling complaints concerning SEND provision.

20. Where can parents find further information and independent advice?

Parents can access further information about SEND services available locally through the Bury Local Offer. The Local Offer provides information about education, health and social care services available to children and young people with SEND and their families. Parents can also access SENDIASS, which provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents/carers. Links to the Bury Local Offer, SENDIASS and other useful services should be made available through the SEND section of the school website.

Key contacts:

SENCO

Stuart McCluskey

senco.hollinsgrundy@bury.gov.uk

SEND Governor:

Kathryn Jones

Further concerns/complaints:

Headteacher / Chair of Governors in accordance with the school's Complaints Policy.

Local Authority:

Bury Council – SEND and Local Offer

Review of this report

This SEND Information Report will be reviewed annually.

Where significant changes are made to the school's SEND arrangements during the academic year, the published information will be updated as soon as reasonably practicable. Current DfE publication guidance says that schools should update the SEN Information Report annually and update changes occurring during the year as soon as possible.