



Poplar Street Primary School

Special Educational Needs and Disabilities (SEND)

Information Report 2026-2027

SENDCo: Mr G Ellison | Review date: August 2027

About our school

Poplar Street Primary School is a 2-form entry primary school, including a nursery with morning, afternoon and full-time provision. We are committed to an inclusive ethos which respects the individuality and diverse needs of all pupils.

All pupils benefit from high-quality teaching. Teachers make appropriate adaptations so that pupils, including those with SEND, can access an ambitious, broad and balanced curriculum and work towards the highest level of personal achievement.

What kinds of special educational needs do we provide for?

Poplar Street is a mainstream primary school. We support pupils across the four broad areas of special educational need identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A pupil may have needs across more than one area. We recognise that factors such as attendance, family circumstances or English as an additional language can affect learning, but these do not in themselves mean that a child has SEND.

How do we identify SEND, and what should I do if I have concerns?

We aim to identify special educational needs as early as possible. A child is considered to have SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them.

We use a range of information to identify and understand pupils' needs, including:

- the progress a child is making over time and their response to high-quality teaching
- discussions with parents/carers, pupils and previous settings
- teacher assessment, standardised assessments and appropriate screening/checklists
- observation in class and review of work and participation
- discussion between class teachers, the SENDCo and senior leaders
- advice from external professionals, where appropriate, such as Speech and Language Therapy, Educational Psychology, paediatrics and Occupational Therapy

Where progress is slower than expected, staff consider possible reasons and appropriate next steps. A lack of progress does not automatically mean that a pupil has SEN, and difficulties arising solely from attendance or punctuality are considered separately.

If you think your child may have SEND, please speak to their class teacher in the first instance or make an appointment with the SENDCo, Mr G Ellison.

How do we assess, plan for and review support?

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. The school follows the graduated approach of assess, plan, do and review.

Regular pupil review/triage meetings involving senior leaders, the SENDCo and relevant staff are used to review concerns, provision and the SEND register. The impact of support and pupils' progress are reviewed at least termly and provision is adjusted where necessary.

Parents/carers are invited to discuss progress and needs with the class teacher. Pupils with an individual education plan (IEP) are given additional time for discussion. Pupils with an Education, Health and Care Plan (EHCP) have a statutory annual review, involving the pupil, parents/carers, school, the local authority and relevant professionals.

How do we involve parents/carers and pupils?

Parents/carers are partners in decisions about their child's support. We share information, discuss strengths and needs, agree priorities and review progress. Parents/carers may contact school at any time if they need advice or wish to discuss provision.

Pupils' views are sought and taken seriously. Depending on age and need, pupils are supported to explain what helps them learn, contribute to their targets and reviews, and participate in EHCP annual reviews. Their views help us adapt provision and plan transitions.

Teaching, curriculum and support for pupils with SEND

Each pupil's learning is planned by the class teacher, supported by the classroom team and SENDCo. High-quality teaching is the first response to SEND. Teachers adapt teaching, resources, grouping, scaffolding, communication, the learning environment and assessment as appropriate to pupils' needs.

Where additional or different provision is required, this is based on the individual pupil's needs and may include:

- 1:1 work on Speech and Language targets
- small-group or individual interventions, such as Precision Teaching, Lexia and maths programmes
- support for social communication, emotional wellbeing and mental health, including Forest School, Drawing and Talking and Lego-based approaches where appropriate
- WellComm-informed support for speech and language development
- adult-led support to address identified gaps in learning
- specialist resources such as pencil grips, writing slopes, visual timetables and appropriate ICT
- adaptations to the learning environment, including layout and visual information
- advice and programmes from external specialists, including Speech and Language Therapy and Occupational Therapy
- provision specified within an EHCP

Poppy Room provides more specialised provision for pupils with EHCPs where this is appropriate to their identified needs. It focuses on individualised targeted support and life skills and is staffed by a teacher and experienced teaching assistants.

How do we evaluate the effectiveness of SEND provision?

The effectiveness of SEND provision is evaluated through a range of evidence. This includes:

- progress towards individual IEP and EHCP outcomes
- assessment information and progress over time
- the impact of interventions and whether pupils can apply learning independently in class
- lesson visits, work scrutiny and monitoring of classroom adaptations
- attendance, engagement, behaviour and participation where these are relevant to the pupil's needs
- pupil voice and feedback from parents/carers
- advice from external professionals
- termly review of provision by teachers, the SENDCo and senior leaders

Where provision is not having the intended impact, it is reviewed and adapted. This may include changing classroom strategies, altering or ending an intervention, seeking further assessment or specialist advice, or considering whether an EHC needs assessment may be appropriate.

Staff expertise and training

The SENDCo supports staff to identify needs, plan appropriate adaptations and review provision. SEND training is identified through whole-school priorities, staff development needs and the needs of individual pupils.

The school has staff with training and experience in approaches including WellComm and a range of targeted academic, communication and social-emotional interventions. Where a pupil requires expertise that is not available within school, we seek advice, training or direct support from appropriate external professionals and services.

Specialist services and partnership working

Where specialist knowledge is required, and with appropriate parental involvement, school may work with services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, paediatric services, the school nursing service, the Mental Health Support Team (MHST), Early Help and other education, health or social care professionals as appropriate.

Our MHST practitioner may support staff through class workshops, group work and individual interventions for pupils and parents/carers. Referrals to other services are made according to individual need and service criteria.

Health, medical needs and wellbeing

Where a pupil has a medical condition, school works with parents/carers and relevant health professionals to ensure appropriate support is in place. Individual healthcare plans are developed where required. Medication is administered in accordance with the school's/trust's Supporting Pupils with Medical Conditions and medicines procedures.

Appropriately trained staff provide first aid and, in an emergency, school follows its emergency procedures and contacts emergency services where necessary.

Social and emotional development, inclusion and bullying

We support pupils with SEND to participate in the wider life of the school, including clubs, trips and enrichment, making reasonable adjustments where required. Social and emotional needs are supported through classroom practice, pastoral support and targeted provision where appropriate.

Bullying, including bullying related to disability or additional needs, is not tolerated. Concerns are addressed in line with the school's behaviour and anti-bullying procedures, with additional support or reasonable adjustments provided where needed.

Accessibility and disabled pupils

Disabled pupils are admitted in accordance with the school's published admission arrangements. A pupil will not be treated less favourably because of disability, and the school makes reasonable adjustments to avoid substantial disadvantage.

The school has wheelchair-accessible routes through the main reception, Foundation Stage and Key Stage 1 and 2 entrances, and an accessible toilet close to the main reception. Other reasonable adjustments to the physical environment, curriculum and information are made according to individual need.

The school's Accessibility Plan sets out how we plan to increase disabled pupils' participation in the curriculum, improve access to the physical environment and improve access to information. The current Accessibility Plan is available on the school website.

Assessment arrangements

Access arrangements for statutory assessments are considered on an individual basis and must reflect the pupil's normal way of working and the relevant statutory assessment guidance. Where eligible, arrangements may include additional time, rest breaks, a separate room, readers, scribes or other approved support.

How do we communicate with parents and carers?

We aim to maintain open working relationships with parents and carers. Before a child starts at Poplar Street, staff gather information about the child and discuss any identified needs. Parents are invited to parent-teacher meetings during the year and receive an annual written report.

School also communicates through Arbor and ClassDojo, as appropriate. Parents of pupils joining during the academic year are supported through the school's induction arrangements. We value feedback from parents/carers through meetings, questionnaires and other opportunities to share views.

Support for families

The SENDCo can provide information and guidance about SEND processes and school-based support, and can help families understand relevant paperwork. We can also signpost or refer, where appropriate, to external services including Speech and Language Therapy, Educational Psychology, health services and Early Help.

Transitions

Pupils with additional needs may receive enhanced transition support when joining Poplar Street, moving between classes or key stages, or transferring to secondary school. This may include additional visits, meetings with receiving staff, transition books or visual information, and sharing relevant SEND records and strategies.

Year 6 pupils attend transition opportunities offered by their secondary school. Additional visits and liaison are arranged for pupils with SEND where required.

How best to contact us

If you have concerns about your child or would like to discuss the support they receive, please contact the class teacher or the SENDCo.

SENDCo: Mr G Ellison

Email: admin@poplarstreet.victoriousmat.org

Phone: 0161 336 4134

Complaints about SEND provision

We aim to resolve concerns through open discussion. Parents/carers should usually raise a concern with the class teacher or SENDCo in the first instance. If the concern is not resolved, parents/carers should follow the school's/trust's published complaints procedure, available on the school website. This does not affect a parent's right to use statutory disagreement resolution, mediation or tribunal routes where these apply.

Tameside Local Offer

Tameside's Local Offer provides information about education, health and social care services available for children and young people with SEND and their families.

Local Offer: www.tameside.gov.uk/localoffer

Review of this report

This SEND Information Report is reviewed at least annually. Any changes to the information during the year will be updated as soon as practicable.