New Moston Primary School

Focused on Growth, Rooted in Pride

SEN Information Report

September 2026

1. About this Report and our approach

This report explains how New Moston Primary School identifies, assesses and supports pupils with special educational needs. It has been prepared in accordance with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice.

Our school vision is to be **Focused on Growth, Rooted in Pride**. For pupils with SEND, this means maintaining high expectations while recognising individual starting points, strengths and needs. We want every child to develop the fundamental knowledge, skills, confidence and independence they need to succeed and to feel proud of who they are, what they achieve and their place within our school community.

We work to identify and remove barriers, make reasonable adjustments and provide an inclusive curriculum, supportive environment and appropriate teaching so that pupils can participate fully and make progress.

A child has special educational needs when they have a learning difficulty or disability that requires provision which is additional to or different from that generally made for pupils of the same age. Lower attainment, gaps in learning, English as an additional language, attendance difficulties or a diagnosis do not automatically mean that a child has SEN, although these factors may exist alongside special educational needs.

We provide support across the four broad areas of need:

- **Communication and interaction**, including autism and speech, language and communication needs.
- **Cognition and learning**, including dyslexia, dyscalculia and other specific or general learning difficulties.
- **Social, emotional and mental health**, including ADHD, anxiety and emotional regulation needs.
- **Sensory and physical needs**, including hearing, visual, sensory and physical impairments.

This report should be read alongside the school's SEND Policy, Accessibility Plan, Equality Information and Objectives, admissions arrangements, Behaviour Policy and Complaints Procedure.

2. Who leads SEND and how can families contact us?

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Rachel Ellison, who is currently working towards the National Professional Qualification for Scpecial Educational Needs. Mrs Laura Rabbitt, Assistant Headteacher is has also completed the National Professional Qualification for Special Educational Needs Co-ordinators.

The SENCO oversees the day-to-day implementation of the school's SEND Policy and works with pupils, families, staff and external professionals to co-ordinate appropriate support.

A child's class teacher should usually be the first point of contact for questions about their learning, progress or support. Where further advice is required, parents and carers can contact Mrs Ellison by:

- emailing send@newmoston.manchester.sch.uk
- telephoning the school office on 0161 68111055
- requesting a meeting through the school office

3. How do we identify and assess pupils' needs?

We aim to identify additional needs as early as possible. Information may come from:

- assessments of pupils' attainment and wider development;
- teachers' observations and knowledge of the child;
- information from parents, carers or the child;
- nurseries, previous schools or other settings;
- advice or assessment from external professionals;
- concerns submitted through the school's online Single Point of Concern process.

Our online Single Point of Concern (SPOC) form is available through the school website. Staff, parents, carers, visitors and other members of the school community can use it to raise an early concern about a child's learning, development, communication, wellbeing or possible SEND needs.

Class teachers regularly monitor every pupil's learning, progress and wellbeing. Where a concern arises, appropriate classroom support and reasonable adjustments will be put in place. Staff will consider other factors that may be affecting the child and discuss the concern with parents or carers. Support may draw on the school's Reasonable Adjustments Offer and Intervention Offer according to the child's identified needs.

The SEND Team reviews SEND-related SPOC submissions and considers the available evidence with the class teacher. Next steps may include discussion with the family, continued monitoring, assessment, additional support or advice from another professional. Submitting a SPOC form does not automatically mean that a child has SEN or will be added to the SEN register.

A pupil will be added to the SEN register when they have an identified special educational need requiring provision that is additional to or different from that normally available to pupils of the same age. Parents and carers will be informed and involved in this decision.

Pupils on the SEN register are supported through the Assess–Plan–Do–Review cycle:

- **Assess:** We identify the pupil's strengths, needs and barriers to learning.
- **Plan:** We agree intended outcomes, reasonable adjustments, support and intervention.
- **Do:** The class teacher remains responsible for the pupil's progress and works with other staff to provide the agreed support.
- **Review:** We consider the pupil's progress, the impact of provision and whether support should continue, change or end.

Each pupil on the SEN register has a Personal Learning Plan (PLP). The PLP identifies three priority targets for each half term, together with the reasonable adjustments, teaching approaches and additional support that will help the pupil achieve them.

Using a small number of short-term targets allows staff to respond quickly to the pupil's current needs, evaluate the impact of support and make timely changes where an approach is not working. Targets are reviewed at least half-termly and may be achieved, adapted or replaced as the pupil's needs and progress change. Pupils and their parents or carers are involved in setting and reviewing targets in a way that is appropriate to the child.

4. How do we teach and support pupils with SEND?

Every teacher is responsible for meeting the needs of pupils with SEND in their class. Support begins with high-quality teaching, an inclusive curriculum and classroom environments designed to reduce barriers from the outset.

Our universal classroom provision includes:

- carefully adapted teaching based on pupils' starting points and needs;
- calm, structured environments with clear and consistent routines;
- explicit instruction, modelling, scaffolding and accessible resources;
- visual timetables and a Total Communication approach where appropriate;
- flexible ways for pupils to access learning and demonstrate what they know;
- regular checks for understanding and timely support when misconceptions arise.

Our Reasonable Adjustments Offer sets out the adjustments available across the school. Adjustments may be introduced at the earliest point of concern and do not depend on a diagnosis or placement on the SEN register. They may include changes to resources, communication, routines, the learning environment or the way a pupil accesses and demonstrates their learning.

Where a pupil requires more targeted support, staff may draw on the school's Intervention Offer. This sets out the evidence-informed programmes and approaches currently available for areas including reading, writing, mathematics, speech and language, communication, social development, sensory needs and emotional wellbeing.

The Reasonable Adjustments Offer and Intervention Offer are menus of available support rather than fixed checklists. Provision is selected and adapted according to each pupil's assessed needs, intended outcomes and response to previous support. An intervention appearing within the offer does not mean it will be appropriate for every pupil with a particular need.

Pupils may also receive specialist resources, supportive technology or advice from external professionals where appropriate. The SENCO and class teacher consider what is required through the Assess–Plan–Do–Review process and review whether the support is improving the pupil's access, participation, progress and independence.

Staff receive regular SEND training and guidance based on the needs of pupils in the school. Where more specialist knowledge or equipment is required, the school seeks advice from relevant education, health or local authority services and secures appropriate support and resources wherever reasonably required.

5. How are pupils and their families involved?

We recognise that parents and carers know their children best. We work in partnership with families so that concerns are identified early, decisions are made together and support reflects the child's strengths, needs and circumstances.

Parents and carers are involved through:

- regular communication with class teachers and the SENCO;
- parents' evenings and additional meetings where needed;
- contributing to Personal Learning Plans and half-termly reviews;
- annual reviews for pupils with an Education, Health and Care Plan;
- weekly SEND drop-in coffee mornings in our PAFS area;
- a half-termly SEND newsletter sharing school updates, useful information and sources of support.

We want every pupil to feel listened to and involved in decisions about their support. Depending on their age, communication and individual needs, we gather their views through conversations with trusted adults, pupil-voice activities, questionnaires and contributions to PLP or EHCP reviews.

We use pupils' and families' views to understand what is working well, agree meaningful outcomes, select reasonable adjustments and make changes where support is not having the intended impact.

6. How do we support inclusion, wellbeing and transition?

Pupils with SEND are supported to participate in the full life of the school alongside their peers. This includes lessons, assemblies, social times, clubs, educational visits, performances and other school activities. We work with pupils and families to identify barriers and make reasonable adjustments so that pupils can participate safely and meaningfully.

We support pupils' emotional and social development through clear routines, trusted relationships, regular opportunities to share their views and access to pastoral or targeted wellbeing support where needed. This may include check-ins with a trusted adult, emotional-regulation work, social communication support or advice from an external professional.

We recognise that some pupils with SEND may find it more difficult to communicate worries or recognise and report bullying. Staff remain alert to changes in behaviour, attendance, wellbeing or engagement and provide appropriate ways for pupils to express concerns. Any bullying concern is taken seriously and addressed through the school's behaviour, anti-bullying and safeguarding arrangements, with reasonable adjustments made where required.

We plan carefully for transitions into school, between classes and year groups, and on to secondary education. Depending on the pupil's needs, support may include:

- sharing successful strategies, adjustments and key information between staff and settings;
- additional visits or opportunities to meet new staff;
- visual supports, photographs or transition booklets;
- targeted transition activities;
- liaison between SENCOs and other professionals;
- individual transition arrangements agreed with the pupil and their family.

Transition support is personalised and reviewed so that pupils feel safe, prepared and confident about their next stage.

7. How do our learning environments support inclusion?

We believe that an inclusive school environment benefits every pupil. The ongoing development of our building has been planned with a particular focus on accessibility, SEND and removing unnecessary barriers to participation.

Across the school, we aim to provide calm, organised and purposeful environments with clear routines, reduced clutter and flexible spaces. Our developed areas include an accessible school library and specialist classrooms for music, computing and other areas of the curriculum. These spaces provide appropriate resources, supportive technology and different ways for pupils to access and participate in learning.

When spaces are developed or refurbished, we consider physical access, furniture and seating, lighting, acoustics, sensory demands, communication supports and access to information and

technology. Where an individual adjustment is required, we work with the pupil, their family and relevant professionals to consider how the environment can be adapted.

New Moston also has two additional teaching spaces for pupils who benefit from more targeted teaching, intervention or environmental adaptation. Access is based on assessed need and does not depend on a diagnosis or an Education, Health and Care Plan.

The Hive

The Hive is our school-based SEND classroom and intervention base. It is not a separately designated or commissioned specialist provision.

The Hive contains a range of spaces designed to meet different needs:

- a larger teaching space for individual and small-group teaching and targeted intervention;
- a smaller, welcoming room designed to support pupils' social, emotional and mental health;
- two sensory rooms that can be used to support sensory regulation according to pupils' individual needs.

Support within The Hive may include:

- targeted academic teaching or intervention;
- speech, language and communication support;
- emotional and sensory-regulation work;
- social communication and interaction work;
- intensive interaction;
- support to develop independence and life skills.

Most pupils access The Hive for planned sessions while continuing to spend the majority of their time in their usual classroom. For a very small number of pupils with more complex needs, The Hive may currently be their principal teaching base for most or all of the school day.

All pupils who access The Hive remain members of their designated class and continue to have access to a broad and balanced curriculum and the wider life of the school. Where appropriate, support aims to develop the skills, communication, confidence and regulation pupils need to participate more successfully and independently in their usual classroom.

The nature, frequency and duration of support are based on individual need and are reviewed through the Assess–Plan–Do–Review process with the pupil, family, class teacher, SENCO and relevant professionals.

The Therapeutic Classroom

The Therapeutic Classroom provides an alternative to a traditional classroom layout for pupils who may experience environmental or sensory barriers to learning. It does not provide clinical therapy.

Its design is informed by evidence about reducing sensory load and providing flexible learning environments. Features include mixed-height seating, adjustable low-level lighting, soft furnishings and a calm, uncluttered layout. These features allow staff to adapt the space and support pupils to feel regulated, comfortable and ready to learn.

Pupils access the Therapeutic Classroom for agreed sessions while remaining members of their usual class. Its use and impact are reviewed regularly and adapted as pupils' needs change.

8. How do we evaluate the effectiveness of our SEND provision?

We regularly evaluate whether the support provided for pupils with SEND is removing barriers and leading to improved participation, progress and independence.

At an individual level, this includes:

- reviewing progress towards the three short-term targets recorded in each pupil's Personal Learning Plan;
- considering the impact of reasonable adjustments, interventions and additional support;
- reviewing academic progress alongside communication, wellbeing, regulation, attendance and engagement where relevant;
- gathering the views of the pupil, their parents or carers and the staff who work with them;
- adapting, increasing, reducing or ending support according to the evidence available.

For pupils with an Education, Health and Care Plan, we also monitor progress towards the outcomes in the plan, deliver the provision specified in Section F and complete a formal annual review at least every 12 months.

At a whole-school level, the SENCO and senior leaders monitor the progress of pupils with SEND, review the quality and impact of provision, undertake learning walks and consider pupils' work and experiences. Findings are shared with the governing body and used to inform staff training, resource allocation and the continued development of the school's SEND provision.

9. How do we ensure equality and accessibility?

New Moston Primary School is committed to ensuring that disabled pupils can access education and participate fully in school life.

Admission of disabled pupils

Admissions to New Moston Primary School are managed in accordance with Manchester City Council's published admission arrangements. Disabled pupils are considered for admission on the same basis as other pupils and in accordance with the School Admissions Code and the Equality Act 2010. The admission of pupils with an Education, Health and Care Plan follows the statutory consultation process.

Preventing less favourable treatment

We do not treat disabled pupils less favourably because of their disability. We work with pupils, families and relevant professionals to understand individual barriers and make reasonable adjustments to teaching, routines, communication, resources, activities and the school environment.

Facilities and access

Our facilities include accessible and adaptable learning spaces, an inclusive library, specialist curriculum classrooms, supportive technology, flexible furniture and seating, sensory spaces and additional teaching environments. We regularly review physical access, sensory demands and the accessibility of information so that barriers can be identified and addressed.

Accessibility Plan

The school's Accessibility Plan explains how we are working over time to:

- increase disabled pupils' participation in the curriculum;

- improve the physical environment;
- improve disabled pupils' access to information.

The Accessibility Plan is reviewed regularly and is available on the school website: www.newmoston.manchester.sch.uk/accessibility

10. Where can families find further support or raise concerns?

Where a pupil may benefit from specialist advice, and with appropriate involvement from parents or carers, the school may work with services including:

- educational psychology;
- speech and language therapy;
- child and adolescent mental health services;
- occupational therapy and health professionals;
- hearing and visual impairment services;
- specialist teaching and outreach services;
- Manchester's SEND and Early Help services.

These professionals may provide assessment, observation, advice, staff guidance or direct support. Their recommendations are considered through the Assess–Plan–Do–Review process and incorporated into school support where appropriate.

Manchester Local Offer

Manchester's Local Offer provides information about education, health, social care, activities and support available to children and young people with SEND and their families.

The Local Offer is available at:
www.manchester.gov.uk/sendlocaloffer

SENDIASS Manchester

SENDIASS provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents or carers.

Families can contact SENDIASS by:

- telephoning **0161 209 8356**;
- emailing **sendiass@manchester.gov.uk**;
- visiting **www.iasmanchester.org**.

Concerns and complaints

We encourage families to raise concerns as early as possible so that we can work together to resolve them.

Concerns should normally be raised in the following order:

1. the pupil's class teacher;
2. the SENCO;
3. the Headteacher;
4. the school's formal Complaints Procedure.

The Complaints Procedure is available on the school website:
www.newmoston.manchester.sch.uk/policies

The school's complaints procedure covers concerns about the SEND support provided by the school. Disagreements about local authority decisions concerning an Education, Health and Care needs assessment or an Education, Health and Care Plan follow separate disagreement-resolution, mediation and appeal arrangements. SENDIASS can provide independent advice about these processes.

Monitoring and review

This report is reviewed annually by the SENCO and Headteacher, with oversight from the governing body. It will be updated sooner if significant changes are made to the school's SEND arrangements.

Date published: September 2026
Next review: September 2027

Amended in November 2026, to reflect new SENDCo arrangements.