

SEND Information Report

Author: Sharon Marshall

Date of Sign Off: September 2026

Date of Review: September 2027



Part of the

Oak 
Learning Partnership

The Special Educational Needs and Disability (SEND) Information Report outlines how Unsworth Primary School identifies, supports and makes provision for pupils with Special Educational Needs and Disabilities (SEND). This report forms part of the Local Offer required by the Special Educational Needs and Disability Regulations 2014 and should be read alongside the school's SEND Policy and Accessibility Plan.

The information within this report complies with the SEND Code of Practice: 0–25 Years (2015) and reflects the Local Offer published by Bury Council. It provides parents, carers and other stakeholders with information about the support available for children and young people with SEND at Unsworth Primary School. A paper copy of this report is available from the school office upon request.

About Our School

At Unsworth Primary School, inclusion is at the heart of everything we do. We are committed to ensuring that every child feels valued, supported and enabled to achieve their full potential. Guided by our core values of **Resilience, Kindness and Respect**, we foster a nurturing, inclusive and aspirational environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), can flourish academically, socially and emotionally.

We encourage our pupils to develop resilience when faced with challenges, show kindness towards others and demonstrate respect for themselves, their peers and the wider community. We believe that every child deserves access to a high-quality education that meets their individual needs and enables them to succeed. At Unsworth Primary School, we:

- Deliver high-quality, adaptive teaching that enables all pupils to access learning and make progress.
- Create a supportive and inclusive environment where diversity is celebrated and individual needs are recognised and valued.
- Use ongoing assessment and monitoring to identify needs, track progress and ensure that appropriate support is provided.
- Work in partnership with parents and carers through regular communication, reports, review meetings and pastoral support.
- Provide an ambitious, broad and balanced curriculum that develops knowledge, skills and independence.
- Promote pupils' wellbeing and mental health through a range of support systems, interventions and specialist services where appropriate.
- Deliver a comprehensive Personal Development curriculum that supports pupils' understanding of relationships, health, safety, citizenship and life in modern Britain.
- Embed British Values and provide opportunities for pupils to develop an understanding of careers, aspirations and the wider world.
- Support pupils and families through key transition points, ensuring continuity of provision and successful movement between educational phases.

Through strong partnerships, high expectations and our commitment to Resilience, Kindness and Respect, we aim to ensure that every child feels included, valued and empowered to achieve their very best.

Key SEND Contacts

- Headteacher: Mrs Grundy
- Assistant Headteacher / SENCO: Mrs Sharon Marshall
- Assistant Headteacher / Designated Safeguarding Lead (DSL): Mrs Sarah Watt
- Assistant Headteacher: Mrs Tasheen Ali
- Parent Support: Mrs Channon
- Safeguarding is central to all SEND practice.

1. What is the school's approach to teaching children and young people with SEND?

Unsworth Primary School has a child-centred, inclusive approach to education. We are committed to ensuring that all pupils receive a high-quality education and are supported to achieve their full potential, regardless of any barriers to learning they may face.

We believe that every teacher is a teacher of every child, including those with SEND. Through high-quality, adaptive teaching and an inclusive curriculum, we aim to ensure that all pupils can access learning, participate fully in school life and experience success.

Pupils with SEND are educated, wherever possible, within their mainstream classroom alongside their peers. Some pupils may also receive additional targeted support, interventions or personalised provision to meet their individual needs. Support is carefully planned, monitored and reviewed through the Graduated Approach of Assess, Plan, Do, Review (APDR), as outlined in the SEND Code of Practice (2015).

Our provision is underpinned by Ordinarily Available Inclusive Provision (OAIP), ensuring that reasonable adjustments and inclusive classroom strategies are in place before additional interventions are considered.

We provide support across the four broad areas of need identified within the SEND

Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

In addition to our mainstream provision, Unsworth Primary School hosts a 14-place Resource Provision for pupils with identified SEND. Placements are allocated through consultation with Bury Local Authority's SEND Team and are based on an assessment of individual need.

Pupils accessing the Resource Provision remain fully included within the wider school community and are supported through personalised programmes that promote learning, independence, wellbeing and successful participation in school life.

Pupils with an Education, Health and Care Plan (EHCP) receive the provision and support outlined within their plan.

2. How do we identify SEND?

We recognise that children develop at different rates and may experience barriers to learning at different times.

We identify SEND through:

- Teacher assessment and ongoing monitoring
- Progress and attainment data
- Concerns raised by parents or carers
- Pupil voice and discussion with the child
- Baseline assessments on entry
- Information from previous settings
- Advice from external professionals

We only identify SEND where a pupil requires provision that is additional to or different from that made generally available for their peers.

Children may receive support through:

- SEN Support
- Education, Health and Care Plan (EHCP)

We work closely with parents throughout identification and review processes.

3. Who supports pupils with SEND?

SEND provision is led by:

- SENCO – Mrs Sharon Marshall
- Class Teachers (responsible for all pupils in their class)
- SEND Unit Teacher
- Teaching Assistants (TAs)
- Higher Level Teaching Assistants (HLTAs)
- External specialist professionals where required

All staff have responsibility for supporting pupils with SEND to make progress.

4. What is the SEND Unit?

Unsworth Primary School hosts a 14-place SEND Unit for pupils with Special Educational Needs and Disabilities.

Placements are allocated through consultation with Bury Local Authority's SEND Team and are determined according to individual pupil need.

The SEND Unit offers specialist teaching, personalised support and targeted interventions to help pupils achieve their individual outcomes. Pupils benefit from a flexible approach, enabling them to access both specialist provision and mainstream learning opportunities where appropriate.

We are committed to ensuring that pupils within the Resource Provision are valued members of the school community. Opportunities for inclusion, social interaction and participation in wider school life are carefully planned to promote confidence, independence and a sense of belonging.

Provision is reviewed regularly in partnership with pupils, parents, staff and external agencies to ensure support remains effective and responsive to individual needs.

5. How will the school adapt the curriculum and learning environment for pupils with SEND?

We provide a broad and balanced curriculum for all pupils.

We adapt learning through:

- High-quality inclusive teaching (Quality First Teaching)
- Adapted tasks and resources
- Visual supports and structured scaffolding
- Multi-sensory and practical learning approaches
- Pre-teaching and consolidation of key skills
- Targeted interventions where appropriate

Pupils with SEND are included in all aspects of school life wherever possible.

6. How is expertise secured for teaching staff and others working with pupils with SEND?

The SENCO holds the National Award for SEN Coordination (NASENCO) and engages in regular professional development to maintain and develop expertise.

SEND forms a key part of the school's professional development programme, including training on:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Safeguarding

As part of the OAK Learning Partnership, staff access additional Trust-wide SEND training and development opportunities.

We also work closely with external professionals including:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service
- Mental Health and Counselling Services

7. How will the emotional and social development of pupils with SEND be supported?

We place strong importance on emotional wellbeing and mental health.

Support may include:

- A strong pastoral care system
- Targeted emotional and social interventions
- Whole-school behaviour and wellbeing approaches
- Safeguarding systems led by the Designated Safeguarding Lead
- External agency support where appropriate
- A nurturing and inclusive environment

We aim to ensure all pupils feel safe, valued and able to succeed.

8. What additional learning support may be available?

Support may include:

- Targeted intervention programmes
- Small group or individual support
- In-class support from adults
- Speech, language and communication support
- Social, emotional and mental health interventions
- Pre-teaching and consolidation of learning

Provision is regularly reviewed to ensure impact and effectiveness.

9. How will the progress of pupils with SEND be assessed and reviewed?

We assess and review progress through:

- Ongoing teacher assessment
- Termly SEND review cycles
- Learning Plan reviews
- Pupil progress meetings
- Pupil voice
- Parent evenings and annual reports
- EHCP Annual Reviews

Parents and carers are fully involved in all stages of review and decision-making.

10. How can pupils with SEND access the school's facilities?

Unsworth Primary School is fully inclusive and makes reasonable adjustments in line with the Equality Act 2010.

We provide:

- Accessible learning environments
- Adaptations for physical or sensory needs
- Support for recording and accessing learning
- Adjustments for trips and enrichment activities
- Support from external specialists where required

No pupil is excluded from activities on the basis of SEND.

11. Transition

We support pupils at all key transition points:

- Starting school (EYFS)
- Moving between year groups
- Transition to secondary school

Support may include:

- Transition meetings with parents and staff
- Additional visits where appropriate
- Information sharing with receiving schools
- Visual supports and transition resources
- Enhanced transition arrangements for pupils with SEND

12. Who can parents/carers contact for further information?

In the first instance, parents and carers should contact:

- Class Teacher
- SENCO – Mrs Sharon Marshall
- Headteacher – Mrs Grundy

- School Office

We encourage early communication and value strong partnerships between home and school.

Further information can be found in the school's:

- SEND Policy
- Accessibility Plan
- Safeguarding Policy
- Bury Local Offer

These documents are available via the school website or from the school office upon request.

Governance and External Support

The Governing Body monitors SEND provision and ensures that pupils' needs are met effectively.

SEND Governor: Mark Warrilow

The school works closely with a range of external agencies and professionals including:

- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- School Nursing Service
- Sensory Support Services
- CAMHS
- SENDIASS
- JEP Counselling Service

Where appropriate, referrals are made in partnership with parents and carers to ensure pupils receive the support they need.

Monitoring and Review

This SEND Information Report is reviewed annually in line with the SEND Code of Practice and updated to reflect changes in provision.

Complaints Procedure

Unsworth Primary School is keen to build and maintain an effective partnership between the school, parents and local community.

Despite our best efforts there may be occasions where we do not meet expectations and things go wrong.

Our hope is that a discussion with the appropriate member of staff would normally resolve any concerns that you may have. In many cases this member of staff is likely to be your child's teacher. If the teacher feels unable to resolve the matter alone then it may be necessary for him or her to consult with a more senior teacher.

The sooner a concern is raised, and the better we can communicate together, will mean improved outcomes for our pupils, families, school and community.

We aim to resolve concerns through everyday communications as far as possible, in line with our complaints policy. However, please see the complaints policy for further information on how to make a formal complaint should you feel this is necessary.

Glossary of Terms

APDR – Assess, Plan, Do, Review

ASC – Autistic Spectrum Condition

CAMHS – Child and Adolescent Mental Health Services

CI – Communication and Interaction

EHCP – Education, Health and Care Plan

HLTA – Higher Level Teaching Assistant

ISA – Inclusion Support Assistant

LSA – Learning Support Assistant

MLD – Moderate Learning Difficulty

NASENCO – National Award for SEN Coordination

OAIP – Ordinarily Available Inclusive Provision

PD – Physical Disability

PS – Physical or Sensory Need

SEMH – Social, Emotional and Mental Health

SEND – Special Educational Needs and Disabilities

SENCO – Special Educational Needs Coordinator

SLCN – Speech, Language and Communication Need

SLD – Severe Learning Difficulty

SpLD – Specific Learning Difficulty (including Dyslexia)

VI – Visual Impairment

HI – Hearing Impairment

