Benchill Primary School

SEND Information Report 2026-2027

1. The kinds of Special Educational Needs that are provided for at Benchill Primary School

Benchill Primary School is a large, inclusive mainstream school with a dedicated SEND Unit. We are committed to meeting the needs of all pupils and work in accordance with the principles and statutory guidance set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

• Cognition and Learning

• Communication and Interaction

• Social, Emotional and Mental Health

• Sensory and /or Physical needs

Children on our current SEN register have needs in all the four areas listed above. We will always make reasonable adjustments to our practices to comply with the Equality Act of 2010. We have staff with specialist training in the areas of: Reading Recovery and supporting children with physical needs. Other staff have experience in supporting children with Autistic Spectrum Disorder (ASD), attention deficit hyperactivity disorder (ADHD). In addition to using our staff expertise, we work closely with a range of outside agencies from education, health and social services to support a wide range of special educational needs.

2. Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO

As a caring school community, we know and value all our children. We have rigorous on-going teacher assessments and termly pupil progress meetings with members of leadership team to identify those pupils making less than expected progress. The first response to such progress is high-quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENDCO will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate the child. There begins a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. Where a child's needs can be met through adaptations to the school's ordinarily available provision, they may not need to be identified as having SEND or placed on the SEND register. However, where a child has a learning difficulty or disability that requires provision that is additional to or different from that ordinarily available to pupils of the same age, they may be identified as having SEND and placed on the SEND register at 'SEN Support.'

The school will then seek to remove barriers to learning and put effective special educational provision in place. Care is taken when identifying and assessing SEND for children whose first language is not English.

Further details can be found in the school's SEND policy which can be found on the school website www.benchill.manchester.sch.uk.Parents are encouraged to speak to the class teacher and SENCO about any concerns they have regarding their child's needs.

The SENDCO is M Grange

Contact details: m.grange@benchill.manchester.sch.uk

Tel: 0161 998 3075

The Deputy SENDCO is E Raines

Contact details: l.raines@benchill.manchester.sch.uk

Tel: 0161 998 3075

3. The approach to teaching children and young people with SEND

At Benchill Primary School, we believe that all children have the right to access a broad and balanced curriculum. High-quality teaching, adapted to meet the needs of individual pupils, is always the first step in responding to children with Special Educational Needs and Disabilities (SEND). All staff are committed to creating an inclusive learning environment, recognising that this is fundamental to ensuring pupils with SEND make good progress and that barriers to learning and underachievement are addressed.

We recognise that some children require a more personalised curriculum and additional support in a quieter, less distracting environment to enable them to engage successfully in learning. Within our SEND Unit, Benchill Tree Tops, we use Cherry Tree objectives to inform planning and set individualised targets for each child, ensuring that learning is tailored to their specific needs, abilities and stage of development.

Every child at Benchill, including those with SEND, is recognised as an individual and supported accordingly. Provision and interventions for pupils on the SEND register are carefully planned to address their individual needs and promote progress. We take a holistic approach to supporting children with SEND, encouraging participation in the wider school curriculum and working closely with our Inclusion Team to support both the child and their family. Where appropriate, we also work in partnership with external agencies to provide coordinated, multi-agency support for children with more complex needs.

4. How adaptations are made to the curriculum and the learning environment of children with SEND

All teachers match the tasks, support and resources to the differing needs of the children. All our teachers are clear on the expectations of quality first class teaching. This is monitored by the leadership team. Where appropriate the curriculum is adapted to meet the needs of

pupils. When a child with complex SEND needs meet the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability. Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted and involved. If necessary, staff members are provided to ensure SEND pupils can be included and risk assessments are carried out. We have an Accessibility Plan and the school aims to improve access over time. We value and respect diversity in our setting and do our very best to meet the needs of all our learners and their families. Key SEND documents are available on request at the school office in enlarged font or a language other than English.

5. How children with SEND are enabled to engage in activities available with children in the school who do not have SEN

At Benchill we are committed to giving all our children every opportunity to achieve their potential and develop as well-rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome these. We always make reasonable adjustments so that all learners can join in with activities regardless of their needs. The leadership team monitors attendance at school clubs. Pupils with SEND are actively encouraged to choose a club.

6. Arrangements for consulting with parents of children with SEND and involving them in their child's education

We operate an open-door policy where parents are strongly encouraged to come into school to speak to the SENDCO if they have concerns about progress or SEND provision for their child. We share feedback on children's learning and progress with parents on an ongoing basis, as well as through formal parent consultation meetings. At these meetings we share next steps in learning and discuss ways in which parents can support their child's learning at home. General information regarding the curriculum and learning is available on the school's website. We host curriculum learning events to help families understand what learning is expected and how they can best support their child. Our Inclusion team signposts wider information and support for parents available in Manchester, including parenting courses. Parents are invited to contribute to school life in various ways such as participation on the Governing body, parent questionnaire and as volunteers to come into school to support children.

7. Arrangements for consulting pupils with SEND and involving them in their education

An important part of the early stages of information gathering includes talking to pupils. We strive for a person-centred approach to information gathering and the cycle of assess, plan, do, review. Where possible, KS2 children contribute to their plan, and targets are put into

child friendly statements. Targets are shared verbally with KS1 pupils and successes are always celebrated. Increased participation at annual reviews has been discussed with children.

8. Arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review

Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Some children may need more frequent reviews or at times to coincide with assessments from outside agencies. We use a four-part cycle of assess, plan, do, review through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes. This is known as the graduated approach. Discussions will include what each stakeholder can do to make a positive contribution. Our Inclusion Team is available to advise parents/carers on how they can positively engage in their child's learning and all-round development. A strong home-school working relationship, with the child at the centre of the process, is key to our whole school approach to SEND.

9. Arrangements for supporting children in moving between phases of education

We aim to ensure all learners and their families feel welcome and quickly become part of our school community. We have very good relationships with our local secondary schools and staff visit Benchill to meet Y6 pupils and share information. We run Year 6 transition groups for our more vulnerable children transferring to secondary school. Where necessary staff make additional visits to secondary schools with individual children to alleviate anxieties. Parents are invited to discuss choices for secondary school. For children with an Education, Health and Care plan, the Year 5 annual review meeting is used to discuss options for secondary education.

10. Support for improving emotional and social development

The children's well-being is at the heart of everything we do at Benchill. We have a pastoral team dedicated to providing a high standard of pastoral support. Our PHSE/SMSC curriculum also looks to develop emotional and social development. Where a small group of children may need additional support to develop social communication skills and social skills, we will use Lego Therapy and the support of the play therapist. We also have access to a nurture group to support children in school. Specific staff are trained to support the medical needs of pupils and where relevant, personal care plans are put in place. The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero-tolerance approach to bullying (Behaviour Policy/Anti-Bullying policy) in our school and will address the causes of bullying as well as the negative behaviours. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality.

11. The expertise and training of staff to support children with SEND, including how specialist expertise will be secured.

At Benchill Primary School, we have staff who are trained to deliver evidence-based interventions to support pupils' development in reading, writing and mathematics. We also implement additional programmes recommended by external professionals to develop pupils' social communication, social skills and motor skills.

We have two Speech and Language Therapists (SALT) working in school one day each week. One therapist supports children in our mainstream provision, while the other works specifically with pupils in our SEND Unit, Benchill Tree Tops. This enables us to provide targeted speech, language and communication support tailored to the needs of pupils across the school.

In addition, we work collaboratively with a range of external agencies and specialist services, including the Educational Psychology Service, Occupational Therapy, Child and Adolescent Mental Health Services (CAMHS), Bridgelea Outreach, M-Thrive, mental health and child counselling services, and Play Therapy. This multi-agency approach ensures that pupils can access specialist advice, assessment and support where appropriate.

All staff training and professional development opportunities are informed by the needs of our pupils, particularly those identified on the SEND register, to ensure that provision is effective, inclusive and responsive to individual needs.

12. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families.

The SENDCO attends multi professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist support is required, beyond that which the school can offer, an individual referral will be made. In these cases, parents will be consulted and consent sought. We have established relationships with a range of professionals in health and social care. These include, school nurses, play therapist, educational psychologist, social workers, speech and language therapy and occupational therapy. We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. When Looked after Children attend our school, we do our utmost to ensure they fulfil their potential. We work alongside the virtual school for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan (PEP).

13. Evaluating the effectiveness of the provision made for children with SEND

The head teacher and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEND governor meets the SENCO and visits the school regularly. Budgets are closely monitored by the school business manager, head teacher and governors. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data
- How children progress in interventions groups
- Progress against individual targets
- Pupils' work and interviews

Each year we review the needs of the cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any changes to provision or support need to be made.

14. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Benchill to speak to us as soon as possible. In the first instance, they are encouraged to speak to the class teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they are advised to make an appointment to see the head teacher.

15. Contact details of support services for parents of pupils with SEND

Information about the Local Offer, which outlines the support available for children and young people with special educational needs and disabilities (SEND), is shared with parents through our school's weekly newsletter. Links to the Local Offer are provided to help families access further information about the services, resources and support available to them locally.

Manchester City Council Website. www.manchester.gov.uk/fsdirectory

Information, Advice and Support (IAS) Manchester

Email: parents@manchester.gov.uk Telephone: 0161 209 8356

Statutory Assessment Team

Email: SEND@manchester.gov.uk Telephone: 0161 245 7439

Specialist Resource Teams

Email: shortbreaks@manchester.gov.uk Telephone 0161 245 7180