

SEND Information Report

School Year: 2025-2026, due for review July 2026

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This SEND Information Report outlines how Prospect Vale Primary School identifies, supports, and evaluates provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice and our commitment to inclusion.

**Our Ethos**

At Prospect Vale Primary School, our ethos is rooted in the belief that We Care, We Strive, and Together, We Thrive. This underpins every aspect of our approach to supporting children with Special Educational Needs and Disabilities. We care deeply about the wellbeing, dignity and uniqueness of every child. We strive to provide high-quality, inclusive education that meets individual needs and empowers every learner to achieve their potential. And we thrive together—working in partnership with families, professionals and the wider community to create an environment where all children feel valued, supported and ready to flourish both academically and personally.

# 1. Types of SEND Provided For

At Prospect Vale, we support pupils with needs across all four categories identified in the SEND Code of Practice:
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs

# 2. Identification and Assessment of SEND

We use a graduated approach to identifying and assessing SEND, drawing on:
- Discussions with parents
- Transition and medical information
- Staff observations and pupil tracking
- Feedback from interventions
- Assessments and professional referrals

# 3. Our Approach to SEND Support

Provision includes:
- High-quality teaching with dyslexia-friendly strategies and adaptive teaching (scaffolds, visual aids, technology)
- Small group and 1:1 support where appropriate
- Personalised interventions
- Access to the 'Thrive Hive' for nurturing and emotional support
- Use of Ordinarily Available and Inclusive Provision (OAIP) guidance

# 4. Reviewing Progress

Progress is tracked termly through Assess, Plan, Do, Review cycles. Parents and pupils are involved in reviewing targets, support plans and outcomes.

# 5. Curriculum Adaptation

Adaptations may include:
- Assistive technology and visual support
- Alternative recording methods
- Sensory resources and classroom layout changes
- Small group or individual learning spaces
- Use of the 'Thrive Hive' for low-stimulation support

# 6. Social, Emotional and Mental Health (SEMH) Support

Support includes:
- Staff trained in Mental Health First Aid
- Thrive-trained SENDCo
- Whole school restorative behaviour approach
- Jigsaw PSHE curriculum and 'No Outsiders'
- Inclusion Service Teacher input
- School and Inclusion Councils, pupil voice

# 7. Expertise and Staff Training

We ensure:
- Annual SEND training audits
- Staff trained in Thrive, autism, ADHD and more
- External support accessed from EPs, SaLT, OT, CAMHS, Inclusion Service (Emma Earnshaw)
- Regular updates through the SENDCo network

# 8. Securing Equipment and Resources

- Equipment is secured via SEND budget, Inclusion Services, Pupil Premium and annual resource audits.

# 9. Parent and Carer Involvement

We work in partnership with families through:
- Regular meetings and reviews
- Email/phone contact or in-person at the school gate
- Co-production of plans
- Feedback opportunities
For additional support, contact PACTS: info@pactstockport.co.uk / 07786 101 072

# 10. Pupil Voice

Pupils contribute through support plans, pupil profiles, class targets, reviews, and council roles.

# 11. Complaints

We encourage informal resolution via teachers or SLT. For formal complaints:
- Speak with the class teacher
- Then contact the Headteacher
- Then Chair of Governors (via school office)
- Then Stockport LA

# 12. Transitions

We ensure smooth transitions:
- Year group transition meetings
- Transition passports and EHCP review meetings
- Secondary visits with parent/carer involvement

# 13. The Local Offer

Stockport’s Local Offer can be found at:
<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

# 14. Inclusion

At Prospect Vale Primary School, inclusion is not just a principle – it is a practice embedded in our ethos and provision. We are committed to ensuring that all children, regardless of their needs or background, are fully included in the life of the school. All children have access to the full curriculum, including educational visits, physical education, and extracurricular clubs. Where necessary, activities and trips are adapted in partnership with families to ensure they are accessible. We actively teach our values of respect, fairness and kindness, helping children understand and support one another. Fairness at Prospect Vale means everyone gets what they need to succeed, which may not always be the same as their peers.

# 15. Evaluating the Effectiveness of Provision

We are committed to continuously evaluating and improving our SEND provision. Provision is monitored through:
- Termly analysis of intervention outcomes
- Ongoing reviews of SEND support plans and pupil progress
- Feedback from pupils and families
- Regular SENCO reviews and staff consultations
- Governor monitoring and termly reporting to the governing body
- Surveys and informal feedback opportunities to inform next steps

This robust cycle of evaluation ensures that support remains responsive and effective.

# 16. Services and Agencies We Work With

We work closely with a wide range of services to ensure children receive the best support possible. These agencies are only contacted with parental consent and may provide direct work, advice, or staff training. Services include:
- Educational Psychology (EP)
- Inclusion Team (Cognition and Learning; Social, Emotional and Mental Health)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- School Nursing Team
- Primary Jigsaw
- Sensory Support Service (Hearing and Vision)
- Family Help Coordinator
- CAMHS (Child and Adolescent Mental Health Services)
- Social Services
- Team Around the School (School Age Plus Worker, EWO, School Nurse)
- Stockport Autism Team (SAT)
- External counselling services as appropriate