



Special Educational Needs and Disability Report 2025-2026

The SEND Information Report is intended to sit alongside our SEND Policy.

Introduction

Unity Community Primary School is a mainstream school which currently caters for 364 pupils. At Unity, we value difference and recognise the diverse needs of our children and ensure early intervention is in place for those with Special Educational Needs and Disabilities (SEND). We are a Gold UNICEF Rights Respecting School and prioritize ensuring all children have their academic and wellbeing goals met, through high quality teaching and additional support when needed. We strive to ensure that all pupils are included in all aspects of learning and school life. We acknowledge that some children may require additional support to achieve this. This may be for a set period of time to meet their needs; some children may require support for a longer period to be included fully in classroom learning and school events.

The SEND Code of Practice (2014) states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

We ensure that we are meeting the needs of all pupils and adhering to statute laws, regulations and guidance. These include:

- The Children and Families act (2014)
- The Special educational needs and disability regulations (2014)
- The Special education needs (personal budgets) regulations (2014)
- The Special educational needs and disability (first-tier tribunal recommendations power) regulations (2017)
- SEN and Disability Code of Practice (2014)
- Equality Act (2010)
- Education Act (2011)

Our School

At present there are 364 children on roll and fifteen classes. 73 children are on our Special Educational Needs and Disability (SEND) register, which is 20% of the school roll, this is above the Primary national average of 18.2% (DfE, 2025). Of these, the majority are at SEN support and 14 children have Education and Health Care Plans (EHCP). This is 3.85 % of the whole school, just below the national average which is

at 4% (DfE, 2025).

SEND by class and support level

Number of pupils	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEN Support	7	10	4	6	11	8	12
With an EHCP	1	3	2	1	2	3	2

The Code of Practice categorizes children's additional needs in four 'Broad Areas of Need.' At Unity, we have children with a range of SEND needs relating to these areas.

- Cognition and Learning – e.g. moderate learning difficulties, dyslexia
- Sensory, Medical and Physical – e.g. visual impairments, hearing impairment, sensory processing difficulties
- Communication and Interaction – e.g. autistic spectrum condition (autism), speech and language difficulties, developmental language delays (DLD)
- Social, Emotional and Mental Health – e.g. attention deficit hyperactivity disorder (ADHD), attachment difficulties, mental health difficulties

SEND by area of primary need

In September 2025 the number children in each category were:

Communication and interaction	Cognition and learning	Social emotional and mental health	Sensory/ physical difficulties
35	31	17	5

Our building is fully accessible for all and we are able to quickly make adaptations to provision for further needs such as closed loop systems. We ensure there are no physical barriers on a regularly basis and currently have:

- disabled toilets
- a lift and chair lift
- level floors and doorways
- wide doorways
- a medical room with shower
- evac chair

Identifying need

We have a graduated approach to SEND and believe early identification of need is important. Staff monitor children's progress through ongoing assessment and tracking to ensure we can identify any needs as early as possible. If a child experiences difficulties and is not making progress, then this is raised as a concern with the class teacher or SENDCo. We use a range of assessment methods to monitor academic progress throughout the year. We constantly monitor every child's wellbeing and plan support accordingly. There are many ways that a child may be identified as having additional or Special Educational Needs, we broadly use these methods to initiate further exploration:

- Liaison with previous nursery setting or previous school
- Concerns raised by the parent/carer
- Concerns raised by the teacher
- Discussion with Senior Leadership Team at Pupil Progress meetings
- Discussion with SENDCo
- Liaison with external agencies
- Health diagnosis through a pediatrician
- Diagnosis through a CAMHS assessment
- Assessment by a specialist teacher

We pride ourselves on building positive relationships with parents and families. Parents can discuss any concerns with their child's teacher or SENDCo. These can be arranged at the school office or directly with the teacher via Class Dojo.

When a concern is raised, the SENDCo works with the class teacher to complete an assess, plan, do, review (ADPR) cycle. The assessments vary depending on the child and the need but may include;

- Observation by the SENDCo
- Assessment tailored to area of concern
- Observation/assessment by a specialist (Speech and Language therapist, Educational Psychologist)
- Gathering of child and parent views

Multi-agency interventions/support

We work with a wide range of outside agencies to help identify and meet the needs of children and families. Many of the agencies also provide training to help develop our staff expertise. This training is regularly provided to all staff and additional support is programmed for specific staff in relation to the children in their class. A yearly audit helps identify the training needs of staff. The agencies we work with are wide ranging and help us to meet all children's needs, the agencies we have engaged with over the last year are:

- Educational Psychologist
- Speech and Language therapists
- NHS Speech and language service
- Lancasterian Outreach and Inclusion Service
- Manchester school nursing service

- Bridgelea outreach service
- RHOSEY Early Intervention and Outreach Team
- Camberwell Park outreach service
- M-thrive
- CAMHS
- The Manchester Sensory Support Service

As our catchment area includes postcodes within the Manchester and Salford local authorities we work with teams in both areas. Depending on the service being accessed, the team we work with is based on the child's postcode/the GP they are registered with.

Planning to meet needs

Our SENDCo oversees all support and progress of any child requiring additional support across the school and works closely with the class teachers. The class teachers will work with each child with SEND in their class to ensure that progress is made in every area. Each pupil's educational pathway will be planned by the class teacher and discussed with the SENDCo, parents and other agencies if necessary. It will be differentiated accordingly to cater for the pupil's individual needs, following the three-wave model. The strategies used in each wave of support are outlined in our whole school provision map, which is used to identify support for individual children and ensure we are prepared to meet a wide range of needs. Please see our whole school provision map for further information and support.

Wave 1 – Quality First Teaching

We aim to ensure all children can access learning within the classroom. We have high expectations of all staff to support all children in the most appropriate way. Teaching inputs use a wide range of strategies to engage and support children. Teachers include visuals on all presentations to help children access the lesson. When necessary, tasks are adapted, scaffolded and differentiated to enable all pupils to access the work. Feedback is given during and after lessons to address misconceptions and ensure all children meet their objectives.

Wave 2 and 3 interventions

Wave 2 and 3 interventions take place for targeted pupils. Interventions include additional language and communication support, support for emotional and social development mostly through our provision. Some children are targeted for Wave 2 interventions by the class teacher throughout the week and some specific interventions are delivered by our trained team of Teaching Assistants. An Individual Education Plan is written for all children whose needs are not met through quality first teaching. This outlines their strengths and needs and provides guidance for strategies and interventions that are used to support learning for that child. These are reviewed with parents and the child at parent meetings and during SEND review meetings.

When planning all support, we ensure the child is at the centre of the process by asking for their input, this is done through the creation of one-page profiles at the start of the school year and individual meetings in each 'Plan, do, review' cycle.

Wellbeing

We are a nurturing and inclusive school; we welcome and celebrate difference. All staff believe that children having high self-esteem is crucial to a child's well-being and learning. We support and develop children's emotional well-being through a focus on their social and emotional aspects of learning. All children learn about the Zones of Regulation, developing their emotional vocabulary and understanding of their own feelings and the feelings of others and their behaviour for learning. Children's engagement and wellbeing levels are monitored and this may identify children who may need further intervention to support their wellbeing. This is then addressed through personalised interventions.

Medical needs

If a child has a medical need, then a plan is compiled with support from the medical professional involved and in consultation with the parent. Where necessary and in agreement with parents/carers, medicines are administered in school where a signed medicine consent form is in place to ensure the safety of both the child and staff member. Staff will be trained appropriately to care for specific medical needs from the health care professional involved or school nurse. All staff will be made aware of procedures to be followed in the event of an emergency.

Communication

An SEN review is carried out termly between a class teacher and the SENDCo. This reviews the need in each class and any IEPs are considered. Provision, IEPs and the SEN register will be adjusted following this meeting.

The class teacher meets with parents at least on a termly basis (this could be part of a parents' evening) to discuss their child's progress and needs and the support in place. For further information the SENDCo is available to discuss support in more detail. We use phone calls or messages via Class Dojo to ensure we have regular contact with all parents, ensuring this is a balanced reflection of their child's time in school and not only negative communication. Early Help meetings will be offered to families who may benefit from additional support.

Children with an Education and Health Care Plan (EHCP) will be invited to an annual review of the child's EHCP, to ensure the child's needs continue to be met and to share school and home experiences and views.

We are always welcoming feedback about our provision and hope to have discussions to find solutions. We have a clear complaints procedure in place, as outlined in our comments and complaints policy. If we cannot reach a resolution within school, we recommend parents/carers contact the local authority, through the local offer which is linked below.

Moving between phases of education

We encourage all new children to visit the school prior to starting when they meet the Headteacher and class teacher.

When Year 6 children are preparing to leave us for secondary school, the class team, SENDCo, Senior Leadership Team and Family Support Worker will liaise with secondary schools and families to provide the appropriate amount of transition support. We will arrange additional visits for children who may need additional support. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. During the summer term, time is given for teaching staff to meet with staff from next year's group in order to share information and strategies.

When a child with SEND joins our school from another school, the SENDCo will liaise with their previous school to ensure a smooth transition. When a child with SEND transfers to another primary school the SENDCo will liaise with the new school to ensure continuity of provision.

Staffing

At Unity Community Primary we believe staff are one of our greatest assets and resources. We ensure that all staff we employ share our ethos and vision for education, as well as meeting legal requirements to work with children. Currently, there is a Level 3 Teaching Assistant in most classes, and we employ additional Level 2 Teaching Assistants to provide targeted support for children with SEND. We ensure staff have regular training in essential areas such as safeguarding, early reading, communication, emotional regulation. This is delivered through formal training by our SENDCo or external specialists and coaching of staff throughout the year.

Contact details - admin@unitycommuntiyprimary.com

Senior Lead for SEND – Mrs Oliver

Inclusion Lead/Deputy Headteacher- Mr Gonthier

Headteacher- Mrs Lee

Further support

For information about SEND services from Manchester (local offer):

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

Information, Support and Advice service Manchester (ISAM)

<https://www.iasmanchester.org/>

For information about SEND services from Salford (local offer):

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

Salford information, advice and support service (SIASS)

<https://directory.salford.gov.uk/kb5/salford/directory/service.page?id=wLi8jdfvhZU&localofferchannel=8>