



Higher Failsworth Primary School

SEND Information Report 2025/2026



SEND Intent

At Higher Failsworth Primary School, we believe that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

The kinds of SEND that are provided for at Higher Failsworth Primary School

At Higher Failsworth Primary School, every child is considered individually and careful consideration is given to the types of need they have. Our school provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:

Communication & Interaction

Children may have speech and language delay, impairments or disorders, or an autistic spectrum disorder.

Cognition and Learning

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Four Broad Areas of Need

Social, Emotional and Mental Health

Children may have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations. They may have difficulty with building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in classroom without additional strategies and interventions. Children with SEMH will often feel anxious, scared and misunderstood.

Sensory and Physical

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction: autism (ASC), social communication difficulties, speech and language difficulties
- Cognition and learning: dyslexia, dyscalculia, dyspraxia
- Social, emotional and mental health difficulties: attention deficit hyperactivity disorder (ADHD), attachment disorder, early childhood trauma
- Sensory and/or physical needs: visual impairments, hearing impairments, sensory processing difficulties, epilepsy, dyspraxia
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.

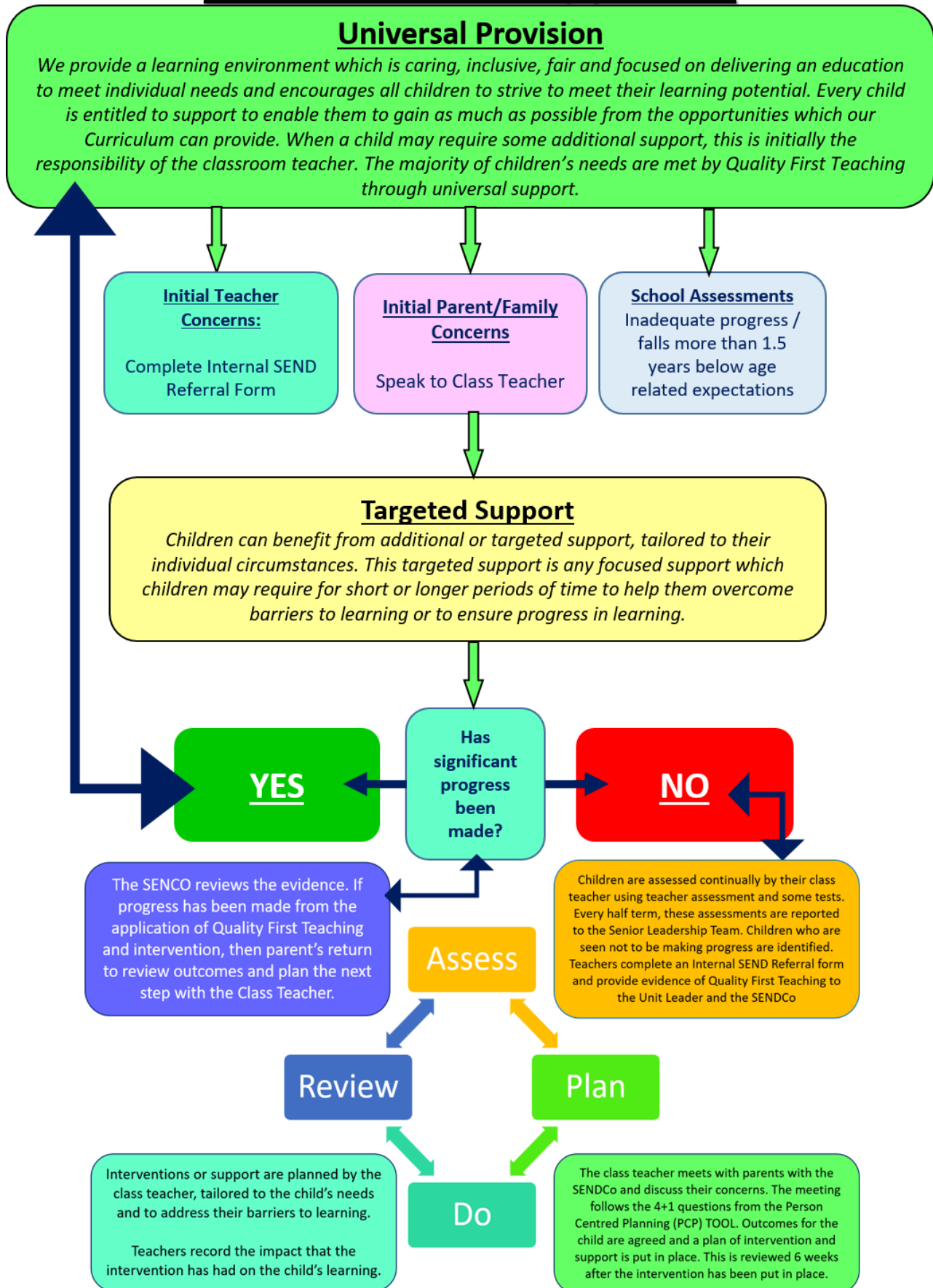
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How do we involve pupils and their parents/carers in identifying SEN and planning to meet them?



The Graduated Approach



Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Teaching assistants create photo books for children with SEND where needed to support the transition from class to class. Children have a set transition programme that includes getting to know their new teacher and teaching assistants as well as spending time in their new learning environment. Children with specific SEND have a pupil passport which informs staff of how to best meet their needs as well as provide important information.

Where needed, new starters who have SEND are given a set transition programme, working closely with parents and carers. This may involve extra visits to school prior to starting, the SENCO and class teacher going to the current setting to meet the child and phased starts for our most vulnerable children.

When children leave us to go to other settings, we work closely with the new settings SENCO and Inclusion Team to ensure a smooth transition.

Vulnerable pupils have additional transition visits into reception or to secondary schools.

Occasionally, a phased start is planned for reception children under 5.

U n i v e r s a l P r o v i s i o n	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
	<ul style="list-style-type: none"> • Daily Letters & Sounds • Daily Phonics (Read, Write, Inc) • Daily story time • Number songs & action rhymes • Visual cues/symbols/gestures • Talk partners and Thinking time • Use of music to stimulate thinking & learning • Use of the indoor and outdoor environment to stimulate learning • Multi-sensory approach/Practical learning including role play • Use of puppets • Learning Objectives displayed and made explicit to pupils in every lesson • Success Criteria/Steps to success (Children actively involved) • Guided Reading • Writing through drama • Use of Writing plans/scaffolds • Attractive curriculum displays & working walls • Inviting Book areas • A range of writing tools/access equipment made available e.g. word cards, number lines, manipulatives... • Yoga • Go Noodle • Accelerated reader programme 	<ul style="list-style-type: none"> • Use of Welcomm screening assessment for all EYFS children and Yr 1 + where needed. • NELI screening for all children in Reception • Visual Timetables • Active listening cues /visuals • Topic and Core vocabulary displayed • Pre Teaching of Topic vocabulary with small group where required. • Awareness of optimum seating arrangements reflected to needs • Teacher checks understanding of instructions and supports with visual & nonverbal cues as needs • Simplified language/break down of instructions into chunks • Task management boards to break down task into smaller steps • Awareness to give pupils time to think for children with slower processing • Open questioning techniques to challenge pupils at all levels • Use of a range of alternative recording methods e.g. Mind Maps/ICT programmes/Sentence sequencers • Use of a variety of ICT programmes /software 	<ul style="list-style-type: none"> • Whole school behaviour policy • Use of ABCC records to log and analyse presenting behaviours • Awareness/support of emotional wellbeing • Wellbeing morning check chart/system • Circle Time • Visual Timetables • Classroom rules/expectations established with the children • Classroom rewards system for each class established with the children • Visual cues/prompts • Flexible use of environment eg time out/reflection space • Positions of responsibility – special helpers/monitors • Whole class movement breaks • Pupil Voice – representatives of all years – pupil voice • School Council (Y2 – Y6) • Y6 Junior Leadership Team • Evidence of equal opportunities via a range of work displayed • Peer Massage • Mindfulness activities • Go Noodle 	<ul style="list-style-type: none"> • Health Care Plans for Medical needs • Medical Facilities Room with ceiling hoist and changing bed • Access to water in lessons • A range of writing tools/access equipment available (e.g. sloping desk/sit n'move cushions/pencil grips/ridged rulers/left hand scissors) • Awareness of optimum seating arrangements reflected to needs • Access/special arrangements for internal/external learning assessments where needs identified/evidenced • Wide doors • Active learning • Time out / reflection space • The Wildlife Area • Go Noodle • Class/peer massage

		<ul style="list-style-type: none"> Planned transition programme for all pupils to support transition preschool to school, within school and KS1to KS2 		
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T a r g e t e d S u p p o r t	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
	<ul style="list-style-type: none"> • Write from the start • Power of 2 • Toe by Toe • Lifeboat • Coloured Overlays and pencil grips in each class • Exercise books with coloured pages • Plus One • 1-1 RWI tutoring • Personalised Interventions • Personalised learning cycles • Precision Teaching • Stareway to Spelling • Communication in Print visuals 	<ul style="list-style-type: none"> • Welcomm intervention • Blast 1& 2 • Lego Therapy • NELI intervention • Colourful Semantics • Social Stories • Personalised Now and Next Boards • Visual Timetables • Sign Supported English • Signalong – a sign supported communication system • Social skills intervention • Communication in Print visuals 	<ul style="list-style-type: none"> • Social Stories • Lego Therapy • Starving the Anger Gremlin (CBT Programme) • Lunchtime clubs • Self Esteem Activities • Emotional Literacy (ELSA) • Social Skills • Meet & Greet • Gardening Club • Games Club • Team-building activities • TOG mind family counselling, anger management and 1-1 therapy 	<ul style="list-style-type: none"> • Purpose Built Sensory Room • Morning Active Club • Morning sensory club • 2 Facilities (1 room has a hoist) • School is on one level • Play-dough disco • Personal Care Plans • Pressure massage and exercises recommended by Occupational Therapy • Sensory / fidget toys • Sensory Chews • Enlarged text and print used when appropriate
I n d i v i d u a l / E x	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
	<ul style="list-style-type: none"> • Personalised curriculum • QEST (Quality and Effectiveness Service Specialist Advisory Teachers) • EP (Educational Psychologist) Phil Wadsworth • POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (https://www.point-send.co.uk/) 	<ul style="list-style-type: none"> • Personalised curriculum • QEST (Quality and Effectiveness Service Specialist Advisory Teachers) • EP (Educational Psychologist) Phil Wadsworth • POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (https://www.point-send.co.uk/) • Speech and Language Therapy Service 	<ul style="list-style-type: none"> • QEST (Quality and Effectiveness Service Specialist Advisory Teachers) • EP (Educational Psychologist) Phil Wadsworth • POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (https://www.point-send.co.uk/) • Primary Outreach Behaviour service • CAMHS (Healthy Young Minds) • Place 2 Be counselling 	<ul style="list-style-type: none"> • QEST (Quality and Effectiveness Service Specialist Advisory Teachers) • EP (Educational Psychologist) Phil Wadsworth • POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (https://www.point-send.co.uk/) • Advisory teachers from service for visual impairment • Advisory teachers from service for hearing impairment • School Health Advisor

<div>t e r n a l S u p p o r t</div>				<ul style="list-style-type: none">• Community Paediatric Team• Occupational Therapy
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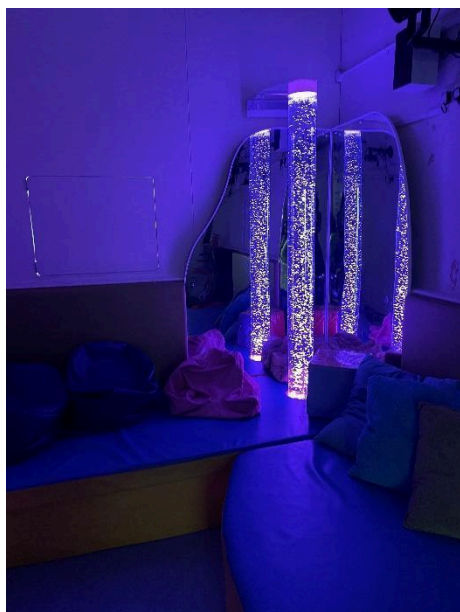
Adaptations to the curriculum and learning environment

You can view our full Accessibility Plan on our website.

We make the following adaptations to ensure all pupils' needs are met:

There is a disabled access toilet in school. Our classrooms are all on one level and can be accessed by wheelchairs. The school buildings are nearly fully accessible for pupils with physical difficulties. Portable ramps are available near the year 5 and 6 exit doors. The layout of the corridors and classrooms is such that children can use wheelchairs and walking frames. We also have two facilities rooms (one has a fitted hoist). The outside playground areas are flat and completely accessible to wheelchair users.

- High quality teaching adaptations are made for all children to offer support where needed:
 - interactive whiteboard backgrounds are dyslexia friendly pastel colours (not white with black writing)
 - access to visual support (timers, picture based instructions, Communication in Print, taskboards)
 - concentration zones (individual tables to aid concentration and allow alone time if needed) etc.
 - regulation spaces
 - listening aids (fidgets, chair bands, wobble cushions, movement breaks)
 - language support (colourful semantics, blank level questioning)
 - social communication support (comic strip conversations, social stories)
- Key words and English resources are used across the school to support learning. Many of these are table-top resources (always accessible for children).
- Practical Maths resources are available to all classes. It is not just younger children who need to use these concrete materials to support their learning. This includes Numicon, Base Ten, and Place Value Counters etc.
- Visual timetables / reminders / learning prompts are used in all classrooms, as well as more specific resources e.g. keep calm boxes
- Key vocabulary is displayed in the classroom with visual representations to support.
- A range of teaching strategies are employed to help support all types of learners.
- Considerations will be made to ensure that all school trips are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child.
- Training to support specific needs and specific plans (medical plan, feeding plan, toileting plan) are put in place to help all children access and remain safe at school.



Expertise and training of staff

Assistant Head Teacher and SENCO: Mrs Toyha Lawson

The SENCO's responsibility is to support teachers in planning for children with SEND. Teachers will come to the SENCO to share what they need support with and discuss ideas and next steps. This is also discussed during reviews, at the beginning of the academic year and during performance management meetings. Mrs Lawson has eleven years teaching experience and six years leadership and management experience. She has been a SENCO for six years.

The school has a training plan (designed by the Senior Leadership Team) for all staff to improve the teaching and learning of children including those with SEN. The teaching staff have received training in using specific techniques and resources that would benefit the children e.g. Team Teach Training and Attachment Theory.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class which include:

- PECS
- Dyspraxia
- Meeting the needs of children with Down Syndrome
- SALT Training
- Blast 1&2
- Engaging parents
- Provision Mapping
- Board Maker Symbols
- Music Therapy
- Numicon
- Bereavement in Primary School
- Resilience and Protective Factors
- Epilepsy
- Early Support key worker training
- Signalong
- Elklan
- Autism
- ADHD
- Dyslexia
- Safeguarding children with disabilities and additional needs
- Children's individual medical needs e.g. feeding tubes
- Attachment
- Early Identification of special educational needs
- Behaviour as communication
- Think bricks SEMh intervention

Evaluating the effectiveness of SEN provision

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions at the end of each provision cycle.
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding Person Centred Planning (PCP meetings)
- Holding annual reviews for pupils with EHC plans

Extra-Curricular Activities and Educational Visits

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

"My philosophy is that all children deserve the best possible start to their lives and all staff at Higher Failsworth aim to achieve this outcome. Everyone in our school belongs, and is a part of our happy and caring 'school community'."

Mrs Forster, Head Teacher at Higher Failsworth Primary School

At Higher Failsworth Primary School, we place great emphasis on the overall wellbeing of our children. Mental health is the way children think and feel about themselves and the world around them. It affects how children cope with life's challenges and stresses. Good mental health is an important part of healthy child development. It helps children build positive social, emotional, behaviour, thinking and communication skills. It also lays the foundation for better mental health and wellbeing later in life.

At Higher Failsworth Primary School, we strive to:

- Strengthen life skills, negotiation and communicative skills
- Strengthen family engagement building close connections to ensure a Person Centred Approach
- Constantly reviewing and improving our environment to maintain a safe space for children
- Promote good mental health by building children's resilience in order to bring about a mentally healthy future for all children.

We do this by offering:

- A positive, warm and nurturing ethos
- A positive and inclusive climate for learning
- Class teachers who are supported by our Pastoral and Inclusion Team
- Lunchtime Clubs
- Breakfast Clubs
- Extra-curricular activities
- My Happy Mind
- Healthy Schools Principles
- Attendance monitoring
- Uniform Policy
- Behaviour Policy
- Pupil Progress Monitoring
- Parents Evenings
- Transitional Programmes
- Newsletters
- Assemblies
- Collective Worship
- Time to play
- Planned Risk Taking (Residentials, Outdoor Learning)
- Educational Visits
- Place 2 Be
- Place 2 Talk
- 1:1 Play Based Counselling

Working with other agencies

- QEST (Quality and Effectiveness Service Specialist Advisory Teachers)
- PIP (Pupil Intervention Project for children with communication difficulties)
- EP (Educational Psychologist) Phil Wadsworth
- POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (<https://www.point-send.co.uk/>)
- Speech and Language Therapy Service
- Primary Outreach (LA Behaviour Support Service)
- TOG mind (family therapy and 1-1 counselling/anger management)
- CAMHS (Healthy Young Minds)
- Place 2 Be
- Advisory teachers from service for visual impairment
- Advisory teachers from service for hearing impairment
- School Health Advisor
- Community Paediatric Team
- Occupational Therapy
- School nursing team

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the matter is not resolved, it will then be passed to the Unit Leader followed by the SENCO.

You can view our schools complaints policy here: <https://www.higher-failsworth.oldham.sch.uk/complaints/>

Contact details of support services for parents of pupils with SEN

Assistant Headteacher and SENCO: Mrs Toyha Lawson	t.lawson@higher-failsworth.oldham.sch.uk
Safeguarding and Pastoral Manager: Miss Michelle Warburton	m.warburton@higher-failsworth.oldham.sch.uk
SEND Governor: Andrew Robinson	andrew.robinson@higher-failsworth.oldham.sch.uk
POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership	https://www.point-send.co.uk/
OSCA (Oldham Support Group for Carers in Autism)	07955719167 or dianeOSCA.123@outlook.com
Shining Stars (Down Syndrome Support Group) Stanley Road Children’s Centre	www.dswestpennine.co.uk
The National Autistic Society	www.autism.org.uk
Mahdlo Oldham, Madhlo Youth Zone Egerton Street Oldham OL1 3SE	info@mahdloyz.org 0161 624 0111
Oldham Council Local Offer	https://www.oldham.gov.uk/info/200368/children_and_young_people_with_send_local_offer
TOG mind	https://www.togmind.org/home