



Special Educational Needs (SEN) Information Report

Corrie Primary & Nursery School

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Approved by:	Naomi Cartledge & The Governing Body	Date:
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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website, [Policies – Corrie Primary & Nursery School](#)

You can ask a member of staff to make a copy or send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Charlotte Macdonald.

They have 13 years of teaching experience and have worked with our school for 10 years of that experience. They are a qualified teacher with a Bachelor of Arts Degree with QTS 1:1 and an NPQML. They are also a member of the Senior Leadership Team.

They are working towards achieving the National Award in Special Educational Needs Co-ordination.

If you have an SEN issue you are invited to email Charlotte Macdonald, SEN coordinator.

senco@corrie.tameside.sch.uk

Assistant SENCO

Our assistant SENCO is Gemma Moran.

They have 11 years teaching experience and have worked with our school for 3 years of that experience. They are a qualified teacher with a Bachelor of Arts Degree with QTS 1:1 and an NPQML. They are also a member of the Senior Leadership Team.

They have attended relevant training to work within the SENCO role.

If you have an SEN issue within KS2 you are invited to email Gemma Moran, Assistant SEN coordinator.

senco@corrie.tameside.sch.uk

Class Teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We have engaged in a plethora of training, including:

Sensory Circuits (TSOSS)

ADHD Awareness (TSOSS)

ASD Awareness (TSOSS)

Various Speech and Language Training and interventions, e.g. Blanks Levels, Colourful Semantics and Communication Friendly Classrooms

Precision Teaching

Team Teach – Positive Handling

Trauma Informed Practice

Teaching Assistants (TAs)

We have a team of number of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

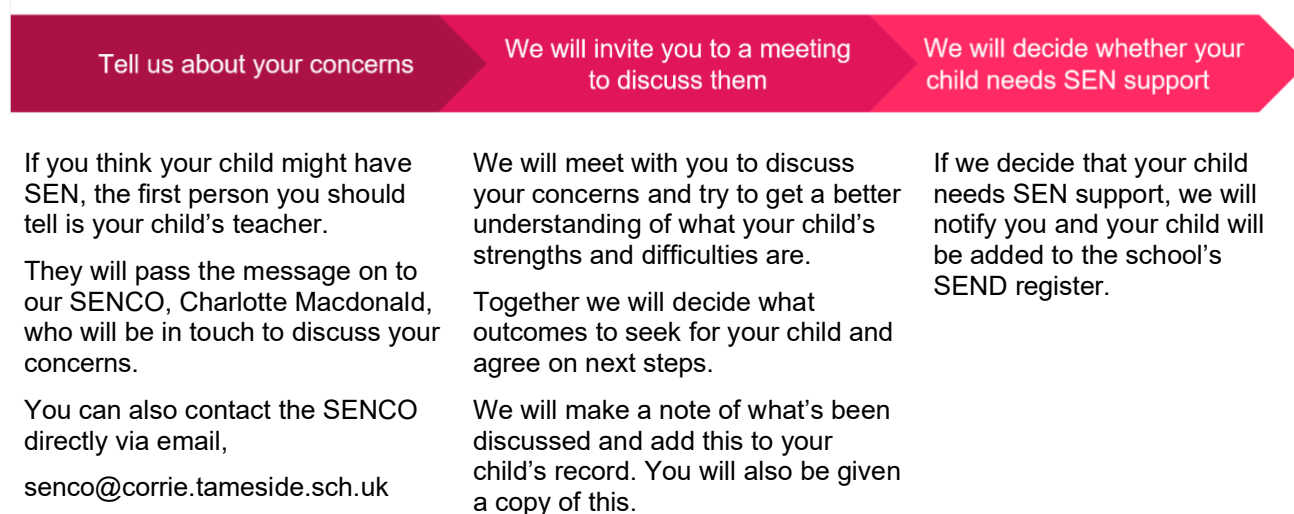
We have a number of teaching assistants who are trained to deliver interventions such as Speech and Language, Precision Teaching, ELSA and many subject specific widely recognised programmes.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, or maths.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues

with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

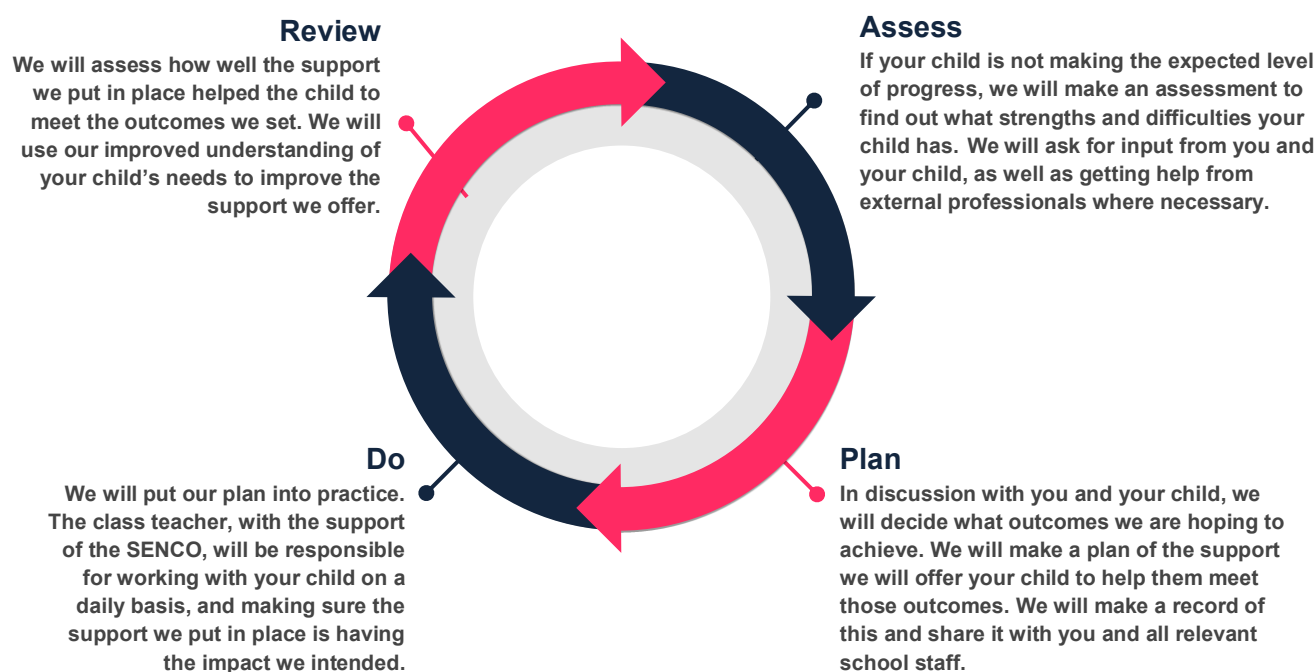
Based on all this information, the SENCO will decide whether your child needs SEN support. All reports and recommendations will be shared with you.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan (Provision Map) for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you 2 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can also contact them using their year group email address.

ks1resourcebase@corrie.tameside.sch.uk

boost@corrie.tameside.sch.uk

nursery@corrie.tameside.sch.uk

reception@corrie.tameside.sch.uk

year1@corrie.tameside.sch.uk

year2@corrie.tameside.sch.uk

year3@corrie.tameside.sch.uk

year4@corrie.tameside.sch.uk

year5@corrie.tameside.sch.uk

year6@corrie.tameside.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher or teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Attention Autism Identiplay Visuals to support understanding
	Speech and language difficulties	Speech and language therapy Colourful Semantics Language for Thinking (Blanks Levels) Visuals to support expression AAC aids Adaptive Technology
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Toe by Toe Overlays Plus One

	Moderate learning difficulties	Power of Two
	Severe learning difficulties	Lexia Reading Rocketeers
Social, emotional and mental health	ADHD, ADD	Flexible Seating Task Boards Quiet workstation Calm Corner Sensory Circuits Brain Breaks Emotions Coaching Movement Breaks Chunking Learning Timers Concentration Aids
	Adverse childhood experiences and/or mental health issues	Nurture groups Play Therapy Art Therapy Counselling Hotshots
Sensory and/or physical	Hearing impairment	Flexible Seating
	Visual impairment	Overlays Adaptive Technology Limiting classroom displays Adapted resources
	Multi-sensory impairment	Sensory Circuits Brain Breaks Environmental adjustments Adaptive Technology Sensory Resources to meet their sensory diet
	Physical impairment	Adaptive Technology Wheelchair Access Adaptive Seating and furniture Adapted Learning Aids Personal Care Plans

These interventions are part of our contribution to Tameside's local offer.

Our Accessibility Plan is also available on our website. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. As the needs profile of our children changes, we will add to and update this plan.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks or as necessary
- Using pupil questionnaires
- Monitoring by the SENCO and Assistant SENCO
- Using provision maps to measure progress
- Holding frequent 4+1 Reviews with the pupil and their family
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in special events such as Sports Day, School Plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

As a mainstream school, we welcome applications from all pupils, including those with special educational needs (SEN) or disabilities. We are committed to inclusive practice and do not discriminate on the grounds of disability, in line with the Equality Act 2010.

Pupils with SEN or disabilities are admitted through the same admissions process as all other pupils. We work closely with parents/carers, the SENCo, and external professionals where appropriate to understand individual needs and to ensure suitable support and reasonable adjustments are in place to enable access to the curriculum and school life.

In accordance with the School Admissions Code, any pupil whose Education, Health and Care (EHC) Plan names the school will be admitted before any other places are allocated, regardless of whether the school is oversubscribed.

Where applications exceed available places, the school's published oversubscription criteria are applied fairly and objectively. These criteria do not disadvantage pupils with SEN or disabilities, and reasonable adjustments are made to the admissions process where required.

13. How does the school support pupils with disabilities?

As a mainstream school, we welcome applications from all pupils, including those with special educational needs (SEN) or disabilities. We are committed to inclusive practice and do not discriminate on the grounds of disability, in line with the Equality Act 2010.

A pupil is ever excluded from participating in the curriculum because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

Our Accessibility Plan is also available on our website. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. As the needs profile of our children changes, we will add to and update this plan.

The aim of this plan is to:

- Increasing access for disabled pupils to the school curriculum
- Increase awareness of mental health issues and address the wellbeing of all pupils and staff.
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

14. How will the school support my child's mental health, and emotional and social development?

At Corrie all staff understand the individual approaches that are in place at any given time for supporting children with additional/complex social, emotional and mental health difficulties

to We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN by using adapted provision for their individualised needs.
- We have a 'zero tolerance' approach to bullying, including cyberbullying, prejudice bullying and discriminatory bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See antibullying policy which is available on our website.
- We have a team of Learning Mentors who provide support for children who are not reaching their full potential for whatever reason. This could be because of a variety of issues including low self-esteem, lack of confidence, anxiety, friendships, mental health, difficulties managing emotions and feelings, difficulties at home due to separation or bereavement. They will then either work with a child in a small group or on a 1-1 basis depending on what the issue is. The work will continue for as long as the child needs additional support and will be reviewed half-termly. Sometimes children may just need a one-off drop in if it is a specific issue but usually it is a longer period of work that is needed to support a child. They are also a safe and trusted adult with whom the children can speak to and share their worries with in The Rainbow Room, which is a safe place.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend two transition meetings towards the end of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- A Transition Book is created for them that they can share with their family to help them to prepare for the new school year.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCo liaises with any prospective children on the SEN register going to a Mainstream School. To hand over the SEN files and to discuss the child's individual special need.

- Any Year 6 children going to a Special Secondary School the arrangements are different. Only Children with an EHC plan can attend a Special School and the Transition process starts in Year 5 with the annual EHC plan review being held before the end of the summer term in July. The SENCO can advise the Parents on the Specialist School that will meet their child's individual needs. The Parents can then name the Special School they want their child to attend on the Annual EHC plan review form.
- The children attending Special School will receive three visits in the July term and are accompanied by the SEN Teaching assistant or Parents on these visits.

- Children with a diagnosis of ASD attend a two day transition program run by the CLASS team in Tameside.
- Y6 children attend their prospective Tameside secondary school for two Transition Days during the summer term.

16. What support is in place for looked-after and previously looked-after children with SEN?

As a trauma-informed school we make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Headteacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

If you have any concerns or questions about this process, you can always seek independent advice through Tameside Special Educational Needs and Disability (SEND) Information, Advice and Support (IAS) Service.

They are an impartial service that aims to encourage and develop partnership between children, young people, parents, schools, the local authority and all other partners who are involved in working to identify, assess and meet the special educational needs of children and young people and their contact details are:

SENDIASS

Newbridge Centre,

Cromer Street,

Stockport,

Cheshire

SK1 2NY

Tel: 01613598005

Email: tamesidesendiass@togethertrust.org.uk

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Tameside's local offer. Tameside publishes information about the local offer on their website:

[Home - Tameside SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Tameside SENDIASS

Description of service

The service offers impartial, information, advice and support to disabled children and young people, and those with Special Educational Needs, and their parents (who have children/young people 0-25 yrs).

Opening hours

Monday, Tuesday, Wednesday 8.30am – 5.00pm

Thursday 8.30am – 4.30pm

Friday 8.30am – 4.00pm

Address

Tameside SENDIASS

Newbridge Centre,

Cromer St,

Stockport

SK1 2NY

Telephone

0161 359 8005

It may not always be possible to speak with a member of the team during the times specified, due to outside office appointments. However, the service operates an answer machine service, so that messages may be left at any time.

Email

tamesidesendiass@togethertrust.org.uk

Website

<https://www.togethertrust.org.uk/SENDIASS>

Local charities that offer information and support to families of children with SEN are:

- [OKE \(Our Kids Eyes\)](#)
- [Children with Disabilities Team](#)
- [Tameside Umbrella Parent Carer Forum](#)
- [MENCAP Family Engagement Project](#)
- [Tameside Little Gems](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)

- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages