

How do we identify SEND?

- Class teacher / parents raise concerns with SENCO (SEN cause for concern form). This may be from observation / analysis of tracking data or pupil progress meetings.
- Discussion of what has already been put in place by class teacher to support the child and outcomes. Informal discussion with parents including what has been done as part of Quality First Teaching.
- Follow the Graduated Response (Oldham LEA)
- Group interventions to be put in place if not already done so. Reviewed at more formal meeting with parents if needed.
- Decision taken to continue to support child within group setting in class, or to offer SEND support.
- Appropriate provision put in place. Termly meetings with parents. Outside agencies involved where necessary. Training 'gaps' identified for staff/ parents to work on.
- Plan, do, review. Use tracking data and Person Centred Reviews/ PIVATS (if appropriate) to measure progress and ensure appropriate strategies in place.

Parental engagement is strongly encouraged.

Parents can arrange to meet teacher / SENCO by appointment. Termly meetings are held to discuss the progress of SEND children. Most parents of SEND pupils attend all reviews / PCRs for their child.

PCRs are adapted to suit needs of parents.

Children (where applicable) are very involved in their review meetings; they enjoy sharing good news.

The Learning mentor supports the SENCO in working with parents and children and both attend training related to their roles.

SEND at Hey with Zion

2026 - 2027

Numbers of SEND at Hey with Zion

There are 277 on roll, of whom 26 children have identified SEND (including 7 with EHCPs). The figures for each phase are:

- N/Rec 1 EHCP 2 SEN Support
- Y1/2 1 EHCP 3 SEN Support
- Y3/4 2 EHCP 7 SEN Support
- Y5/6 3 EHCP 7 SEN Support

Our priority is...

that every child at Hey with Zion feels that they are part of the school, that they enjoy school and have good friends. That they are happy and proud of their achievements, academically, social and emotionally, and that we prepare them for the future as best we can within the Christian ethos.

Breakdown of SEND

13 children have Communication and Interaction difficulties. (7 with a diagnosis of ASD)

5 children have SEMH needs

8 children have cognition and learning needs

2 children have physical/sensory needs

Some children have more than one need identified.

How do we measure Progression?

ALL children are tracked half-termly and children with SEND have 3 Review meetings per year (one each term).

Where progression needs to be broken down into smaller steps, we use PIVATS to track progress.

Targets are reviewed and set at each review meeting / PCR. Where targets have not been met, we look at the provision and consider why: asking *what's working/ what's not working* and review interventions. This in turn can raise training needs for staff and sometimes parents.

Through using PIVATS, we can specifically identify next steps, ensuring our children make good progress.

Progression is recorded on target sheets / PIVATS file / termly tracker.

Training Staff are proactive in requesting training to meet the needs of the children. SEND staff meetings are termly. In addition, staff have completed Emotional Literacy (BC), Meet and greet (BC) Autism Awareness Level 1 (most staff), Kids Skills (most staff). 'Adaptive Teaching Strategies, SEMH training by EPs and primary outreach. LK attends all SENDCO development days led by specialists and AEN team. SEMH training 2026 by LA. NPQSEND for 3 staff. ESBA training 2026.