Gorton Primary School

SEND Information Report for Parents

Reviewed: August 2026
Date of next review: August 2027

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On the following pages you should be able to find the answers for many frequently asked questions relating to what we offer children in our school who have a Special Educational Need or Disability (SEND). If you cannot find what you are looking for, please contact the school office.

Welcome to Gorton Primary School

Our Vision:

At Gorton Primary School, we firmly believe in the power of community, and we understand that building strong, lasting relationships is key to providing our children with the very best educational experience. Our school is a place where every child feels valued, supported, and encouraged to grow both academically and personally. We recognise the importance of strong relationships, not only between staff and pupils but also between our families and the wider community. Together, we create a foundation where children feel safe, secure, and empowered to reach their full potential.

Our Values:

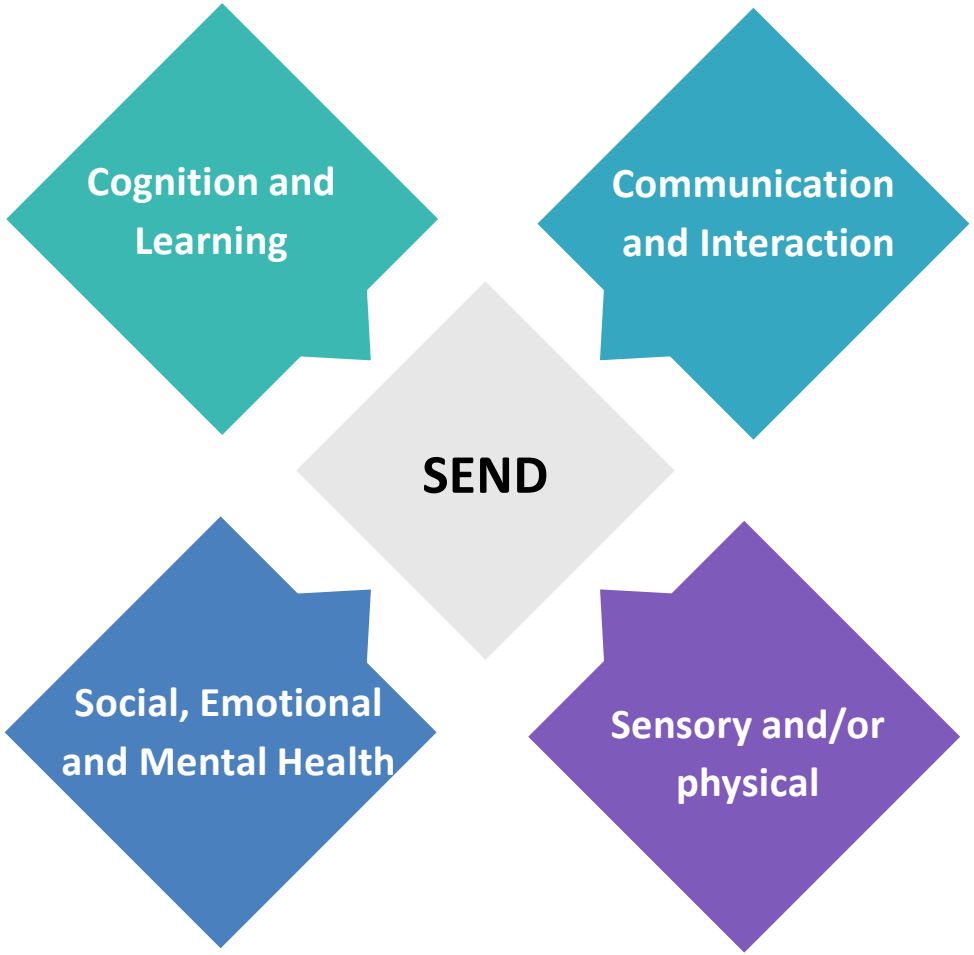
Our school is guided by four core values:
AMBITION, TOGETHERNESS, RESPECT, and SERVICE.
These shape everything we do and help us support every child's full development.

What is the school ethos / approach to SEN and Disability?

Gorton Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life.

What are the four broad areas of need?

This may include mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.



This may include difficulties speaking, understanding or communicating as well as autistic spectrum conditions.

This may include a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include behaviour you may find challenging, as well as conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

This may include a physical disability (PD) which hinders their ability to access standard provision, this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). It also includes sensory processing difficulties, how children interact with the sensory environment and life skills.

What should I do if I think my child has a Special Educational Need or Disability?



Speak to your child's class teacher

A meeting may then be arranged with the school SENDco: Miss Dennis/Miss O'Neill

The SENDco will then provide feedback to the Senior Leadership Team.

If you have a concern linked to a medical or health issue, you may wish to speak to your doctor or health visitor.

What is Gorton Primary School's policy for the identification of needs?

Gorton has a clear approach to identifying the needs of pupils with SEND with the emphasis being on early identification.

Class teachers make regular assessments of pupil progress.	Class teacher provides additional support within quality first teaching.	Class teacher implements targeted interventions for small groups or the individual pupil.	Class teacher to complete initial concerns form in consultation with parents and staff. SENDco observes and offer support and additional strategies.	SENDco refers to relevant specialists. School implements suggested interventions and strategies. School continues to work with external agencies.
Pupil is making less then expected progress.	Pupil is still not making adequate progress.	Progress has not improved.	Progress has not improved.	

How does Gorton Primary adapt the curriculum and environment for pupils?

01 Adaptive Teaching

Adaptive teaching tailors instruction, support, and environment to meet all pupils' individual learning needs.



02 Use of technology

Technology supports learning through interactive tools, personalised resources, and accessible platforms for all pupils.



03 Flexible groupings

Flexible groupings allow pupils to work collaboratively, targeting specific needs and promoting peer-supported learning.



04 Personalised learning

Personalised learning adapts content, pace, and support to match each pupil's strengths and needs.



05 Teacher/TA targeted support

Teachers and TAs provide targeted support through focused interventions, addressing individual pupil needs effectively.



At Gorton Primary School we complete an accessibility audit. From the audit we create an accessibility plan. This plan outlines how Gorton Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). Further information linked to this can be found on the SEND and Disabilities page.

06 Graduated approach to behaviour

A graduated approach to behaviour uses consistent, stepped interventions to support positive choices and self-regulation.



07 Adaptations to the environment

Classroom environments are adapted with visuals, seating, and resources to support all pupils' learning needs.



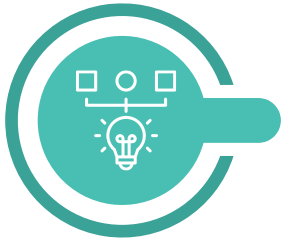
08 Multi sensory support

Multi-sensory support engages pupils through visual, auditory, and tactile methods to enhance understanding and retention.



09 Specialist Equipment

Specialist equipment supports access to learning, meeting specific physical, sensory, or cognitive needs of pupils.



10 Interventions

Interventions provide targeted support to address learning gaps and boost pupils' skills and confidence.



How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

The school has many extra- curricular clubs at lunchtime and after school. These are offered to all pupils, and any reasonable adjustments are made to ensure that all pupils can access the clubs of their choice.

School tracks the number of pupils attending club and targets those pupils who have not attended a club throughout the first two terms.

How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

To enrich the curriculum, pupils attend various trips throughout the year. Every effort is made to ensure that all pupils can fully participate in their trips. Pupils with additional medical, physical, or behavioural needs are included on the trip risk assessment. If required, additional staffing support is provided.





How are equipment, facilities and specialist expertise secured to support pupils?

The school budget includes a notional budget for supporting pupils with SEND. Additional funding is provided for pupils with additional needs to ensure they are achieving their full potential. Resources, equipment, and training are allocated through careful consideration of the SEND Action plan and whole school priorities for improvement.

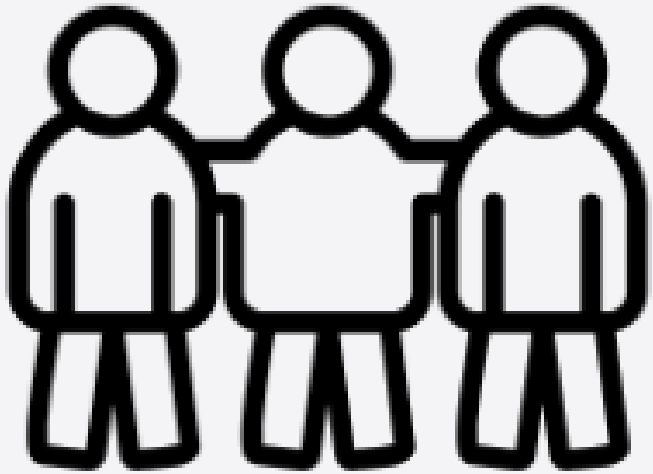


What support will there be for my child's well being?

Health and Wellbeing through Personal, Social and Health Education (PSHE) Curriculum

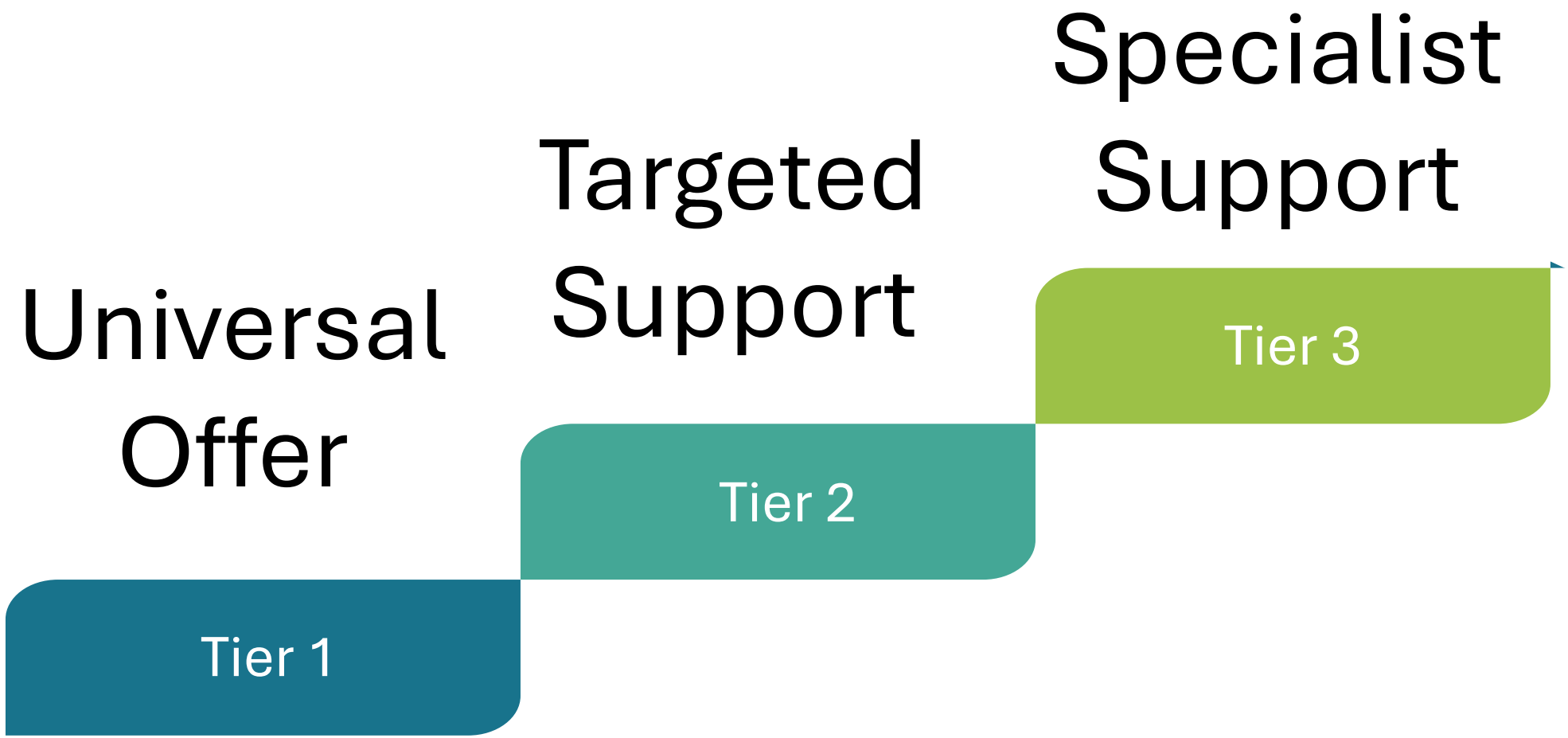
At Gorton Primary School, we use the Kapow Primary RHE & PSHE curriculum to deliver a comprehensive and progressive programme that supports the emotional literacy, resilience, and wellbeing of every pupil. This is central to our mission to empower individuals to flourish together in the image of God and underpins our whole-school approach to promoting mental health.

The curriculum is taught weekly through a structured spiral model that revisits key themes with increasing depth as pupils progress through the school. The five key areas — Health and Wellbeing, Family and Relationships, Safety and the Changing Body, Citizenship, and Economic Wellbeing — all contribute to promoting good mental health and emotional regulation.



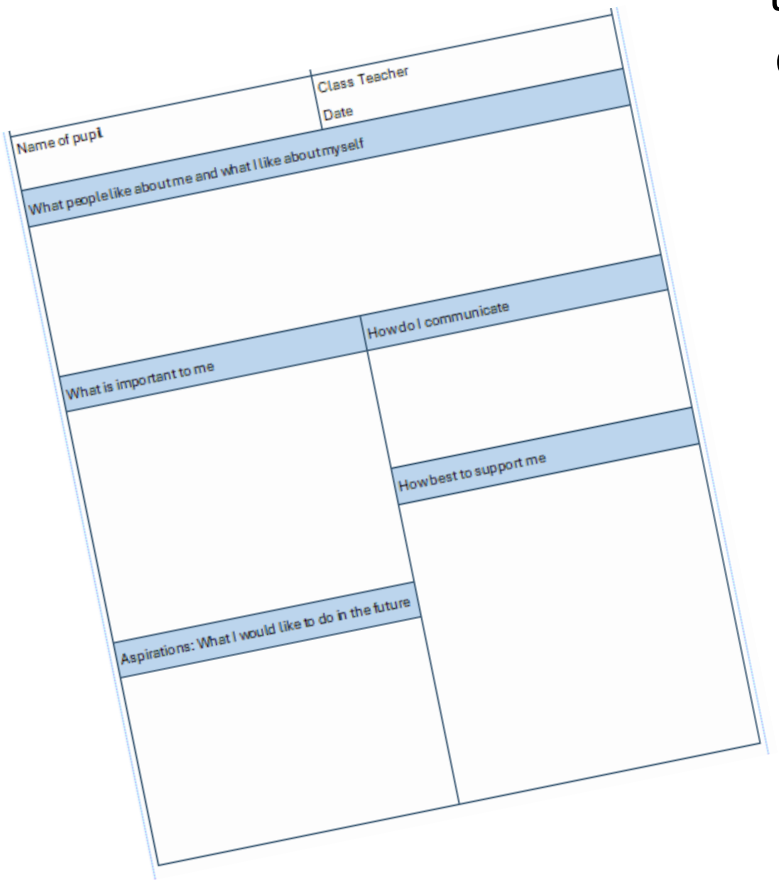
Support Framework for Well Being

More information linked to the support framework can be found in the 'Social, Emotional, Mental Health and Well being policy', which can be accessed via our school website.

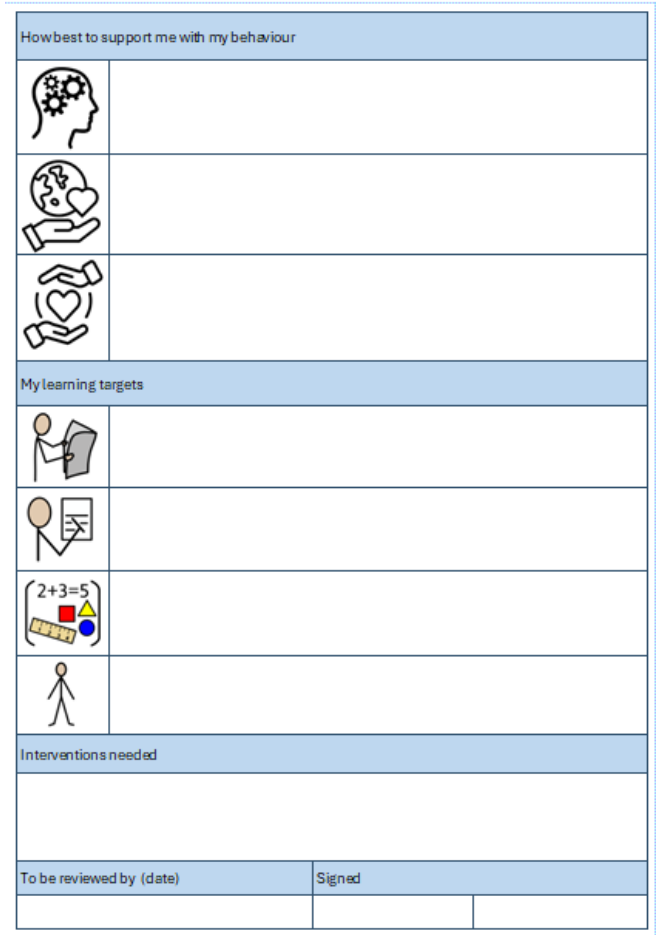


How does Gorton Primary School involve children and young people in their education and in the decision-making process?

Children will be involved in creating and reviewing their single page profile to discuss how they want to be supported.



Children will have individual targets to work towards. They will spend time with the teacher to create these targets together.



How does Gorton Primary School involve children and young people in their education and in the decision-making process?



Children are encouraged to self and peer assess their learning. We often use technology to support pupils in this process.



Pupil voice will be gathered in different ways including talking with the children, inviting them to meetings to discuss support (where appropriate) and presenting their views through posters and/or questionnaires. Pupils will contribute to their EHCP review meetings.

Collaboration is promoted through the use of co-operative learning structures.



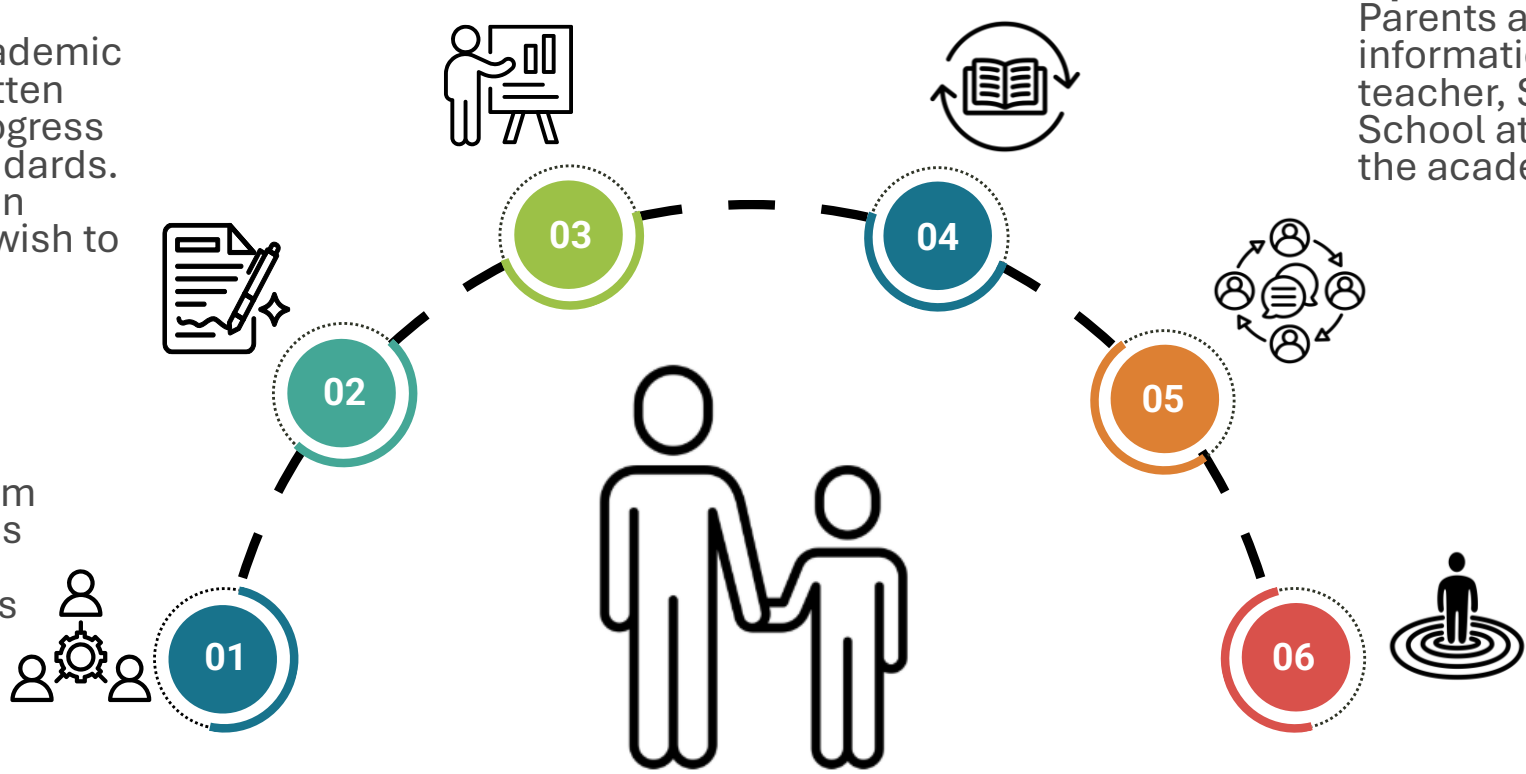
How will I know how my child is doing in school?
How will I be involved in my child's education?

Parent Workshops
Parents are invited to parent workshops which showcase the learning that is taking place within the classroom and provides opportunities for parents to support their child's learning at home.

Learning Showcase Events
Throughout the year, parents are invited to events in school where their child shares their learning in all areas of the curriculum.

Pupil Report
Towards the end of the academic year, parents receive a written report which highlights progress made and attainment standards. Parents are able to make an appointment should they wish to discuss the report.

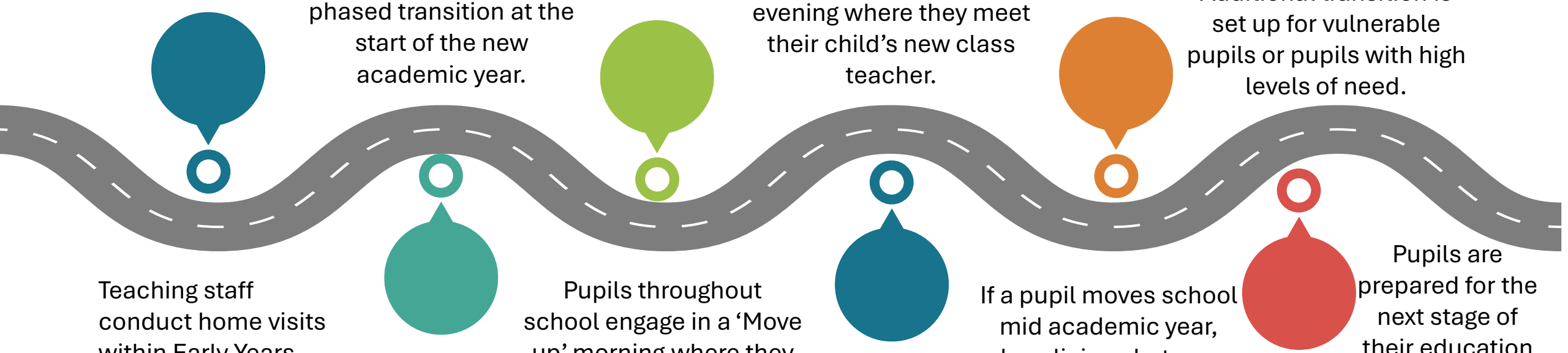
Open Communication
Parents are welcome to request information or speak to the class teacher, SENDco or Head of School at any point throughout the academic year.



Parent Conferencing
Parents are invited to a meeting with the class teacher in the Autumn term and Spring term to discuss their child's progress and attainment. Termly reports are communicated with parents. Parents are also invited to Early help meetings and EHCP reviews if applicable.

Pupils with an EHCP
pupils with an Education, Health and Care Plan (EHCP) will have a Person-Centred Review Meeting once a year. At these meetings the child, parents, school staff and specialist outside agencies can discuss the progress made over the year, agree new outcomes, targets and actions as well as long term aspirations.

How does Gorton Primary school support pupils with SEND during transition?



Teaching staff conduct home visits within Early Years. Pupils and parents are invited into school for an induction meeting.

Pupils engage in a phased transition at the start of the new academic year.

Pupils throughout school engage in a 'Move up' morning where they meet their new class teacher. Transition booklets aid this process.

Parents are invited to a 'Meet the teacher' evening where they meet their child's new class teacher.

If a pupil moves school mid academic year, close liaison between school is established to ensure all relevant information is shared.

In Year 6, the class teachers and SENCO liaise closely with secondary schools. Additional transition is set up for vulnerable pupils or pupils with high levels of need.

Pupils are prepared for the next stage of their education through the development of social, emotional and cultural well being.

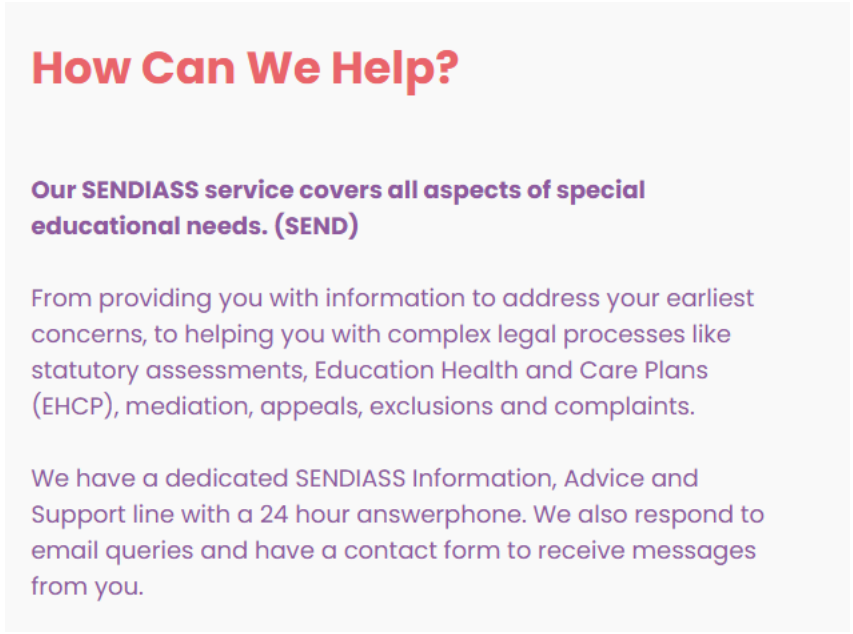
Where can I find information about Local Authority provision for children and young people with SEND?

Manchester City Council provide a report of all services they have available to support children with SEND:

https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=UAUCgNpWtIU

I think my child may have special needs – what do I do?

You could speak to your GP, the school or nursery teacher, the Special Educational Needs Coordinator (SENCo) in the school or the school nurse. You can also contact the Special Education and Disability Information, Advice and Support Manchester (SENDIASS). About SENDIASS Manchester



LOCAL OFFER

Who can I turn to for advice outside of school?

Manchester Local Offer
We're about all things SEND (special educational needs and disabilities) for children and young people up to the age of 25 in the Manchester City Council area and their parents/carers.

https://www.manchesterservicedirectory.co.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0

The British Dyslexia Association – Tel: 0845 251 9002

Lancasterian Sensory Support Service – Tel: 0161 445 0123

Manchester Autism Resource Centre – Tel: 0161 945 0040

Manchester Mencap – Tel: 0161 728 8109

Manchester Speech and Language Therapy Service – Tel: 0161 248 1208

National Autistic Society, Greater Manchester – Tel: 0161 998 4667

National Blind Children's Society – Tel: 0800 781 1444

National Deaf Children's Society – Tel: 0808 800 8880

National Down's Syndrome Society – Tel: 0333 1212 300

SEND Local Offer Hub Drop In Sessions – Tel: 0161 998 7280

Statutory Assessment Service – Tel: 0161 245 7439

Manchester City Council provide a report of all services they have available to support children with SEND:

https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=UAUCgNpWtIU

The Information, Advice and Support Service can offer guidance at any point during an assessment of your child's needs for an Education, Health, Care Plan

https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=tew4Cta4tD4

Who can I turn to for advice outside of school?

Manchester Parent Carers Manchester Parent Carer Forum works to represent the 'voice' of parents and carers of children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). They are a group of volunteer parents and carers. They endeavour to work in partnership with Manchester Local Authority, Education, Health, Social Care and other providers to make sure the services they plan and deliver meet the needs of Manchester families.

Manchester Parent Carer Forum – For Parents and Carers of Children and Young People with Special Educational Needs and Disabilities (SEND) Aged 0-25 in Manchester
Manchester Parent Carer Forum, North Star Centre, City View House, 5 Union Street, Manchester M12 4JD
Mobile (Text): 07874802540

Speech and Language Therapy Service (SALT)
Speech and Language Therapy (SALT) provides a citywide service offering assessment, diagnosis and appropriate management of children aged 0-16 years (or up to 19 years if a young person attends a Manchester Specialist Support School) who have speech, language and communication needs. They also work with children who have eating, drinking and swallowing needs. The way they offer support will differ depending on your child's needs, age and educational setting.
Phone: 0161 470 6770
Email: salt.admin@mft.nhs.uk

Who can I turn to for advice outside of school?

Educational Psychology Service are there to provide practical, compassionate support tailored to your family's needs. Discover how our services can help you navigate assessments, reports, and more to support your child's development and education. We listen to your concerns and work with you to understand what's best for your child's unique needs.
Educational Psychology Services for Parents & Carers | Lancashire & Greater Manchester — Arise

Manchester Sensory Support Service
The Manchester Sensory Support Service (MSSS) is part of The Big Life Schools, is commissioned by Manchester City Council to support children and young people in Manchester, who have a hearing or vision need. We work with the children and their families, from birth to leaving school. We work with Nurseries and state-funded schools to provide training and advice and develop good practice for children and young people with a hearing or vision need. We work to improve the child's educational achievement, communication skills, independence skills and social and emotional wellbeing and confidence.
Contact Us | Manchester Service Directory

How should complaints regarding SEND provision be made and how will they be dealt with?

Gorton Primary has a complaints procedure to ensure that we respond to complaints as quickly and effectively as possible. We value all comments about school and will endeavour to address your concerns at the earliest stage possible.

5 If dissatisfied with the outcome, you may request that your complaint is heard by the Complaints Committee.

If appropriate, you will be invited to a meeting with the principal to clarify your complaint and to discuss possible resolutions. You will receive a written response, including an explanation of the decision and the reason for it. 4

3  Where you feel there is no satisfactory resolution, you will be asked to put your concern in writing to the principal.

Where appropriate, you may be invited to an informal meeting with the member of staff most appropriate for dealing with your concern.  2

1  Speak to the class teacher to raise your concern.

START HERE

A copy of the Complaints Policy can be found on the school website. You can also request a copy from the school office.

How do I get a copy of the SEND policy?

The SEND and Inclusion policy can be accessed via the school website.

Parents can also request a copy of the policy from the school office.

Who do I contact for further information?

Miss Amelia Dennis/Miss Lauren O'Neill~ SENDco
Gorton Primary School
Email: sssjoffice@vantageacademies.co.uk
Telephone: 01204 333583