



Bradshaw Hall Speech & Language Centre Special Educational Needs and Disability (SEND) Information Report 2025-2026

All the things that happen at Bradshaw Hall are driven by our '**Golden Aims**': for the children to become responsible citizens, resilient individuals and successful learners. At Bradshaw Hall Primary School we ensure that the needs of all children are met through a vibrant, dynamic school curriculum, delivered through quality first teaching, which reflects the curriculum detailed in [Stockport's Entitlement Framework](#). This means that a range of teaching and learning approaches are used, environments are adapted and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

If your child continues to have difficulty after interventions or has a high level of additional need when they join the school, they may be considered to have Special Educational Needs. You may have concerns about your child and feel that they need additional help, see the headings below which inform about the types of support available to your child at Bradshaw Hall Primary School, who can help and how this support can be accessed.

If you would like further information please contact Louise McGlone on 0161 282 7858 or email louise.mcglone@bradshawhall.stockport.sch.uk

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Which pupils can access Bradshaw Hall Speech & Language Centre?

- Bradshaw Hall Speech & Language Centre is a specialist provision offering time limited places (average 2 years) for primary age children (usually yr1 – yr4, 5-9 years) with severe speech and language challenges, which make it very difficult for them to access the curriculum in their local mainstream school.
- These may be expressive language, receptive language or severe speech sound differences. However, children must have the potential to make accelerated progress as the result of the support in the centre, with the aim of them returning to their local mainstream primary school.
- We offer early intervention, so children do not necessarily need an Education, Health and Care plan, but must meet the strict entry criteria.

How does my child get a place?

- Referrals are usually made by Speech Therapists and may be endorsed by an Educational Psychologist
- Places will only be offered following a week's assessment by the Centre Therapist and Lead Teacher, who must be able to identify areas where they feel progress can be made through their intervention
- The Speech & Language Centre works with children where the main need is speech and language, rather than social communication or general learning issues.
- A place in Bradshaw Speech & Language Centre does not entitle your child to a place in the primary school. There is an expectation that your child will return to their local mainstream primary and we encourage parents to maintain friendship links in their local area.
- We welcome information seeking visits by parents and are happy to discuss your child's needs

What is the resourced provision at Bradshaw Hall and how will it support my child?

- Bradshaw Hall is a 15-place resource provision, offering small group teaching and intensive therapy to children with severe speech and language needs.
- The centre has 1 teacher and 2 Teaching Assistants to meet the needs of the 15 and a very experienced Speech and Language Therapist who works for 2 days in the centre
- We provide needs led, small group teaching with an average of 1:5 adult to child ratio
- Staff in the centre are experienced in working with children with speech and language needs and liaise closely with the speech and language therapist
- Children follow the same curriculum as their relevant mainstream class and are included in trips and visits.
- Where appropriate children from the centre join the mainstream class for lessons, such as topic or maths.
- The needs of the learners in the speech and language centre are met through Quality first teaching, multisensory, well differentiated teaching methods, with lots of opportunities for practice and overlearning as required and reflects the curriculum detailed in [Stockport's Entitlement Framework](#).
- Children may have 1-1 reading interventions
- Inclusion in mainstream classes is increased, prior to each child's return to their local mainstream to ensure that they are familiar with working in a larger class environment
- The centre has a very positive family orientated atmosphere
- We use multi-sensory learning approaches and Makaton signing to support learning.

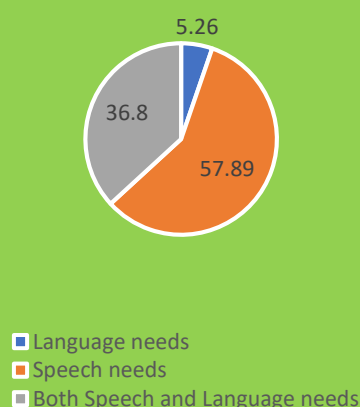
The kinds of special educational needs for which provision is made at Bradshaw Hall Speech & Language Centre

Bradshaw Hall Speech & Language Centre accommodates children whose primary need is **Communication and interaction (autistic children's needs can be met better in other provisions)**

We do recognise and accommodate children with secondary needs in the other areas detailed below, but the primary need must be **communication and interaction**.

- **Cognition and Learning (C & L)** – Dyslexia, Dyscalculia, difficulties acquiring early literacy and numeracy skills.
- **Social, Emotional and Mental Health (SEMH)** – ADD, ADHD, emotional difficulties, mental health difficulties,
- **Communication and Interaction (C & I)** - speech, language and communication, autism
- **Sensory/ Physical (S & P)** - Hearing impaired, visually impaired, motor difficulties or physical impairment

Current needs being met in the
Speech and Language Centre Autumn
25



- Bradshaw Hall is an inclusive school which meets the needs of its children with SEND through differentiation and alternative curriculum where appropriate
- For further information see [Bradshaw Hall's SEND policy](#)

What are the benefits for my child if they attend Bradshaw Hall Speech & Language Centre?

- A place in the Speech & Language Centre offers access to intensive speech and language therapy from Katherine Barlow, who is a very experienced therapist and small group teaching from staff who are trained and experienced in supporting children with significant speech and language needs.



- Teaching in the centre is mainly in small groups, with significant differentiation to ensure that the needs of all children are met. The majority of the lessons are multisensory and small steps of progress are celebrated.
- We are very mindful of the impact speech and language needs can have on a child's self-esteem and self-confidence. We closely monitor this and use every opportunity to praise, reward and build self-esteem.
- Children have the opportunity to regularly join a mainstream class to ensure they stay in touch with being in a large group
- Parents and siblings have the chance to visit the centre and meet up with other parents at the 3 social evening events we hold each year; a Christmas Party, Easter Event and Summer Assembly
- We follow the Occupational Therapy developed, Motor Skills United Programme and the Teodoroescu handwriting programme. These help to develop fine motor control and perceptual skills.
- Children with severe speech and language needs are also at risk of dyslexic traits and developmental coordination delay
- Speech and language difficulties often lead to a delay in the child's ability to develop their phonic skills, which are the basis for reading and writing. Whilst continuing to focus on these, we also have daily sessions using a multi-sensory high frequency word reading and writing programme, which we have found really helps develop sight vocabulary and spelling vocabulary.
- Children have weekly Forest School Sessions, which offer opportunities to develop resilience, persistence, self-confidence and self-esteem.

How will I know how my child is doing and how will you help me to support my child's learning?

- We are very committed to partnership working with parents and believe working together enables children to make the best progress
- We use 'Keep in Touch Books' which come home on a daily basis
- We also use email and telephone contact.
- We offer advice and practical ways you can help your child at home
- We are happy to demonstrate and model use of the resources being sent home.
- Children also bring home reading books, spelling practice and weekend homework
- Katherine Barlow, the Speech & Language Therapist, sends home therapy books and game-based activities to support home practice of the current focus of therapy, progress relies on daily practice and support from home.
- In line with the rest of the school we have autumn and spring term parent consultation meetings, these can be face to face or telephone consultations as we are very conscious of the distance some parents have to travel to the centre.
- We also hold child centred annual review meetings for all the children in the Speech & Language Centre, which can be remote or face to face, where we seek parents' views and discuss progress and co-produce plans for going forward.
- . You will receive education and speech and language reports prior to the review meeting detailing progress and next steps. Every child also receives an end of year report
- We use [parent questionnaires](#) to help us identify issues and areas for development

What support will there be for my child's overall wellbeing?

- Bradshaw Hall is an inclusive school, which welcomes and celebrates diversity. We strive to support children's wellbeing and self-esteem, enabling them to become successful learners, resilient individuals and responsible citizens. We have a caring, understanding team looking after our children.
- We are very aware that some of the children in the centre have fragile self-esteem and low self-confidence as a result of their speech and language needs. We closely monitor this and use every opportunity to praise, reward and build self-esteem.
- The staff in the centre work very closely and have a weekly meeting where any concerns about self-esteem are discussed and solutions and opportunities to resolve or support this are found. Staff apply the universal strategies identified on the [Bradshaw Hall SEND provision pyramids](#) and may also use strategies from the targeted or individualised sections
- If further support is required, Louise McGlone SENDCO and Speech and Language Centre Manager will contact outside agencies for further advice and support, such as Health and Social Services, and/or the Stockport Inclusion Team
 - We celebrate our values of successful learners, resilient individuals and responsible citizens in weekly key stage celebrations assembly.
- Children in the centre spend a weekly session involved in Forest School, which creates a fun, supportive environment, providing the children with exciting, achievable tasks, enabling them to experience success, develop perseverance, build resilience and boost confidence and self-esteem

The graduated approach and cycles of assess, plan, do, review

- All children in the centre have a special educational needs support plan including their speech and language targets, these identify strengths and areas of difficulty.
- The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed
- Your child will receive targeted intervention as detailed in the support plan
- We follow a graduated approach and review the plans using cycles of assess, plan, do, and review at twice yearly parent's consultation meetings and annual review meetings.
- Progress of the children in the centre is continually monitored and assessed, if following a period of intensive therapy and small group teaching, your child continues to experience significant barriers and is not making expected progress despite significant intervention, we may discuss with you making an application for an Education, Health and Care needs assessment

This information report is based on the statutory [Special Educational Needs and](#)

[Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities

for pupils with SEN and disabilities

How will my child be able to contribute their views?

- Children are involved in their annual review meetings where ever possible, they complete the [child's view form](#) and are encouraged to attend their own review meeting. Where children find communication difficult, we use a talking mats approach to ensure they are able to contribute their views
- Staff discuss targets and feedback with individual children
- We undertake regular pupil voice questionnaires and children are encouraged to share their opinions in class discussions.

What training have the staff supporting children with SEND had or are they currently having?

Staff training needs are assessed regularly.

- The SENDCO, who also leads the centre, is very experienced and holds the NASENCO award and a Master's Degree in Inclusive Education and Special Educational Needs. She is very experienced in working with children with speech and language needs and has also undertaken specialist dyslexia training.
- Katherine Barlow is the Speech and Language Therapist for the centre and has more than 30 years' experience and keeps abreast of research and new information.
- Miss Warhurst, the centre teacher, has worked in the role for almost 11 years, she has undertaken Elklan language training, Talk Boost Training, Makaton signing training, Team Teach Training, Dyslexia Training,
- Mrs Davies and Mrs Mort, our Teaching Assistants are both Elklan trained and have undertaken Makaton Training.
- The majority of staff in the centre are Team Teach trained to support children with behaviour difficulties

What specialist services and expertise are available or accessed by the school?

We also work closely with lots of outside agencies including

* Occupational Therapists, *Physiotherapist, * ME2 Programme, * Stockport Inclusion Service, * Stockport Sensory Support Service, *Educational Psychologist, * CAMHS (mental health support), * Social Care Services, * Primary Jigsaw, *Stockport ASD Partnership, * SENDIASS, * Virtual School, * Stockport Learning Support Service, * Continence Service, * School Nurse Service,

We mainly work with these agencies, but they can also signpost us to other appropriate agencies

How does the school know how well my child is doing?

- As a school we measure children's educational progress in learning against National Curriculum and age-related expectations. These are reported to you in annual review meeting reports and end of year annual reports
- Katherine Barlow uses a variety of assessments to track and measure progress, again these are reported to you through annual review reports and at parents' meetings.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress, using a variety of different methods including National Curriculum levels, Stockport SEND assessment levels and the Early Years Foundation Stages.

How will my child be included in activities outside the classroom including school trips?

- Children in the centre follow the same curriculum as the rest of the school and are usually involved in appropriate year group trips with the main school. We will provide the necessary support to ensure that this is successful.
- We also sometimes undertake additional trips and visits, as and when these are appropriate
- Children in the centre also have the option to join the yr4 and yr 6 residential trips, when they are in the appropriate year group
- All school trips require a risk assessment. For children with significant needs they may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

How accessible is the school?

- At Bradshaw Hall we have 4 toilets with wheelchair access and ramps in designated areas for wheel chair access. Accommodating children with needs is carefully considered each year when children move classes. More detail is available in the [Bradshaw Hall](#)

[Accessibility Plan](#)

How will the centre prepare and support my child to join the school and transfer to a new one?

- Following the referral by the Speech and Language Therapist, we invite children for a 4-day assessment period, where Katherine Barlow, Speech and Language Therapist, and Louise McGlone, Centre Manager, undertake comprehensive assessments to establish your child's strengths and areas of weakness.
- At the end of this we meet with parents and discuss our findings, our offer and our expectations of parental support
 - Before your child comes for an assessment week, where ever possible, we will visit your child in their previous setting and invite you to visit us so that we can ensure familiarity and a positive start in the centre.
- We work closely with the receiving school when children are transferring to their local mainstream school to ensure a smooth transition, providing additional transition visits and inviting staff to come and meet your child in school.
- We share all information including [one-page profiles](#) which give the receiving school a snap shot of your child's needs, interests and effective strategies
- We invite leavers back to our next 2 social evening events and celebrate their successful transitions.

Where can parents/carers get extra support?

- Information about services in Stockport is available on the [Stockport Local Offer](#)
- There are a number of parent support groups across Stockport
- [Parents and Carers Together Stockport](#) is an independent local parent carer forum in Stockport run by parents for parents, carers, grandparents and family members who have a child/young person between the ages of 0 & 25 years with a disability or/and additional needs.
- SENDIASS is an independent body who will support you with advice and information, they can be contacted on 0161 240 6168. They have information on their website <https://www.togethertrust.org.uk/SENDIASS>
- [Bradshaw Hall Parent Support Group](#) is a recently established support group for parents of children with special educational needs to share ideas and provide support. This meets on a termly basis, sometimes with speakers attending the meetings.

How does the school manage the administration of medicines?

- The school has a medical conditions policy, which is reviewed annually
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the centre first aider generally oversees the administration of any medicines.
- The Health, Safety and Welfare co-ordinator oversees the regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations
- Children with recognised medical conditions have a health care plan which is reviewed and updated annually

What support is there for children with behavioural or attendance issues?

At BHPS we strive to recognise good behaviour and achievement. Through the Behaviour System detailed in our [behaviour policy](#), we aim to motivate and praise children for their effort, participation and achievement against our Golden Principles, both individually and within a team 'House System.'

This system is understood by children and staff and followed consistently

Children, parents/carers and school staff share the responsibility to ensure that learning is not disrupted due to bad behaviour.

We recognise that children with significant speech and language needs can experience frustration and this can sometimes result in behaviour issues and anxiety. We work closely as a team and carefully monitor anxiety and behaviour levels and use de-escalation strategies to ensure children do not reach crisis point. We also know that behaviour and anxiety can be attributed to a combination of additional inter-related factors. We work closely with children and parents and carers to share and develop strategies which can be adopted by both home and school to help each individual overcome his/her problems with a consistent and secure environment to help children

When a child in the centre displays negative behaviour, parents are contacted via a phone call or the 'Keep in Touch Book', depending on the severity of the behaviour. An individual behaviour plan may be written, which is regularly reviewed and we may seek support and advice from Stockport Inclusion Service. We have never made any exclusions from the speech and language centre. Mr Gleaves, our Learning Mentor monitors attendance and we work closely with parents to address and resolve underlying issues which are contributing to lateness and attendance issues. We also work closely with the Education Welfare Officer.

What to do if you are not satisfied with a decision or what is happening

- Your first point of contact is always the person responsible – this may be the class teacher; the SENDCo or the Headteacher. Explain your concerns to them first.
- If you are not satisfied that your concern has been addressed, speak to the Headteacher then ask for the school Governors representative.
- If you do not feel the issues have been resolved, we will arrange a meeting with the Chairman of Governor's who can be contacted via the school.

To complain about school, see <https://www.stockport.gov.uk/complaints-about-schools>

If you wish to complain about aspects of your child's education health and care plan, you can raise concerns with the SEN service on 0161 474 2525

Who do I contact for further information or if I would like to visit the Speech and Language Centre?

- Contact Centre Manager – Louise McGlone – 0161 282 7858
louise.mcglone@bradshawhall.stockport.sch.uk to arrange a visit or gain further information