



SEND Information Report 2024-2025



St. Vincent de Paul RC Primary School

Our school is an inclusive, welcoming school where every child matters. We recognise that some children face certain barriers with regards to attendance, participation and/or achievement. The fundamental aim of our school, and the very reason for our existence, is to enable each child to be all that they can be – to embrace and fulfil their unique potential, following the example provided to us by Jesus Christ, walking 'hand in hand' with Jesus. We aim to work alongside parents/carers and children to identify barriers and thus provide an inclusive environment where all children are able to succeed and fulfil their full potential.

A copy of the school's SEND policy and Medical Conditions policy are available on this website, stating the school's philosophy in relation to SEND and Medical Conditions. The school's provision is described via this SEND Information Report and in our policy documents. Our Accessibility Plan can also be found on this website.

Abbreviations

SEND: Special Educational Needs and Disabilities

SENCo: Special Educational Needs Co-ordinator

ASC: Autistic Spectrum Condition

ADHD: Attention Deficit Hyperactivity Disorder

OT: Occupational Therapy

RANS: Rochdale Additional Needs Service

EP: Educational Psychologist

SALT: Speech and Language Therapy

SPoA/CAMHS: Single Point of Access/Child and Adolescent Mental Health Services

EHCNA: Education Health Care Needs Assessment

EHCP: Education Health Care Plan

ELSA: Emotional Literacy Support Assistant

CPD: Continuous Professional Development

STOC: St. Teresa of Calcutta (Catholic Academy Trust)

The kinds of special educational needs for which provision is made at our school:

- Cognition and Learning (e.g. moderate learning difficulties; severe learning difficulties; specific learning difficulties such as dyslexia, dyscalculia, dyspraxia)
- Physical and Sensory (e.g. Visual Impairment; Hearing impairment; sensory processing difficulties; use of a wheelchair)
- Communication and Interaction (e.g. ASC; selective mutism; speech and language difficulties)
- Social, Emotional and Mental Health (e.g. ADHD; anxiety; attachment)
- Health/Medical conditions (e.g. allergies, asthma, diabetes, epilepsy)

Information about the school's policies for the identification and assessment of children with SEND (including a health/medical condition):

Early identification is our priority. Identification can happen through a variety of ways, including the following:

- If a child has been identified with SEND **before they start with us** (e.g. nursery/pre-school or previous school), we work with the people who already know the child best, and use the information already available to identify what their SEND will 'look like' in our school setting.
- If you as the **parent/carer tell us that you think your child has a SEND**, we will discuss this with you and carry out any relevant observations/assessments; we will share with you anything that we find, and agree with you any necessary 'next steps' for both school and home. School will often initially recommend that eyesight and hearing are checked prior to implementing observations/assessments, as these can be possible underlying causes of learning issues.
- If **staff in school** think that your child has a SEND, this may be because they are performing below age-related expectations, or are making less than expected progress. Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress in social skills. SEND in school can be identified through staff observations, baseline testing, analysing progress

data, and pupil progress meetings with SLT. Sometimes specialised 'tests' will then be used to pinpoint what is causing any difficulties. If required, we might refer your child to external professionals who are able to offer further specific assessments e.g. RANS, SaLT, SPoA/CAMHS, OT.

- If a child has been given a ***diagnosis of a SEND by a professional external to school*** (e.g. SaLT), we will liaise with the professional, gathering reports/advice with your support; we will use this to identify what their SEND will 'look like' in our school setting.
- If a child has been given a ***health/medical diagnosis by a medical professional*** (e.g. by a paediatrician), we will liaise with the professional, gathering reports/advice with your support; we will use this to identify what their diagnosis will 'look like' in our school setting.

Information about the school's policies for making provision for pupils with SEND (whether or not pupils have EHCPs):

a) How we evaluate the effectiveness of provision for children with SEND.

- Fully inclusive approach where all children are fully included in every aspect of school life.
- Quality First teaching in every classroom.
- Reasonable adjustments as appropriate.
- Early intervention whenever possible.
- Using Rochdale LA's Inclusion Toolkit (from September 2025).
- Reviewing pupil outcomes and progress via My School Plans (3x yearly).
- Mapping the provision across the school.
- Measuring the impact of interventions.
- Using attainment and progress data for children with SEN across the school (3x yearly).
- Using feedback from pupils and parents/carers (via questionnaires/surveys and meetings).
- Monitoring by class teachers, SENCo and Headteacher.
- Reviewing our SEND policy (annually).

b) How we assess and review the progress of children with SEND.

- Implementing school's Assessment policy, which outlines the range of assessments regularly used throughout the school
- Following the assess, plan, do, review (APDR) process.
- Reviewing pupil outcomes and progress via My School Plan meetings (3x yearly).
- Tracking of children's attainment and progress linked to the National Curriculum (3x yearly); for some children with complex SEND, we track their progress using Pre-Key Stage Standards or Cherry Garden Branches.

- Holding progress meetings termly with the Headteacher and/or Deputy Headteacher.
- Discussion of initial concerns about a child take place between the class teacher and SENCo, followed by a meeting with parents/carers. Referrals to external agencies are made and/or specific intervention programmes are initiated as appropriate.
- Considering the needs of children with SEND when assessments take place children e.g. providing a reader, a scribe, additional time, enlarged print/braille or rest breaks; generally whatever support is provided in the classroom is provided as far as is permitted during assessments or statutory testing.
- Holding an Annual Review once a year for children with an EHCP; interim reviews are also arranged throughout the year if deemed necessary, triggered by school, parents/carers or outside agencies.
- Discussion of findings between SENCo and parents/carers when children are assessed by the SENCo or external agencies; includes discussion of how best to address need and meet targets.
- Screening of all Reception children upon entry, in relation to Speech and Language needs, using the WellComm Screening Tool, with further screening to assess progress once interventions have taken place.
- Instigation of consultations/assessments with outside agencies e.g. RANS, SaLT, CAMHS, OT.
- Review meetings, based on the plan-do-review model, take place throughout the year for children working with certain outside agencies e.g. RANS.

c) How we approach the teaching of pupils with SEND.

- Every teacher is a teacher of every child, including those with SEND.
- Our approach is an inclusive approach. We believe in including fully all of the children in the life of the school, and we make reasonable adjustments as appropriate.
- We aim to enable each child to be all that they can be, to embrace and fulfil their unique potential.
- Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families (and external agencies where appropriate) to make high aspirations a reality for every child,
- Provision for children with SEND is a matter for the school as a whole. In addition, to the Governing Body, the school's Head teacher, the SENCo, and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with SEND. It is a whole school responsibility. At the heart of the work of our school is a continuous cycle of 'plan, do, assess and review', which takes account of the wide range of abilities, aptitudes and interests of our children.
- We aim to identify children with particular needs on admission, throughout Reception age and as the children move through the school. Assessment of children may include observation of children's social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests which will enable peer group comparisons to be made.
- Quality First teaching takes place in all classrooms.
- Those children with SEND will receive support that is 'additional to or different from' the provision made for other children.
- Early intervention is always our priority.
- We use a graduated response model.

- We acknowledge that not all children with disabilities necessarily have SEN. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in all learning activities and statutory assessments. Potential areas of difficulty are identified and assessed at the outset.

d) How we adapt the curriculum and learning environment.

- The school uses its expertise in areas of SEND to ensure the curriculum and learning environment is accessible to all. Resources are standard across all classrooms to ensure the environment is right for all and that no person is singled out because of equipment. The curriculum is adapted to meet the needs of all of children. Adaptive teaching may occur by grouping (e.g. small group, 1:1, talk partners, ability); content of lesson; teaching and learning style (i.e. visual, auditory, kinaesthetic); lesson format (e.g. games, simulations, role-play, discovery learning); lesson pace; adaptive questioning; alternative recording methods (e.g. scribing, use of IT, mind mapping, photographs); outcomes expected; resources used; support level provided; provision of alternative location for learning to take place.
- School acts upon the advice of external professionals to ensure the curriculum and environment is also adapted on an individual basis (e.g. enlarging print for VI children; appropriate seating/positioning for children with HI needs, along with the use of aids; use of assistive technology who require alternative recording needs; use of sensory breaks; use of weighted blankets).
- We endeavour to ensure all classrooms are dyslexia-friendly, including use of labelled resources, word walls, prompt mats, highlighting pens, coloured overlays, non-white backgrounds (e.g. buff paper and IWB backgrounds), handwriting slopes, writing frames, modelled/shared writing prompts, alternative means of recording, individual resources (e.g. number lines, 100 squares, phonic prompts).
- We endeavour to ensure all classrooms are ASC-friendly including the use of visual timetables, personalised timetables, prompt/sequence cards, visual schedules, now/next boards, ear defenders, quiet workstations, areas of retreat, as necessary.
- We endeavour to ensure all classrooms are ADHD-friendly including the use of wobble cushions, ear defenders, fidget toys, Chewelry, TheraBands and sensory breaks.
- We endeavour to ensure that all class rooms are speech and language-friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary.
- Alternative rooms are available in both key stages to provide quiet work areas for 1:1 or small group work.

e) What additional support for learning is available for pupils with SEND.

- We teach using an adaptive curriculum.
- Within each class, a variety of programmes are deployed as part of Quality First teaching; for children who require additional intervention programmes these are supported by Class Teachers or Teaching Assistants (when available).
- A number of intervention programmes are in place for children who require extra support. These include:
 - Speech and Language – following SaL Care Plans provided by SaLTs; WellComm.
 - Cognition and Learning: Precision Teaching; 1-1 daily readers; 1 to 1 phonics using Little Wandle SEND; key word pre-

Teaching; concrete/pictorial/abstract approach to maths; Numicon; car modelling.

-Social, Emotional and Mental Health: Lego Therapy; ELSA; Self-Regulation techniques; Colour Monsters.

-Motor skills: OT pre-referral skills; sensory circuits; line guides; dough disco; Write Start; scooters.

-ASC: shared attention.

- Use of quieter rooms for interventions or for when children need a quieter environment.
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. SaLT, OTs, specialist teachers from RANS, EPs, physiotherapists).
- Lower child:adult ratio for children with an EHCP.
- We use specific/specialised resources (as mentioned above in section d).
- For those who require additional emotional literacy support, we have a two trained ELSAs.
- We have The Hub, which children with more severe and complex SEND are able to access (on a full or part time basis). This includes a blackout tent, mini trampoline and other sensory resources.
- We implement individual 'My School Plans' with SMART targets.
- We follow the SEND Code of Practice 2014.
- We provide SEND Reviews (3x yearly).

f) Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum:

- All extra-curricular activities/clubs.
- Before and After School Care/Holiday Club (via VOOSH, an independent wraparound care club; contact details on school website).
- School visits.
- Residential trip to Robinwood in Year 6.
- Music lessons.
- Transition visits.

g) What support is available for improving the social, emotional and mental health development of pupils with SEND.

- Headteacher, Deputy Headteacher and SENCo – guidance/signposting.
- RANS.
- SPoA/CAMHS.
- #Thrive.
- Early Help Assessment/referral.
- Deputy Head (Primary) at Brownhill Learning Community.
- CARITAS support worker (certain times of year).
- Emotional Literacy support via ELSA.
- Morning Colour Monster groups.

- Social Worker support/guidance.
- Worry Boxes.
- Regular class PSHE activities.
- Wellbeing Ambassadors (from Year 4-6).
- Areas designated for 'quiet retreat' inside and outside school.
- Lego Therapy.
- Assessment tools and intervention programmes e.g. Southampton Emotional Literacy Scale, Stirling Wellbeing Scale, Talkabout.

The name and contact details of the SENCo:

Mrs Fiona Shewan

senco@stvincentdepaul.stoccat.org.uk

01706 642469

-Currently Mrs Shewan is employed 3 days per week (Mondays, Tuesdays, Thursdays).

-On Wednesdays and Fridays please contact Mrs Shewan or Mrs Brooks (Headteacher) via the school office.

Information about the expertise and training of staff in relation to children with SEND and how specialist expertise is secured:

- Our SENCo has thirty-four years' experience as a primary school teacher, having taught all ages, Reception through to Year 6. Mrs Shewan has worked as a SENCo in four different schools, across two different local authorities and has been gained a Postgraduate Certificate in SEN, along with the statutory National Award for SEN Co-ordination (NASENCo).
- Our Headteacher also has experience of being a SENCo and also holds the NASENCo qualification.
- Many of our staff (teachers and teaching assistants) are trained in a variety of approaches, meaning that we are able to adapt to a range of SEND e.g. ASC; SaL needs; specific learning needs such as dyslexia; behavioural, social and emotional difficulties.
- 2 members of staff are trained as Mental Health First Aiders.
- 7 members of staff are trained medical First Aiders.
- All teachers and most teaching assistants are trained in Asthma care.
- All teachers and most teaching assistants are trained in Anaphylaxis care.
- Some staff are trained in Epilepsy care.
- Some staff are trained in Diabetes care.
- Most staff are Team Teach trained.

- All teachers and most teaching assistants are trained to plan, deliver and assess Little Wandle phonics, along with other various intervention programmes.
- Two members of staff are ELSA trained.
- All staff are experienced in working with children with SEND.
- SEND training forms part of the CPD of all teachers and teaching assistants and is organised in accordance with the needs of the students and staff development.
- The school receives support from trained, outside professionals e.g. SaLT, OT, RANS, EPs, School Health Team and this can be sourced as required by the SENCO and/or Headteacher.
- At the end of each school year, class teachers meet with their relevant colleague(s) to handover SEND details re. relevant children in preparation for the next academic year; the SENCo provides support where needed.
- All our staff are informed each year re. the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise.
- The SENCo and Headteacher provide general support and advice to staff re. SEND.
- The SENCo provides specific advice to staff about specific children.
- Particular support is given to ECTs and other new members of staff.
- Progress meetings take place 3x yearly with the Headteacher and/or Deputy Headteacher.
- For children on an individual My School Plan, reviews are held 3x yearly with parents/carers.
- The school works closely with other schools in STOC, sharing training opportunities.
- The SENCo attends termly SENCo Network Meetings led by Rochdale LA, along with those provided by STOC.
- The SENCO and Headteacher attend termly SEND meetings as part of the Emmaus School Improvement Federation.
- The SENCo attends termly Senior Mental Health Lead Network Meetings led by Rochdale LA.

Information about how equipment and facilities to support children with SEND are secured:

- Discussion with specialist agencies involved.
- Discussion with parents.
- Discussion with our Headteacher.
- Equipment/facilities to support children with SEN are non-negotiable in our school; whatever reasonable adjustments are needed, within reason, these are provided e.g. an area of quiet retreat for a child with a diagnosis of ASC; provision of coloured overlays/exercise books for children with Meares-Irlen syndrome; provision of equipment e.g. sensory cushion and fidget toys for children with sensory needs or ADHD.
- We regard our duty to make reasonable adjustments as an anticipatory duty i.e. it applies not only to children with a disability who already attend our school, but also to children with a disability who may attend in the future (this does not imply that we anticipate every

possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for children with a disability; readers for children (and adults in our school community) with visual impairments.

- Our school's Accessibility Plan, available on the school's website, includes adaptations made to the building in order to meet particular needs and enhance learning.

Arrangements for consulting parents/carers of children with SEND about, and involving such parents in, the education of their child:

- During each academic year there are 2 Parents' Evenings held with the child's class teacher and there is an end of year annual report to parents written by the class teacher.
- For those children requiring a My School Plan, parents/carers are invited to review this 3x yearly; these plans are evaluated with parents/carers (discussing progress and outcomes), their views sought, and recommendations for new targets discussed, alongside suggesting how they can support their child out of school. We particularly welcome information from parents about how their child learns best.
- There is an 'open door' policy whereby the SENCo is contactable via the school office/telephone/e-mail.
- Parents/carers may be invited into school to discuss their child's progress at any time and additional meetings set up as required to discuss particular aspects of a child's SEN.
- Progress and outcomes are discussed during consultation meetings with Educational Psychologists (if referrals are accepted); parents/carers are given a report and discussion takes place regarding the outcomes of any EP assessments/observations.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with specialist support teachers from RANS or the Fair Access Team). Any relevant reports are passed on to parents/carers.
- The progress of children holding an EHCP is discussed at their annual review (interim reviews may also be called as necessary). In Y5 annual reviews, transition to high/secondary school is considered, with discussion involving parents/carers and the LA. In Y6 annual reviews, the SENCo of the receiving high school is usually invited to attend.
- Parent/carer questionnaires/surveys (online).

Arrangements for consulting children with SEND about, and involving them in, their education:

- Children with SEND are represented on the School Council and/or as Wellbeing Ambassadors.
- For children with an EHCP, pupil views (including aspirations) are gathered and incorporated into their annual review document.
- Pupil views (including aspirations) are gathered for those children with a My School Plan.

- Strengths and Difficulties questionnaires are carried when appropriate.
- Child questionnaires/surveys forms are completed each year.

Arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision made at school:

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Our SEND complaint procedure is as follows:

- The first point of contact is the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.
- If the complaint cannot be resolved by the class teacher, it is passed to the SENCo.
- If there is still no resolution, the Headteacher should become actively involved.
- If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed complaint resolution procedures. (The school's Complaints Policy can be found on the school website).
- In the unlikely event that the matter is still not resolved, and it is in relation to SEND provision, the parent can then take the complaint to the Local Authority SEN Team, or request independent disagreement resolution; the school will make further information available about this process on request.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEND, and is supporting the families of such children:

- We signpost parents/carers to relevant services (see contact details below) e.g. #Thrive, the LA SEND Helpline, the Neurodiversity Hub, Rochdale SENDiass, Rochdale Parent Carer Voice, Homestart.
- We liaise with and seek advice from other services/organisations
- We have a School Nurse Team who is available to support the needs of the children and to support their families.
- We liaise closely with RANS in relation to children with ASC, HI, VI and other physical disabilities such as cerebral palsy.
- We are able to seek advice from Rochdale's Educational Psychology Team.
- We are able to seek advice from the Single Point of Access linked to CAMHS and signpost parents to #Thrive.
- We liaise with and seek advice from other services/organisations such as OT; SaLT; physiotherapy; CAMHS; the Fair Access Team (for behavioural support).

- We enlist support from 'Caritas' – the social support service from the Salford Diocese.
- We organise Early Help assessments/support for families who need it, doing this at the earliest opportunity.
- We meet with St. Vincent's Pre-school and private day nurseries each summer term, in readiness for children with any SEND starting in our Reception classes the following September.
- We apply for EHCNAs to the LA for those children in need of an EHCP.
- Governors are briefed regularly by the Headteacher, on all things SEND-related.
- There is a SEND link-Governor who meets with the SENCo each term if possible.

The contact details of support services for the parents/carers of children with SEND, including those for arrangements made in accordance with clause 32:

- **Our Rochdale Local Offer** (signposts to relevant services across the local authority)
<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page>
- **Barnados SENDiass**
Barnardo's Rochdale SENDiass, Blue Pit Mill, Floor 2 Suite 2, Queensway, Rochdale, OL11 2YW
01706 769634
<https://www.barnardossendiass.org.uk/rochdale-sendiass/>
- **Homestart Rochdale and Bury**
Arrow Mill, Office OP2, Queensway, Rochdale, OL11 2YW
01706 629651 info@hsrb.org.uk
<https://www.homestartrochdaleandbury.org.uk/>
- **Rochdale Parent Carer Voice**
Second Floor, Spotland Bridge Mill, Mellor Street, Rochdale OL11 5BU
07901 854741 rochdalepcv@outlook.com
<https://rochdaleparentcarersvoice.co.uk/>
- **For children aged 0-5**
Area SENCo Team – Early Years, 4th Floor, Number One Riverside, Smith Street, Rochdale, OL16 1XU
01706 927862 Area.SencoTeam@Rochdale.Gov.UK
<https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=3oJguRKgeIM>
- **Education, Health and Care Team**
Rochdale Borough Council, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU

01706 925981 sen@rochdale.gov.uk

<https://www.rochdale.gov.uk/specific-educational-needs/education-health-care-ehc-plans-assessments>

- **Rochdale Additional Needs Service**

RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU

01706 926400 rans/epsadmin@rochdale.gov.uk

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=GWYGvpIDSwl>

- **Educational Psychology**

Rochdale Educational Psychology Service, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU

01706 926400 educational.psychologyservice@rochdale.gov.uk

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=NGD4gE7yGTU>

- **Children with Disabilities Social Care Team**

Children with Disabilities Team, Number One Riverside, Smith Street, Rochdale OL16 1XU

01706 925900 cwd@rochdale.gov.uk

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=4ZD0HPv2rZQ>

- **SEND Advice Line**

SEND Advice Line, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU

0300 303 0380 SENDAdviceLine@Rochdale.Gov.UK

<https://www.rochdale.gov.uk/specific-educational-needs/social-emotional-mental-health-needs-children/3>

- **CAMHS**

Child and Adolescent Mental Health Service, Birch Hill Hospital, Birch Road, Rochdale, OL12 9QB

01706 676000 pcn-tr.camhsrochdaleadmin@nhs.net

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=VhBqUBpk4XY>

- **School Nursing Service**

Spotland Bridge Mill, Mellor Street, Rochdale, OL11 5BU

0161 206 2906

https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=FjeisVMY_sk

- **Neurodiversity Hub**

Neurodiversity Hub, Number One Riverside, Smith Street, Rochdale OL16 1XU

0161 206 0606 hmr-ndhub@nca.nhs.uk

<https://www.northerncarealliance.nhs.uk/our-services/neurodiversity-hub?q=%2Four-services%2Fneurodiversity-hub>

- **Children's Community Integrated Health (CICHS)** – [for Community Nurses; Epilepsy Specialist; Diabetes Specialist; Occupational Therapy; Palliative/Complex Care Specialist; Physiotherapy; Respiratory Specialist; Speech and Language Therapy; Paediatrics Consultants Service; Dietetics]
Cross Street off Green Lane, Heywood, OL10 1PR
0161 206 0376
<https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=IGgzh8LBO-o>

The contact details of support services for supporting children with SEND, in transferring between phases of education:

- **Our Rochdale Local Offer** (signposts to relevant services across the local authority)
<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page>
- **Transition from nursery/pre-school setting to school**
 - Area SENCo Team – see above for contact details
 - SEND Advice Line – see above for details
 - Homestart Rochdale and Bury - see above for contact details
 - Rochdale Parent Carer Voice - see above for contact details
- **Transition from Key Stage 1 to Key Stage 2**
 - RANS – see above for contact details
 - Rochdale Educational Psychology Service – see above for contact details
 - SEND Advice Line – see above for details
- **Transition from Primary School to Secondary/High School**
 - RANS – see above for contact details
 - Rochdale Educational Psychology Service – see above for contact details
 - SEND Advice Line – see above for details
 - Homestart Rochdale and Bury - see above for contact details
 - Rochdale Parent Carer Voice - see above for contact details
- **For any child with a disability not already known to Children's Social Care Services who you think may need a service from them to support transition at any stage, contact**
 - Children with Disabilities Team - see above for contact details
- **For any child with a disability who is already in receipt of Social Care Services and needs Social Care help to support transition at any stage, contact**
 - Rochdale Children's Social Care, Number One Riverside, Smith Street, Rochdale OL16 1XU
0300 303 0440
<https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=H9jFbt-9kM8>

Information on where the Local Authority's Local Offer is published:

- Rochdale LA's Local Offer can be found here <https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page>

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