



# Victoria Park Junior School

## SEND Policy

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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Victoria Park Junior School we believe in developing the 'whole child'. This means we have high expectations for **all** children as we '**learn and achieve together**'. We are firmly committed to a broad and balanced curriculum that will inspire and engage the children we teach, and allows the flexibility to adapt to their changing needs and interests. We want all pupils to grow and develop through our school values and learner attitudes. Our pupils learn in a stimulating and exciting environment with teaching and support staff, who work closely with each learner in order to ensure s/he achieves to their full potential in all areas of learning.

### Our Aims:

- To identify and provide for pupils who have special educational needs and additional needs.
- To manage the provision of support for additional needs, including special educational needs with a clear focus on high aspirations for all our SEND pupils.
- To provide effective support and provision through Quality First Teaching (QFT), interventions and effective tracking and monitoring procedures in order that pupils can access the curriculum appropriately.
- To ensure that all pupils have access to a broad, balanced, creative, engaging and relevant curriculum.
- We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.
- To ensure the early identification of all pupils requiring Additional Support and SEND Support provision.
- To ensure full participation of our SEND pupils in all school activities.
- To work collaboratively with parents/carers of our SEND pupils from the earliest opportunity with regard to their child's strengths, areas of need, progress and attainment and provision.
- To work within the guidance provided in the SEND Code of Practice
- To provide support and advice for all staff working with special educational needs pupils

## 2. Legislation and guidance

This policy and 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
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- › The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- › The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 3.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area Of Need	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 4. Roles and responsibilities

### 4.1 The SENDCO

The SENDCO is Miss Tidman

They will:

- › Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEND up to date and accurate
- › Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 4.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum

- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

### **4.3 The SEND link governor**

The SEND link governor is Hayley Ross

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **4.4 The headteacher**

The headteacher will:

- › Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 4.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 4.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 5. SEND information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

The class teacher alongside the SENDCo will discuss the child's individual needs and what support would be appropriate. Different children will require different levels of support in order to close the gap to achieve age expected levels. This will be through on-going discussions with parents/carers and pupils.

The **Assess, Plan, Do, Review Cycle** is used when support/interventions are put in place.

#### Assess

In identifying a child as needing SEND support the class teacher and teaching assistant, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services and concerns raised by parents/carers. These should be recorded and compared to the setting's own assessment and information on how the pupils is developing. This assessment will be reviewed regularly. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

#### Plan

At this stage the decision will be made about what additional provision is required.

All teachers and support staff who work with the pupil should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's provision map. Parents/carers will be informed and are encouraged to be part of this process.

#### Do

Additional provision/intervention is put in place for an agreed period of time.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.



## Review

We review the effectiveness of provision through:

- Monitoring progress made academically against national/age expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents/carers. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and the pupil.

### **5.3 Consulting and involving pupils and parents/carers**

If a pupil does have special educational needs the class teacher will hold meetings with parents/carers to discuss a pupil's progress. Parents/carers will have the opportunity to discuss their child's Individual Learning Plan and provision map. Pupils progress is also discussed at parents'/carers' evenings and parents/carers are encouraged to communicate with the class teacher and SENDCo.'

If your child has complex SEND they may have Education, Health and Care (EHC) Plan, which means that a formal meeting (at least annually) will take place to discuss your child's progress and a report will be written. As a school we currently measure children's progress in learning against National expectations (2014 National Curriculum) and age related expectations. The class teacher continually assesses each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents/carers
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

The majority of our pupils transfer from our infant school. Meetings are set up between the two SENDcos to ensure that information has been exchanged to enable a smooth transition. In addition to this, class teachers from Years 2 and 3 meet to discuss pupil's individual needs. Before starting at our school all parents/carers and children are invited to look around the school and talk to any relevant staff. When transferring to a new school necessary paperwork is passed onto the school and transitional visits are arranged.

#### Transition from Victoria Park Junior School:

Transition to high school and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and have developed a comprehensive system to support transition including:

- An exchange of effective and meaningful documentation giving the receiving school clear evidence of pupil attainment and achievement
- Discussion with families from Year 5 at annual reviews or at a parents'/carers' meeting
- An opportunity planned for families to visit the new school
- Work with the children in the classroom about 'preparing for and embracing change' as part of our work within our attitude 'Courage' during our Values and Attitudes sessions
- A programme of planned visits by the pupil to their high school during the spring/summer term in year 6

The further use of specialist resources if needed, for example, social stories

## **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Victoria Park Junior School we believe in developing the 'whole child'. This means we have high expectations for **all** children as we '**learn and achieve together**'. We are firmly committed to a broad and balanced curriculum that will inspire and engage the children we teach, and allows the flexibility to adapt to their changing needs and interests. We strive to achieve the following outcomes for all our pupils; be healthy, stay safe, achieve economic well-being, enjoy and achieve, make a positive contribution. Our pupils learn in a stimulating and exciting environment with teaching and support staff, who work closely with each learner in order to ensure s/he achieves to their full potential in all areas of learning.

#### Aims

Our aims for teaching and learning are that:

- **"We learn and achieve together"**
- All pupils achieve their full potential.
- Pupils are equipped with the skills and attitudes for their future learning and an ever-changing workforce.
- All pupils grow and develop through our school values of: respect, equality, aspiration, responsibility, love and courage to take forward with them.
- Pupils learn how to be lifelong learners through the VPJS learner attitudes: self-manager, team worker, curious questioner, problem solver, clear communicator and reflective learner.

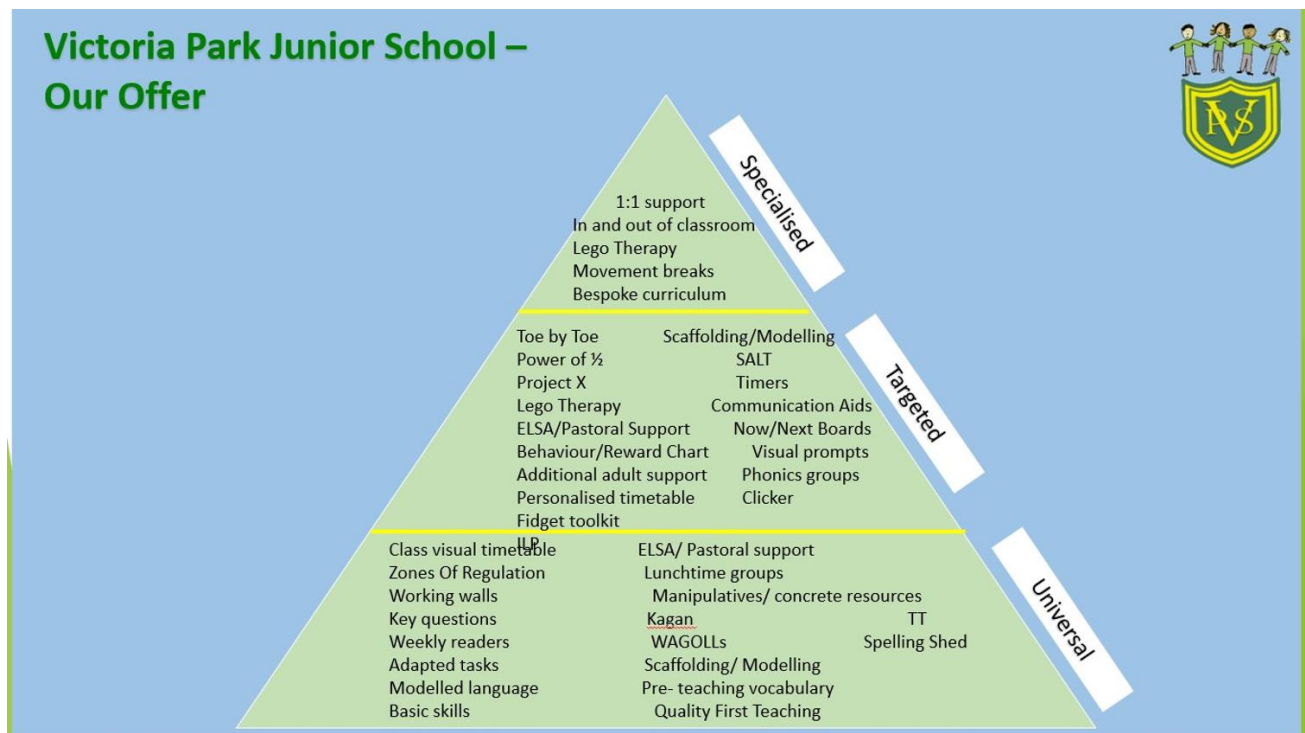
Learning strategies are matched to children's individual needs. These strategies include:

- High aspirations for the achievement of all pupils.
- Ensuring an appropriate classroom learning environment matched to the needs of the pupils.
- Highly trained and skilled staff who are experienced in working with children with a wide range of learning difficulties and disabilities.
- The provision of a range of teaching and learning strategies and breadth of resources to match the individual needs of all pupils.
- A differentiated curriculum, which is matched to the needs of all our children. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Differentiation may be by task, support, resources, objectives set or the expected outcome.
- Regular advice and support from a wide range of specialists including speech and language therapists, educational psychologists and occupational therapists etc.

## 5.7 Adaptations to the curriculum and learning environment

Pupils will be supported in class through quality first teaching; this includes differentiated activities/tasks that are appropriate to the pupil's needs. At Victoria Park Junior School all of our pupils have access to a range of resources to aid their learning, these range from physical apparatus, ICT and visual resources. Pupils who are at SS (School Support) will receive extra support in class from either the class teacher or teaching assistant. In addition pupils who are at SSAN (School Support with Additional Need) will receive extra support in class and targeted interventions. Pupils who have an EHC (Education and Healthcare) plan will receive further intervention and have funding from the LA (Local Authority) and will receive targeted support which is outlined in the pupil's EHC ( Education and Healthcare) Plan. The SENDCo will oversee, monitor and track all interventions that take place within school, to ensure their success and that pupils are making progress.

## 5.8 Our Offer



## 5.9 Additional support for learning

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.

The school has:

- A SENDCo
- Learning Mentor
- A Higher Level Teaching Assistant (HLTA) who supports children with Speech, Language and Communication Needs
- 5 SEND Teaching Assistants
- An Attendance Lead

We work with the following agencies to provide support for pupils with SEN:

- Trafford SEN advisory service (SENAS)
- Social Services
- Extended Services

- Health including – GPs, School Nurse, Health Visitor. CAMHS, Paediatricians
- Educational Psychologists
- Speech and Language Therapists
- Trafford Team Together

## 5.9 Expertise and training of staff

The school SENDCo has completed the National Award for SEN Co-ordination and also attends termly SEN forums run by the Local Authority, ensuring that the school has up to date information about SEND. All teaching staff have regular, up to date training in school or they can attend specific training in order to support the provision of pupils. If staff are leading a particular intervention programme, school makes sure they are suitably trained.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.

The school has:

- A SENDCo
- Learning Mentor
- A Higher Level Teaching Assistant (HLTA) who supports children with Speech, Language and Communication Needs
- 5 SEND Teaching Assistants
- An Attendance Lead

## 5.10 Securing equipment and facilities

Our school meets the duties outlined in the Equality Act 2010 towards individual children and young people. We endeavour to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from being out at a substantial disadvantage. The school has an Accessibility Plan, which forms part of our overarching Equality Scheme and this is published on the school's website. This plan identifies ways in which we aim to ensure accessibility for all pupils and staff.

The Accessibility Plan is anticipatory- thought is given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school is on one level giving suitable access for wheelchair users and we have disabled toilet facilities, there is also a shower.

## 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- › Reviewing pupils' individual progress towards their targets each term
- › Reviewing the impact of interventions
- › Using pupil questionnaires
- › Monitoring by the SENDCo
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Pupils with SEND or significant medical needs have been able to access all or previous trips; including our Year 6 residential visit with support.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas will be provided. Parents/carers will be consulted throughout this process.

## **5.13 Support for improving emotional and social development**

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.

## **5.14 Working with other agencies**

Victoria Park Junior School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

These include:

- Trafford SEN advisory service (SENAS)
- Social Services
- Extended Services
- Health including – GPs, School Nurse, Health Visitor. CAMHS, Paediatricians
- Educational Psychologists
- Learning Mentor
- Speech and Language Therapists
- Trafford Team Together
- Place 2Be Counselling Service

## **5.15 Complaints about SEND provision**

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

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

## **5.16 Contact details of support services for parents/carers of pupils with SEND**

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory [www.trafford.gov.uk/servicedirectory](http://www.trafford.gov.uk/servicedirectory) or by contacting the Family Information Service:

**Telephone:** 0161 912 1053 Monday to Friday, 8.30am until 5pm  
**Email:** [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)  
**Twitter:** @traffordfis  
**Facebook:** [www.facebook.com/traffordfis](http://www.facebook.com/traffordfis)

## **5.17 Contact details for raising concerns**

Miss Tidman SENDCo 0161 912 5005

Mr. Wilkinson Headteacher 0161 912 5005

## **5.18 The local authority local offer**

Our local authority's local offer is published here: [www.trafforddirectory.co.uk](http://www.trafforddirectory.co.uk)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Miss Tidman (SENDCo). It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **6.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

## **7. Links with other policies and documents**

This policy links to the following policies:

- Equality & Accessibility plan
- Behaviour Regulation Policy
- Medical Conditions and Medicines Policy
- Complaints Policy
- SEN information report
- The local offer
- Equality information and objectives
- Attendance policy
- Safeguarding / child protection policy