



Altrincham CE Primary School

Special Educational Needs and Disabilities

SEND Information Report 2024- 25



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

At Altrincham CE Primary School, we have high expectations for all our children, whatever their ability or needs. We would like everyone of our children to feel that they are a valued member of our school community.

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

Communication and interaction: The school provides support for children with speech, language and communication needs, including children with autism.

Cognition and learning: The school offers provision for children with learning difficulties who require learning at a slower pace than their peers, even with appropriate differentiation. In addition to this, the school provides support for children with Specific Learning Difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range of conditions, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties: Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. The school has a structured support pathway for these individuals. Other SEMH needs may be recognised as attention deficit hyperactivity disorder (ADHD).

Sensory and/or physical needs: As a school we support children who may require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities without appropriate adjustments or support. The school works alongside Trafford's SENAS, or the relevant health care professionals, to ensure that the appropriate support, resources and reasonable adjustments are made. TSISS offer advice and support for any children who have visual impairments (VI) and hearing impairments (HI).

2. Identifying children with SEND and assessing their needs

The first person to identify that a child has a learning difference may be:

- yourself as a parent or carer
- the class teacher
- a health visitor
- another medical professional.

Should you have any concerns regarding your child's progress, you should contact your child's class teacher in order to discuss the nature of your concerns. If it seems that your child may have a learning difference, your child's class teacher who will complete an SEND Early Identification and share the information with the SENCo.

At Altrincham CE Primary School we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Assessment is the process by which children with SEND may be identified. Whether or not a child is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

3. How do we consult and involve parents and children?

We will have an early discussion with parents when identifying whether their child needs special educational provision.

These conversations will make sure that:

- everyone develops a good understanding of the child's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are.

We will formally notify parents when it is decided that their child will receive SEND support. When a child is added onto the SEND register, parents will be consulted in a variety of ways depending on the child's level of need.

Once a child has been identified as having a special educational need, we will consult and involve parents through a variety of ways throughout the year including:

Meeting with Parents/Parents' Evenings

The class teacher will meet with parents, at least on a termly basis (this could form part of Parent's Evening), to discuss a child's needs, support and progress.

There are many opportunities, throughout the year, for parents to meet with the class teacher or SENDCo. We believe that a child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if a child has complex needs. Parents of children with SEND are entitled to additional meeting time with the class teacher or SENDCo to discuss progress being made and the impact of provision. In addition to the two Parents' Evenings, we also offer an open-door policy where parents are welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how their child is making progress. We would always recommend meeting with the child's class teacher, in the first instance.

Communication

Our school's website has information on SEND and ways to support children at home. The school's SENDCo regularly emails updates with information about Trafford's local offer and events which happen locally. Information can also be shared on the class Seesaw.

Annual reviews for children with an EHCp

If a child has an EHC Plan, an Annual Review meeting will be held with all those involved in the child's education/progress. This ensures the school is catering for the child in the best ways possible, as well as providing an opportunity for different professionals and parents to discuss thoughts and ideas. This will be held as a person-centered review, ensuring that the child's voice, as well as the parents' opinions, are valued.

Transition meetings

Home-school communication is regarded highly at our school. Appointments can be made with the class teacher when required and the school SENDCo is able to meet with parents too. Parents are offered a transition meeting when a child is moving into a new class. These appointments are typically made during the last few weeks of the Summer term and are by invitation from the class teacher and SENDCo.

Provision Plan

All children on the SEND register have their provision recorded on an Individual Provision Plan (IPP's) on a termly basis. This allows teachers to monitor and evaluate the additional provision and includes targets to help children with small steps towards learning. These targets are set in collaboration with the class teacher, teaching assistant, parents and the child – this discussion allows everyone to take ownership of the provision and allows for any amendments to be discussed. IPPs include a space for both parent and child views, both of which are considered by the SENDCo during the review process.

One Page Profile

All children with SEND have a One Page Profile. A one-page profile captures all the important information about a child on a single sheet of paper, under three simple headings; what people appreciate about me, what's important to me and how best to support me. This will allow any member of staff who works with a child with SEND, to fully understand how best to support that child. The child contributes to the profile greatly and once it has been drafted, it is shared with parents who can then edit or add any information, if they so wish.

4. How will the curriculum be matched to my child/young person's needs?

At Altrincham CE Primary School, we aim to provide every possible opportunity to develop the full potential of every child. Children with learning differences must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically. They must have access to the whole curriculum and at all times, consideration must be given to enhancing the self-esteem of children with learning needs.

In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and participation.

5. How will school staff support my child/young person?

Provision for children with learning differences is a matter for the school as a whole. In addition to the Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with additional needs.** Teaching such children is therefore a whole school responsibility. Altrincham CE Primary School is committed to providing the necessary resources for early identification, assessment and support of all children with additional needs. All staff should be aware of their particular responsibilities with respect to the SEND Policy. They should seek advice from the SENDCo whenever necessary.

The role of the SENDCo

SEND arrangements are coordinated by the SENDCo whose role includes:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Overseeing the day to day operation of the school's SEND policy;
- Liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support so that they can apply targets and make provision for identified children;
- Advise on the graduated approach to providing SEND support
- Attending and contributing to review meetings
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaising with parents of children with additional needs where necessary.
- Work with the headteacher and governing board 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 children with SEND up to date

The role of the SEND governor

The SEND governor will:

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

The role of the headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The role of the 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 SENCo to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Writing individual provision maps for all children with SEND in their class, setting and reviewing SMART targets on a termly basis
- Creating a one-page profile for any children with SEND, updating them throughout the year
- Actively use Trafford's Graduated Approach as a resource bank for current Quality First Strategies
- To implement any recommendations and advice from external providers, such as Educational Psychologists, SENAS etc.

6. How do we support and approach teaching children with SEND?

As part of our Inclusive Quality First Teaching offer, the school is both dyslexia aware and communication friendly with teaching strategies shared with all classes before the start of each academic year. Our school has inclusion at its heart. All teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children. All teachers are expected to make their lessons inclusive and make reasonable adjustments to ensure that their lessons are accessible. Each class teacher will deliver Inclusive Quality First Teaching (IQFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area. Differentiation is an approach to teaching that attempts to ensure that all children learn well, despite their many differences. Differentiation can be applied through many forms, depending on the specific needs of a child. At Altrincham CE Primary School we have a differentiated curriculum which is matched to the needs of all of our learners. The benefit of this type of differentiation is that all children can access a lesson and learn at a suitable level for their needs. Differentiation may be by task, support, resources, objectives set or the expected outcome. All children are encouraged to challenge themselves and are taught how to self-select their learning challenges. Our school's SENCo oversees all additional provision and reviews the progress of children within school.

7. How do we assess and review children's progress towards outcomes?

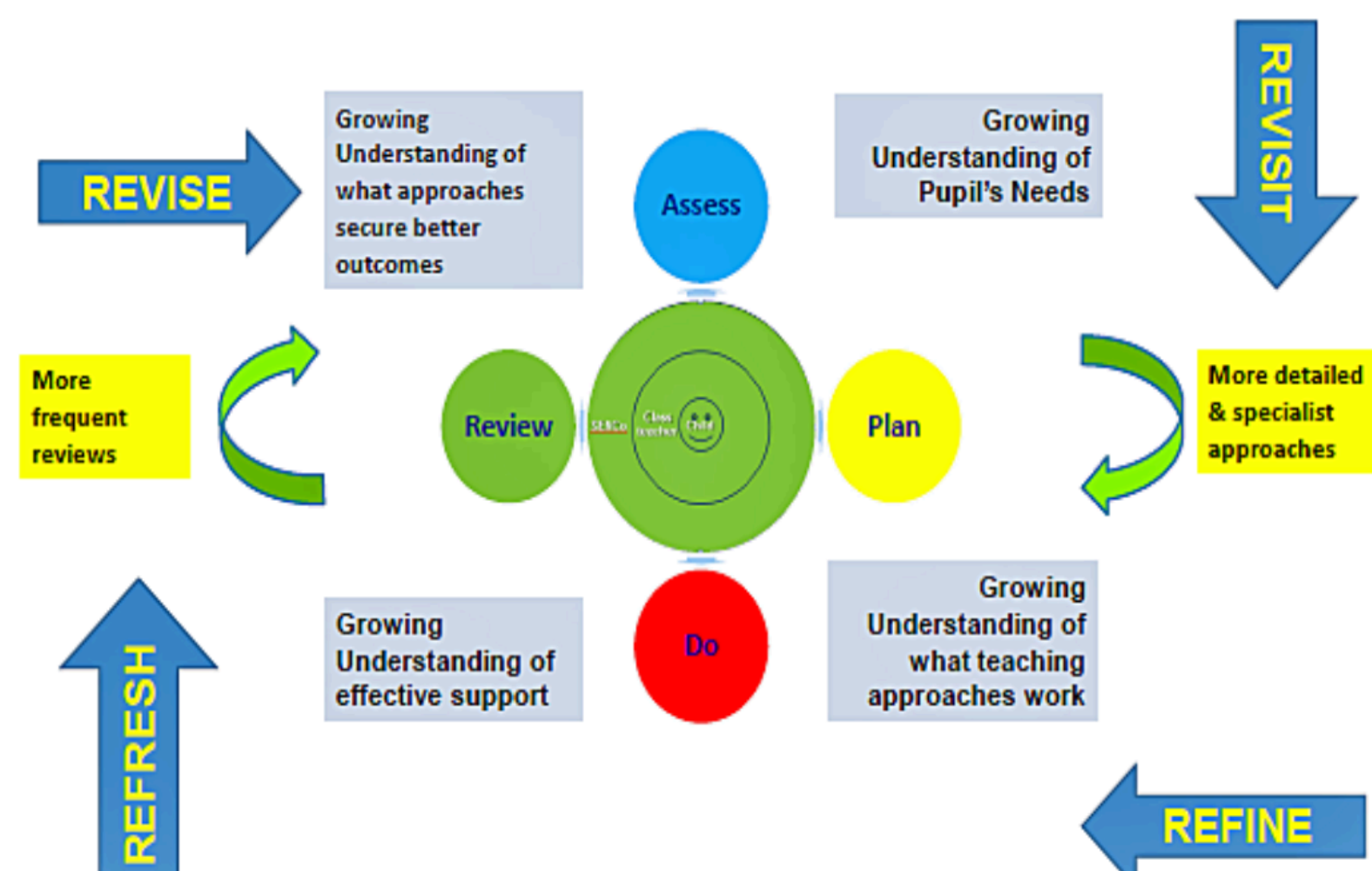
The Assess, Plan, Do, Review Cycle (Graduated Approach) is used when support/interventions are put in place.

Assess: In identifying a child as needing SEND support, the class teacher, (working with the SENCo), will 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, the pupil's own views and, if relevant, advice from external support services.

Plan: After assessment, the decision will be made about what additional provision is required. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should be recorded on an Individual Provision Plan.

Do: 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 child. 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 and collecting both formal and informal feedback from the teacher, parent and pupil.



8. How is the curriculum adapted to the learning environment?

The type of support and frequency of support will vary and will be dependent on the individual's needs. At Altrincham CE Primary School we believe it is crucial that the children receive the appropriate support within their classroom setting; however, some children may still require more specialist support in the form of interventions. Provision is identified by the school's SENCo, in collaboration with the English and Maths coordinators, senior leadership team and external professionals (based on thorough analysis of evidence-based programmes).

At Altrincham CE Primary School, we aim to provide every possible opportunity to develop the full potential of every child. Children with learning differences must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically.

We make the following adaptations to ensure all children's needs are met:

- differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapting our resources
- adapting the use of staff ratios and their deployment based on their areas of expertise
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- actively using Trafford's Graduated Approach due to its wealth of strategies and ideas for each area of need.

Through appropriate curricular provision, we respect the fact that children:

- have different learning and emotional needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Altrincham CE Primary School provides a broad, balanced and engaging curriculum for all children. When planning teachers set learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean that they have additional needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children with additional needs have learning differences that call for additional provision to be made. Children may have additional needs at any point in their academic career if:

- they have significantly greater difficulty in learning than the majority of children their age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Children may have additional needs throughout or at any time during their school career and this policy ensures that curriculum planning and assessment for children with educational needs takes account of the type and extent of the difficulty experienced by the child. The aims of the provision for children with learning differences at Altrincham CE Primary School will be to:

- ensure the earliest possible identification of an additional need
- involve parents as partners in the additional needs process
- regularly monitor and review each child's progress and take appropriate action
- ensure that the school fulfils the requirement of the The New Code of Practice for SEN (2015).
- make clear partnerships with all outside agencies and support facilities.
- cater wherever possible for the full range of special needs within school. Children with additional needs will be included fully within the curriculum wherever possible, with the provision of support staff and appropriate differentiation in place.

9. What additional support may my child receive?

Our teaching assistants are trained to deliver interventions. .

Our main aim is for all children, including those with SEND, to access whole class teaching. Inclusion is our priority so that all children are able to experience a broad and balanced curriculum. However, some of our teaching assistants will support pupils on a 1:1 basis or as part of a small group, particularly if a child has an EHCp. Teaching assistants will support pupils in small groups when the teacher feels it is necessary to differentiate learning objectives, or needs extra support so that they can access the curriculum.

As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Health services, including: GPs, School Nurse, Health Visitor, CAMHS, Pediatricians,
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Trafford Sensory Impairment Support Service
- Social Services
- Educational Psychologists
- Trafford's SEN Advisory Service (SENAS)

10. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All reasonable adjustments will be made to ensure that pupils with additional needs are included in any activities outside of the classroom and a full risk assessment will be undertaken should there be any concern regarding the well-being of the child in question.

11. What training have the staff supporting children/young people with SEND had?

Training and CPD is highly regarded at Altrincham CE Primary School and this is seen as an ongoing process. We ensure that training is provided regularly so all staff are well-equipped to remove barriers to learning.

Our SENCO has four years of experience in this role and has completed the National Award for Special Educational Needs Co-ordinators (NASENCo). The SENCO keeps abreast of all current information regarding best practice for pupils with SEND in addition to attending local network meetings and SENCO forums on a termly basis.

There are many CPD opportunities for both teachers and teaching assistants; we recognise that a lot of the interventions are led by teaching assistants and therefore we ensure our teaching assistants receive regular training opportunities, so that they can offer expertise in specific areas. Recently, staff have been trained in SALT Trafford groups, WELCOMM, Drawing and Talking, emotion coaching, positive handling and attachment theory, Adverse Childhood Experiences and Zones of Regulation.

12. How accessible is the school environment?

Altrincham CE Primary School is an older school building with some different levels of access. Some entrances require steps and therefore measures have been taken to ensure that ramps are available on entrances where possible. Inside, the school is all one level with a ramp adjoining KS1 and KS2. There is currently access to one disabled toilet in school. If a child is due to start at Altrincham CE Primary School and has a disability which may restrict their access to the school environment it is important that parents, contact us before they are due to start so that we can review the school's accessibility in light of their needs. It is important that we carry out risk assessments/plans with the site manager, to ensure the individual's needs are met. We work closely with Trafford's Sensory Impairment Support Service and Trafford's SEN Advisory Service in order to make appropriate adjustments to the learning environment. The head teacher/site manager and SENCo also create personal emergency evacuation plans (PEEP) for more vulnerable pupils with a designated route for them to exit the building.

13. How do we support pupils moving between phases and preparing for adulthood?

Before starting at Altrincham CE Primary School, all parents/carers and children are invited to look around the school. There is also a 'New Intake Meeting' for parents/carers of children in the EYFS held in the Summer term before the September intake.

SEND children new to Altrincham CE Primary School: we liaise closely with schools from which we receive children with SEND. The SENDCo will talk to both the parents and the SENDCo from the child's last school; to gather information and build a picture of their needs so that provision can be provided to ensure a smooth transition. Records and any useful documentation will also be provided by the child's last school so that the SENDCo is aware of outside agency involvement and medical/health history. This information will also include attainment data, so that the receiving class teacher knows the attainment of the child with SEND.

Transferring documents: When a pupil leaves our school, we will share information with the school or other setting the child is moving to. We will agree with parents and children which information will be shared as part of this and will comply with GDPR requirements at all times when sharing sensitive information.

Internal transition: At our school we recognise that change can be difficult for any child, especially for children who move across key stages, e.g. from Reception to Year 1 or from Year 2 to Year 3, and for children with SEND. At the end of the summer term, children will spend time in their new classes, so that they can become familiar with their new teachers and the expectations of their next year group. Additional 1-1 visits can be arranged for pupils who are feeling particularly anxious, to ensure they have a smooth transition in to their new class. Parents are welcome to request a transition meeting, if they feel their child will find the transition difficult, or they have new information to share with the teaching staff. Parents of children with more complex SEND needs will be offered a transition meeting in the summer term.

Transition to High School from Altrincham CE Primary School:

At the beginning of June, the SENDCo contacts the SENDCo at the receiving secondary schools and arranges transition meetings along with the Year Six teacher. These meetings are an opportunity for the receiving school to discuss the needs, current provision and to receive any relevant paperwork they will need to keep on file. The SENDCo also arranges additional transition mornings/afternoons so that the pupils can spend some time at their new school getting accustomed to their new surroundings and systems, before the summer break. These additional visits are imperative in reducing anxiety over the summer break and ensuring a smooth transition in September. During these visits the children are accompanied by a member of staff from ACE, who they know. As part of the Year 6 PSHE curriculum, the children also explore a Jigsaw unit, 'Changes,' and discuss their transition to secondary school. They are given the opportunity to ask questions about this move and share any anxieties and worries they may have. Children with physical/ sensory needs can access a transition plan created by SENAS, although a referral is required to access this service. A support worker will complete a risk assessment of the new setting and will provide a smooth transition plan with the Secondary SENDCo. There are also opportunities to work with the child to prepare for transition.

14. What support will there be for my child/young person's overall well-being?

Our whole school approach to Social, Emotional, Mental Health (SEMH) is defined by our school values and Christian ethos. The school places a high emphasis on adopting a growth mindset – challenging the mindset of children, parents and staff. From the early stages, children are encouraged to reflect on their learning strengths and learning differences are celebrated. Children, from EYFS, learn through whole class Jigsaw teaching and through regular mindfulness activities. Positive reinforcement is the core of our whole school Behaviour and Relationships policy. We focus on 'catching children being good' and ensuring they feel included in school life and valued.

The aim of our school is to:

1. provide a safe, secure and caring learning environment in which children feel supported and valued;
2. help children to realise that Altrincham CE Primary School is a community in itself and also part of the larger community so that they develop positive attitudes and behaviours towards themselves as well as in their social relationships with others;
3. promote a positive behaviour policy which respects the rights and responsibilities of staff, pupils and parents;
4. provide pupils with the personal, social and life skills necessary for a successful fulfilling and happy future;
5. anticipate and deal with problems which individual pupils might experience in School;
6. ensure that teaching assists children to reach their full potential in curricular or extra-curricular activities; **The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk**
7. provide the necessary support for pupils who experience difficulty (behavioural or learning) drawing on the support of external agencies where appropriate;
7. Develop effective school-home liaison in order to maintain parental support and co-operation.

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

Referrals can be made, where it is felt necessary, to a variety of different agencies and specialists. Parents are involved during the process and once a referral has been made, updates are given regarding appointments or assessments that are consequently given. Depending on the need, a referral can be made to:

- SENAS (special educational needs advisory service)
- SALT (speech and language therapy)
- SARF (single agency referral)
- EP (educational psychologist)

- Healthy Young Minds
- Just Psychology
- Occupational Therapy (including sensory)
- TASC (Trafford's pathway for ASD)
- TCAS (Trafford's pathway for ADHD)
- School Nursing Services
- Social Services
- Trafford's Early Help

16. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. The parents 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.

17. Contact of support services for parents of pupils with SEND

Trafford's Local Offer

Every local authority must identify education, health and social care services in their local area provided for children, young people and families who have SEND. When we refer to our local offer, we mean all the services and organisations which are part of the support on offer in Trafford. Information about services provided outside our local area that local people are likely to use are provided on our school website. You can access the local offer online at: <https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

Trafford family information service (FIS)

Trafford's Family Information Service provide free, impartial, confidential information and advice to mums, dads, carers, young people and professionals on a range of subjects including childcare, the local offer and an outreach service.

Who to contact:**Telephone: 0161 912 1053****Email: FIS@trafford.gov.uk****Website: Trafford Directory Facebook: <http://www.facebook.com/TraffordFIS>****Twitter: <http://www.twitter.com/TraffordFIS>****Trafford Parent's Forum (TPF)**

Trafford's Parent's Forum is all about Trafford parents supporting each other who have children and young people with SEN, Disability and/or additional needs. Being the parent or carer of a child with special needs can be a lonely, demanding and frustrating experience and TPF believe it is vital that parents have a meaningful voice, in these difficult times. Apart from the "big stuff," they also want the forum to be a source of help, advice and support for parents. That could be anything from a cup of coffee to parent training. The forum is open to all parents and carers of Trafford's children and young people (0 -25) with SEND. The forum meets at regular intervals to discuss the issues within Trafford. They realise, of course, that for many parents, attending meetings is not a realistic option and they use a range of means to keep as many parents as possible in the information loop. Come and join them at their weekly drop-in and catch-up for parents/ carers. There is no need to book, you just turn up! Dates, times and venues are on their Facebook page, SPIT Trafford.

Who to contact**Telephone: 0161 872 0183****E-mail: traffordparentsforum@gmail.com****Website: [Trafford Parents Forum Website](#)****Facebook: <https://www.facebook.com/Traffordparentsforum/> Twitter: <https://twitter.com/TrafParentForum>****Trafford SEND Information and Support Service (SENDIASS)**

SENDIASS provide free, impartial, confidential and accessible advice, information and support on matters relating to special educational needs (SEN) and disabilities, including concerns relating to health and social care. Their service is for: •parents or carers of children aged from 0-25 years with SEN or who are disabled •young people aged 16-25 with SEN or who are disabled This includes children in early years' settings, pupils in schools, students at colleges of further education, young people in apprenticeships and training programmes, young people who may have SEN and who are currently unemployed and in none of the above educational programmes.

SENDIASS can:

- Help you with information about how to apply for an Education, Health and Care (EHC) Plan
- Help with information and advice about support available in local schools for pupils with SEN
- Provide information, advice and support in relation to the take up of personal budgets
- Provide information on the law on SEN and disability, health and social care
- Help you gather information relating to SEN and disability for assessments

- Help you understand and interpret information relating to SEN and disability
- Provide information on the Local Authority's Disagreement Resolution Service and Independent Mediation Service 12
- Signpost you to the Independent Support Service in Trafford (which is independent of the Local Authority), who can help co-ordinate the process and provide help and support if your child has an existing Statement of SEN which is being transferred to an EHC Plan
- Provide information about complaints procedures •Help you lodge an appeal with the SEND Tribunal Service, and support you throughout this appeal
- Signpost you or your child to relevant SEND support groups, organisations and other local authority services including Connexions, housing and young peoples' forums
- Help with information on schools' admissions policies, exclusions policies and school transport policies

Who to contact

Telephone: 0161 912 3150

E-mail: pypps@trafford.gov.uk

Website: [Trafford PYPPS Facebook: https://www.facebook.com/TraffordSENDIASS/](https://www.facebook.com/TraffordSENDIASS/)

Twitter: <https://twitter.com/Traffordpypps>

The Link Newsletter The termly newsletter is to help keep up to date on all things SEND, including local activities, services and support. You can sign up to the newsletter directly using: www.trafford.gov.uk/thelink The newsletter is published in March, June and September. Parents will receive an email to their registered email address every time the Newsletter has been published.

18. Monitoring arrangements

This policy and information report will be reviewed by Mrs. Walsh (SENCo) annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Behaviour regulation and relationships
- Equal Opportunities
- Supporting pupils with medical conditions