



*Inspiring all to Achieve*

## Special Educational Needs And Disability Policy

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### 1. Aims

At Park Road Sale Primary School, we have an inclusive ethos. We strive to nurture and support every individual child to achieve their best. Our inclusive community encourages children to enjoy learning, have fun, be happy, be respectful and care for one another in a safe and supportive environment.

At Park Road Sale, all our staff will have due regard for the Special Needs Code of Practice when carrying out duties towards all pupils with special educational needs and/or disabilities.

### 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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

### 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 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.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

**SENDCO: Emma Chadwick**

**SENDCO: Robert Calderbank**

The SENDCOs will:

- Work with the Head teacher 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, 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 pupils and their parents are informed about options and a smooth transition is planned
- 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 pupils with SEND up to date

### **4.2 The SEND Governor**

**Sarah Shawcross**

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 Head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The Headteacher**

**Claire Walmsley**

The Headteacher will:

- Work with the SENDCOs 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 SEND and/or a disability

### **4.4 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 SENDCOs to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

The SEND information report provides information for parents on how our school supports children and young people with SEND. The full report can be found on the Trafford SENDD Local Offer <https://www.trafforddirectory.co.uk/> and on our website.

### **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, 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

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

At Park Road Sale, children are identified as having SEND through a variety of ways including the following:

- Information from the previous school attended or Early Years Setting
- Liaison with the child's health visitor on entry to nursery
- Information collected on entry into foundation stage from parents and previous settings
- Information gathered as part of the transition between key stages
- Child identified through the school's assessment system as performing below age expected levels
- Concerns raised by parents
- Concerns raised by class teachers and teaching assistants or other adults involved with the child
- Information gathered by other professionals such as the Educational Psychologist or school nurse.
- A health diagnosis through a pediatrician.
- Information gathered from assessments carried out by the SENDCO

Early identification of pupils with a special educational need is very important and is a priority at our school. We have an open-door policy at our school and if parents or carers have concerns about their child we encourage them to discuss these concerns with the class teacher. The class

teacher will raise these concerns with the Special Educational Needs Co-coordinator (SENDCO). This is done through an internal referral form. At Park Road Sale, the progress of all children is carefully tracked and monitored by both the teaching staff and the senior Leadership Team (SLT). Those children that are not quite making the progress expected will be given appropriate support or intervention and will have their needs addressed, through adapted teaching and support from the class teacher and teaching assistants.

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 pupil 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.

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

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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

The SENDCOs runs drop in sessions at different points throughout the year to provide parents with information and opportunity to talk about concerns. Teachers have parent consultation days every term and during the half term when there isn't a parent consultation, parents of children with additional needs are invited in for a meeting or offered a phone consultation to discuss progress or any concern they may have. Support plans are reviewed each half term and include parent and child views. The Pen Portraits are sent to parents at the beginning of the school year and when updated mid-way through the year. Parent and child view forms are completed annually and feed into support plans.

### **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 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 and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- 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. This will be summarized on a Pen Portrait which is updated regularly throughout the year. 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**

At Park Road Sale, we hold 'Open Days' when prospective parents are given a tour of the school. There is opportunity on these occasions to meet the SENDCO and ask any questions. Once a child has been allocated a place at the school there is opportunity for them to look around the school. Parents are also invited to an 'Intake Evening'. There is opportunity at the meeting to meet the SLT team, including the SENDCO and the child's future class teacher. Parents also have the chance to visit the classroom and have a look around. The foundation stage teachers also visit the children at their current nursery settings, have meetings with parents and provide videos of themselves reading stories so they become more familiar to the child. At the end of the summer the children have opportunity to visit their new classroom and spend time with their new teachers. When a child begins school, parents and children are made aware of the home school agreement. This explains clearly what is expected from school and home.

For children with a special educational need or a disability, we encourage extra visits so that the child can become familiar with their new environment. We also visit the pupil in their current setting and liaise with professionals who have supported the child. Children throughout the school are given the opportunity to spend a morning in their new class with their future teachers, in the summer term. When a child moves to another school all records are sent securely to the new school and the SENDCO will liaise with the SENDCO from the new school. The school has developed good links with the local secondary schools. If a child has an EHC plan, an 'Annual Review' meeting will be held in the autumn term of their final year at our school. We will also hold a second meeting in the summer term. Teachers from the secondary school will be invited to the meeting to discuss the progress and future needs of the child. At this meeting a plan will be made to support the smooth transition. At the end of the year all records will be passed securely to the secondary school.

Staff work collaboratively to produce 'Pen Portraits' for each child who has additional needs. This provides information about the strengths and weaknesses of a child and the provision in place to support that child.

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

Each class teacher regularly monitors and assesses all the children in their class. Lessons are adapted to meet the needs of all the pupils. Practical equipment and learning aids are used to support all children with their learning. Each class teacher plans, assesses and reviews interventions. Intervention plans are monitored regularly by the SENDCO.

All our teachers receive training in the different areas of SEND. We have annual training sessions in dyslexia awareness and we consider our classrooms to be dyslexia friendly. We currently hold the Dyslexia Award. We are also part of the Partnership for Inclusion of Neurodiversity in schools (PINS) programme.

The SENDCO monitors and reviews the provision for pupils with SEND throughout the school. She also liaises with the Head teacher, outside agencies, teachers, Governors and parents. The school

has an appointed Governor with responsibility for SEND. It is the role of this Governor alongside the Head teacher and SENDCO to ensure that suitable procedures are in place and that provision of a high standard is made for SEND pupils.

## **5.7 Adaptations to the curriculum and learning environment**

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

- Adapting 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 and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

The school has a team of experienced teaching assistants who support children throughout the school. Our teaching assistants lead interventions in areas such as social communication, Lego therapy and play therapy.

The school has links with outside agencies that can be accessed to offer advice and support when necessary. These agencies include:

- Trafford's SEND Advisory Service
- Speech and Language Therapy
- Trafford's Educational Psychology Service
- School Nurses
- Trafford CAMHS
- Occupational Therapy Service
- Longford Park Outreach Service
- Trafford Sensory Impairment Support Service
- Trafford Parents and Young People's Partnership Service

## **5.9 Expertise and training of staff**

Our School SENDCO, Emma Chadwick, is an experienced SENDCO and is a Specialist Leader in Education. She is part of the Lead SENCO Group in Trafford.

Robert Calderbank has achieved the National Award for Special Educational Needs Coordinators.

Emma Chadwick is allocated one and a half days a week to manage SEND provision. Rob Calderbank is allocated half a day.

Staff training in SEND is coordinated and delivered by the school's SENDCOs. Where possible, teachers and teaching assistants attend training relevant to the specific needs of children within

our school. Training on dyslexia is delivered annually. Over the coming year we will be receiving extra training on neurodiversity as part of the PINs programme.

We have recently achieved the Trafford Dyslexia Award which highlighted the fantastic provision we have in place allowing all pupils to thrive and achieve their full potential.

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

Park Road Sale is an 'inclusive school'. We believe that all pupils should be able to access all extra curriculum activities, including school trips. The school offers a range of lunchtime and after school clubs which are open to all pupils. Where a child has needs, adaptions may be necessary but would be made with parent and pupil involvement. Risk assessments are undertaken to ensure that activities outside the classroom and school trips are suitable and safe for all pupils. Where a child has specific needs, additional measures are put into place to enable them to participate as fully as possible.

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

The social, emotional and physical wellbeing of pupils is important to all members of staff at our school. Our Head teacher has overall responsibility for safeguarding and all our teachers take part in safeguarding training annually. We address the social and emotional aspects of children's learning through PSHE lessons. Children with specific needs often have targets related to social and emotional wellbeing as part of their support plans. We have support staff who have been trained to lead interventions such as Lego Therapy and Play Therapy. All staff have had CPD related to the Zones of Regulation and this support is delivered by our HTLAs in their afternoon sessions with children.

We have a Pastoral Lead – Mrs J Ramsay who with the support of the SENDCOs leads on the well-being of all children in school. The pastoral lead supports individual children and runs a well-being club each week. She also monitors attendance and supports families with the attendance of their children.

Individual Health Care Plans are written for children who have medical issues. This plan details exactly what care a child needs in school, how it should be administered and when. It also details the procedures that should be followed in an emergency. Medicines are administered in accordance with our school policy. Our teachers and teaching assistants have undertaken pediatric first aid training. Park Road Sale has a behaviour policy which is designed to promote positive behaviour and is followed by all our staff.

We have a zero-tolerance approach to bullying.

### **5.12 Complaints about SEND provision**

If a parent has a complaint a meeting will be arranged with the SENDCOs. The SENDCOs will involve the Head teacher if necessary. If the complaint cannot be resolved through meetings with

the class teacher, SENDCOs and Head teacher the school's complaints procedure can be used to refer the matter to the governing body.

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

#### **5.13 Contact details of support services for parents of pupils with SEND**

Trafford's 'SEND Local Offer' provides a wide range of information about the support which is available for disabled children and children with special educational in the local area.

[www.trafforddirectory.co.uk](http://www.trafforddirectory.co.uk)

Trafford Special Educational Needs and Disability Information, Advice and Support Service (Trafford SENDIASS) provides impartial information, support and advice to families.

<https://SENDdiass.trafford.gov.uk>

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

Our school operates an 'open door' policy and parents and carers are welcome to make an appointment to speak to a member of staff. If you have any concerns regarding your child, the first point of contact should be the class teacher. A meeting with the school SENDCOs can be arranged to discuss concerns. Appointments can also be made with the Head teacher, Mrs Walmsley, through the school office.

### **6. Monitoring arrangements**

This policy will be reviewed annually and updated if any changes to the information are made.

It will be approved by the governing board.

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

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Inclusion Policy