Oldfield Brow
Primary School

Inclusion and SEND Policy

Approved by:	Governing Board	**Date:**	July 2023
Last reviewed on:	October 2026		
Next review due by:	October 2027		

1.0 Our Vision for SEND and Inclusion

At Oldfield Brow Primary School, we believe inclusion is everyone's responsibility. We are committed to ensuring that every child feels they belong, is valued, participates fully in school life, achieves their potential and thrives academically, socially and emotionally. We recognise and celebrate diversity and are committed to removing barriers to learning, participation and achievement for all pupils.

At Oldfield Brow, we want every learner to belong, achieve and thrive.

2.0 Definition and Aims

Oldfield Brow Primary School values the abilities and achievements of all of its pupils and is committed to providing each pupil with the best possible environment for learning.

Our school recognises the entitlement of all pupils to a balanced, broad and engaging curriculum. Our SEND policy reinforces the need for Inclusive Quality First Teaching (IQFT). The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and Disabilities (SEND).

2.1 The SEND Aims of our School

- To ensure that all pupils have access to a broad and balanced curriculum
- To create a culture of belonging where all pupils are valued, respected and able to participate fully in all aspects of school life.
- To identify barriers to learning and participation at the earliest opportunity and provide timely support.
- To ensure the identification of pupils requiring SEND provision as early as possible
- To provide Inclusive Quality First Teaching with waves of additional support appropriate to a child's individual needs and ability.
- To ensure equitable outcomes for pupils with SEND, disadvantaged pupils and other vulnerable groups.
- To ensure that pupils with SEND take part fully in all school activities where possible.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future and their SEND provision

We recognise that many pupils may need additional support at some time during their school life. In implementing this policy, we aim to support and nurture pupils to reach their potential, become independent and confident learners and to be ready for their onward journey, as they prepare for Adulthood.

The Inclusion Team, Governors and all teaching staff have been involved in developing this policy and are committed to its intentions. Whilst many factors contribute to the range of challenges experienced by some children, we believe in the importance of parents, teachers, other professionals and pupils working together.

2.2 Inclusion Strategy and Accountability

Oldfield Brow Primary School is committed to developing and maintaining a culture of inclusion in which all pupils feel that they belong, are valued, can participate fully in school life and are supported to achieve and thrive. Inclusion is a shared responsibility and is embedded within the school's strategic planning, leadership, curriculum, pastoral support and wider provision. This policy should be read alongside the School Development Plan, Accessibility Plan, Equality Objectives and SEND Information Report.

The school will maintain an annual Inclusion Strategy that identifies priorities for improving inclusive practice and removing barriers to learning, participation and achievement. The strategy will be informed by the needs of the school community and will support continuous improvement across all aspects of provision.

To evaluate the effectiveness of its inclusive practice, the school will monitor and review a range of quantitative and qualitative indicators, including:

- Achievement and progress of pupils with SEND and other vulnerable groups.
- Attendance, persistent absence and engagement in school life.
- Participation in educational visits, extra-curricular activities, clubs, leadership opportunities and enrichment experiences.
- Behaviour, suspension and exclusion data.
- Pupil voice, including pupils' views on belonging, participation, safety and support.
- Parent and carer feedback regarding communication, partnership working and the effectiveness of support.
- Accessibility of learning environments, curriculum access and reasonable adjustments.
- The effectiveness of ordinarily available provision and the graduated approach.

The Headteacher, Inclusion Leader/SENCO, Senior Leadership Team and Governing Board will review inclusion outcomes regularly and use this information to identify strengths, address areas for development and inform future priorities. Inclusion will form a key part of the school's self-evaluation and quality assurance processes.

The school is committed to working in partnership with pupils, families, governors, staff and external agencies to ensure that provision remains responsive to need and reflects current national expectations for inclusive practice. The policy and associated inclusion priorities will be reviewed annually and amended in line with statutory requirements, emerging national guidance and the evolving needs of the school community.

2.2.1 Key Inclusion Questions

As part of its ongoing evaluation, the school will consider the following questions:

- How well do pupils feel that they belong, are valued and are included?
- How effectively are barriers to learning and participation identified and removed?

- How well are pupils with SEND and other vulnerable groups achieving and thriving?
- How effectively does the school's provision promote attendance, engagement and participation?
- How well do families feel listened to, involved and supported?
- How effectively is inclusion embedded across all aspects of school life?

These questions will help ensure that inclusion remains central to the school's vision, values and strategic priorities.

3.0 Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if they:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.
- Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child

Special educational provision means:

- For a child over two, educational provision which is *additional to, or different from, the* educational provision made generally for children of the same age in maintained schools (other than special schools) in the area
- For a child under two, educational provision of any kind (1996 Education Act, section 312)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Oldfield Brow Primary School will have due regard for the SEND Code of Practice: 0-25 years (January 2015) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

4.0 Roles and Responsibilities

4.1 The Inclusion team of the school is:

- **Headteacher:** Mr James Cash
- **The Inclusion Leader:** Miss Amy Torkington and Mrs Laura Heffernan
- **The SEND Governor:** Mr Mark Massey

4.2 The Role of the Inclusion Team

The Inclusion Team plays a crucial role in the school's SEND provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants and Learning Mentors
- Overseeing and quality assuring pupils' records
- Liaising with the parents
- Contributing to staff training
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective coordination, staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for pupils with SEND
- The commitment required by staff to keep the inclusion team well informed about pupils' progress
- Procedures must exist to allow teachers access to information about pupils with SEND
- What exactly constitutes a 'level of concern' and at which point School Support is initiated
- Procedures exist to alert the Inclusion Team to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

4.3 The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring that a 'responsible person' is identified to be informed about Educational and Health Care Plans (EHCPs) and all those involved with teaching and supporting EHCP pupils
- Monitoring that pupils with SEND are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEND policy
- Monitor annually so that they are assured that parents are aware of the school's SEN Policy

4.4 The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Collaborating with the Inclusion Team to decide the action required to assist the pupil to progress
- Working with the Inclusion Team to collect all available information on the pupil
- In collaboration with the Inclusion Team, develop suitable targets to aid progress for pupils with SEND.
- Working with pupils with SEND on a daily basis to deliver the SEN Support Plan targets by scaffolding and using adaptive teaching.
- Developing constructive relationships with parents
- Being involved in the development of the school's Inclusion policy

4.5 The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the Inclusion Team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensure that SEND provision is an integral part of the school improvement plan.

5.0 Co-ordinating and managing provision

The Code of Practice strengthens the role of the Inclusion Leaders (previously named SENDCo), recognising the inclusion leaders' key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEN.

5.1 Ordinarily Available Provision and SEND Support

The school recognises that high-quality, inclusive classroom practice forms the foundation of support for all pupils. Universal provision consists of Inclusive Quality First Teaching, adaptive teaching strategies, reasonable adjustments, effective classroom routines, appropriate scaffolding, access to suitable resources, and implementation of the school's Ordinarily Available Inclusive Provision offer. All pupils are entitled to this level of support as part of everyday classroom practice.

The school uses Trafford's Ordinarily Available Inclusive Provision Framework to support teachers in identifying and removing barriers to learning. The framework sets out the adjustments, strategies and supports that should ordinarily be available to pupils through high-quality inclusive practice before additional SEND provision is considered.

A pupil may be identified as requiring SEND Support where, despite receiving

appropriate universal provision and sustained adaptive teaching, they continue to experience significant barriers to learning, participation, communication, social, emotional or sensory development, and are not making expected progress over time. Decisions to place a pupil on SEND Support will be informed by the Assess, Plan, Do, Review process, teacher assessment, parental views, pupil voice and any relevant assessment information.

Leaders will monitor the implementation and impact of ordinarily available provision through pupil progress meetings, provision reviews, learning walks, work scrutiny and analysis of inclusion outcomes.

6.0 Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with Special Educational Needs but without EHCPs/statements must be treated as fairly as all other applicants for admission.

Oldfield Brow Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. In line with the Code of Practice (2015), requests for places from parents of children with SEND and those with an EHC plan will be welcomed and considered unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

7.0 Categories of Special Educational Need

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The school continues to work on the premise that:

'All teachers are teachers of pupils with special educational needs.'

All teachers are responsible for identifying pupils with SEN and, in collaboration with the Inclusion Team, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

8.0 The Seven Principles of Inclusion

Our Inclusion Principles

- Ambitious leadership and governance
- Early identification and intervention
- High-quality adaptive teaching
- Accessible curriculum and enrichment
- Belonging, attendance and participation
- Strong partnerships with families
- Accessible environments and continuous improvement

9.0 Early Identification

The school recognises that many barriers to learning can be addressed through ordinarily available provision and high-quality adaptive teaching. Identification of SEND should not be the first response to underachievement without considering teaching, attendance, well-being and wider contextual factors.

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in Foundation stage profile or N.C. judged against level descriptions.
- Their starting points and progress within the Read, Write, Inc Phonics programme
- Pupil progress in relation to objectives set out in the EYFS and National Curriculum
- Standardised screening or assessment tools.

10.0 SEN Provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school to design appropriate adaptive teaching and where needed specialised programmes such as Speech and Language etc.

For pupils with identified SEN the Class teacher in conjunction with the inclusion leads

will use the records to:

- Provide an age appropriate curriculum with adaptive teaching
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

10.1 The Range of Provision

The main methods of provision made by the school are:

- Full-time Inclusive Quality First Teaching in classes, with additional help and support by class teacher/ teaching assistants through a broad and balanced curriculum
- Periods of withdrawal to work with a specialist teacher e.g. reading lead/learning mentor to deliver targeted intervention that is well researched
- In-class support with a qualified teacher

11.0 Participation, Belonging and Inclusion

The school will monitor and evaluate:

- attendance
- participation in clubs
- educational visits
- leadership opportunities
- enrichment activities
- pupil voice
- exclusions and suspensions

11.1 Attendance

The school recognises that non-attendance and emotionally based school avoidance may indicate unmet need. Attendance will be considered an important inclusion outcome and barriers to attendance will be addressed through collaborative work with pupils, families and external agencies.

12.0 English as an Additional Language (EAL)

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from an uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Additional support will be requested from Trafford's support service for children with English as an additional language alongside our EAL lead: Miss K. Mawe.

13.0 Monitoring Pupil Progress

Progress is a crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers "Keep Up, not Catch Up"
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the Inclusion Team. The Inclusion Team and teacher will review the approaches adopted. The Inclusion Team will have separate caseloads and where possible, will be the main point of reference for the families throughout their child's primary school education.

Where support additional to that of normal class provision is required, it will be provided through waves of School Support. Where concerns remain despite sustained intervention, the school will consider requesting an Education Health and Care Plan Needs Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The Inclusion Team and class teacher will refer to Trafford's criteria and Graduated Approach for special needs when considering moving children through the stages of the Code of Practice. The school also recognises that parents have a right to request a Statutory Assessment.

14.0 Record Keeping

The school will record the steps taken to meet pupils' individual needs. The Inclusion Team will maintain the records and ensure access to them.

In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Provision maps and a record of progress throughout the child's school career.

Teaching pupils with SEND is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through School Support.

School Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Support intervention can be triggered through ongoing concerns about the child's attainment and/or

presentation, supplemented by evidence that, despite receiving Inclusive First Quality Teaching pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the Inclusion Team, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action and results.

15.0 Nature of Intervention

The Inclusion Team, in collaboration with the class teacher and any appropriate outside agencies, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Small group support
- Learning mentor support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA or medical support services for advice on strategies, equipment, or staff training

15.1 Individual Support Plans (ISP)

Strategies, aims, targets and outcomes for pupils' progress will be recorded in a suitable format, for example an SEN Support Plan (Individual Support Plan), containing information on:

- Short-term targets
- Provision/Teaching strategies
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The recording of this information will feed into the Provision Mapping for that child, as necessary as a process of Assess, Plan, Do, Review (APDR).

15.2 Assess, Plan, Do, Review

The school adopts the graduated approach outlined within the SEND Code of Practice through the **Assess, Plan, Do, Review (APDR)** cycle. This process ensures that support is responsive, evidence-informed and centred on improving outcomes for

pupils.

15.2.1 Review Cycles and Monitoring

For pupils receiving SEND Support, provision and progress will be formally reviewed at least **termly** through the APDR process. Reviews will consider progress towards agreed outcomes, the effectiveness of provision, pupil voice, parental feedback and any updated assessment information. More frequent reviews may take place where needs are changing rapidly or where concerns have been identified.

Class teachers are responsible for the ongoing monitoring of progress and the implementation of agreed strategies and interventions. The Inclusion Team will provide oversight and support to ensure that provision remains appropriate and effective.

15.2.2 Partnership with Parents and Pupils

Parents and carers are key partners in the graduated approach and will be actively involved at each stage of the APDR cycle. They will be invited to contribute to assessments, discuss provision, review progress and help identify next steps. Pupils will also be supported to share their views, aspirations and experiences wherever appropriate, ensuring that their voice informs planning and decision-making.

15.2.3 Quality Assurance

The quality and impact of SEND provision will be monitored through a range of quality assurance activities, including:

- Termly pupil progress and provision review meetings.
- Analysis of assessment, attendance and behaviour information.
- Learning walks and classroom observations.
- Work scrutiny and review of pupil outcomes.
- Evaluation of intervention impact.
- Feedback from pupils, parents and staff.

Findings from these activities will inform school improvement planning, professional development priorities and the ongoing refinement of inclusive practice across the school.

The Graduated Approach is followed in school to give a clear approach to identifying and responding to children with SEN and Disabilities (SEND).

Intervention will usually be triggered through continued concern about a child's attainment or presentation despite additional support being given. School Support will be in place for children who, despite receiving differentiated teaching and a sustained level of support:

- Still makes little or no progress in specific areas over a long period
- Continues to work at attainment levels expected within the National Curriculum considerably lower than expected for a child of similar age

- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting outline of provision will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

15.2 Request for a Formal Assessment for an Education Health and Care Plan (EHCP - formerly Statement of Educational Needs)

The school will make a referral for an Education Health and Care Plan (EHCP) from the LA when, despite an individualised programme of sustained intervention within School Support, the child remains a significant cause for concern. A request to assess for an EHCP might also be made by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Support
- The pupil's targets/IEPs and costed Provision Map outlining the support given
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

The LA will consider the request for an Education Health and Care Plan (formally a Statement of Special Educational Need) once the evidence has been received and, if they agree to assess, there will be a 20 week period to gather and consider all the relevant information, reports and advice from pupils, parents, education and health (will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for assessment for and EHCP may not result in one being awarded.

An EHCP or Statement will include details of outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term outcomes set within the EHCP
- Established through parental/pupil consultation

- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

15.3 Reviews of Education, Health Care Plans (EHCP)

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews.

The child's dedicated Inclusion Leader will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The Inclusion Team
- Any other person the LA considers appropriate
- Any other person the head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes stated
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider how appropriate the existing EHCP outcomes are in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the Inclusion Leader of the Secondary school will be invited to attend. The Chief Educational Psychologist recommends that transfer arrangements be discussed at the end of Year 5/the beginning of Year 6. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard to the time limits set out in the Code of Practice, the inclusion lead will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

16.0 Curriculum Access and Inclusion

Oldfield Brow Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Oldfield Brow Primary School we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of

the school.

16.1 Evaluating success

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by the Inclusion Team and subject leaders
- Analysis of pupil tracking data and test results
    - for individual pupils
    - for cohorts
- Value-added data for pupils on the SEN list
- Consideration of each pupil's success in meeting IEP targets
- School self-evaluation
- The Governors' Annual Report to Parents
- The LA SEN moderation process
- The School Development Plan/Inclusion Strategic Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils

17.0 Complaints Procedures

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

18.0 Partnership with and Beyond School

18.1 Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEND. Part of the Inclusion Team's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with pupils with SEND. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. Teaching assistants' requirements in supporting pupils' needs will be considered frequently. Newly qualified teachers and staff new to the school will be given training on the school's SEND policy as part of their induction. The School's INSET needs will be included in the School Development Plan.

18.2 Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with SEND

When it is considered necessary, colleagues from the following support services will

be involved with pupils with SEND:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- Education Service for Physical Disability (ESPD)
- SEN Support Service (SENSS)
- Traveller Education

In addition, important links are in place with the following organisations:

- The local playgroup/mother and toddlers' group with the aim of providing continuity between home and school
- The LA (Trafford Council)
- Specialist Services
- Education Welfare Officer
- Social Services
- Friends of the School
- Family learning.

18.3 Partnership with parents

Oldfield Brow Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (COP 2.2)

The school will make available to all parents of pupils with SEN, details of the parent partnership service available through the LA. The SEN Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.

The school adopts a co-production approach, recognising parents and carers as equal partners in planning, implementing and reviewing support.

Where appropriate, pupils will actively contribute to decision-making and target setting.

19.0 The Voice of the Child

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate

should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter, where we enable confident young children, who know that their opinions will be valued and who can practise making choices, to become more secure and effective pupils during their school years.

At Oldfield Brow Primary School, we encourage pupils to participate in their learning.

20.0 Links with other schools and transfer arrangements

For all children transferring between phases, except from early education settings, a provisional recommendation should be made in the year before transfer. All records will be discussed with the Inclusion Leader in the receiving school

It is good practice for the Inclusion Leader of the receiving school, where possible, to attend a final annual review in primary school of pupils with an EHCP for whom the particular school has been named.

21.0 A summary of our Inclusion (SEND) Approach:

1. To implement the Graduated Approach (Assess, Plan, Do, Review) consistently across all stages of support.
2. All staff are expected to engage in regular training and CPD to ensure high-quality inclusive practice.
3. Adaptations to the curriculum and learning environment are made in line with the Equality Act 2010 and the school's Accessibility Plan.
4. The effectiveness of SEND provision is evaluated through pupil progress data, feedback from pupils and parents, and regular review of support plans.
5. Parents can escalate unresolved concerns to the SEN Governor or seek support from Trafford's SENDIASS and mediation services.
6. Training includes induction for new staff, ongoing CPD, and specialist input on areas such as autism, dyslexia, and SEMH.
7. Pupil views are gathered through one-page profiles, review meetings, and informal discussions to ensure their voice shapes their support.