

Kings Road Offer for Special Educational Needs and/or Disability



SEN Information Report

Name of setting	Kings Road Primary School
Type of setting	Primary
Specific age range	3-11
Number of places	632 (90 per year group + 2 x 26 places for part time Nursery and 1 x 26 place full time Nursery)
Which types of special educational need do you cater for? (<i>IRR</i>)	We are an inclusive setting catering for, but not specialising in, all children who are able to access the curriculum in a mainstream school with appropriate differentiation and support.

All schools and academies in Trafford are expected to identify and support pupils with a range of special educational and additional needs to make the best possible progress. Schools should be as inclusive as possible. The **area wide offer** covers 7 elements which are essential to the education of all children in school. Each of the 7 sections below provides answers to questions from a parent/carer's point of view.

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The requirements for the SEN Information Report have been incorporated into this document, based on *the Special Educational Needs and Disability Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

Questions from the Parent/Carer's Point of View:



Identification
How will you know if my child or young person needs extra help? (IRR)
<p>As a school team, we use our wide range of experience to help us identify those pupils who may need extra help. We consider the whole child and will look at a child's learning, social and emotional well-being and any changes in their behaviour.</p> <p>To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns.</p> <p>These include:</p> <ul style="list-style-type: none"> Regular informal/formal discussions with the class teacher, SENCO and Headteacher about pupils' progress in each class. During such discussions, we identify any pupils who are not making expected progress. As a staff we share any concerns about progress as well as any concerns about a pupil's general wellbeing. Talking to parents and listening to their concerns or worries. Talking to the pupil and listening if they say they need extra help or have worries. Liaison with any other professionals, such as health professionals. Information received from a previous setting or the local authority. Talking to any previous school or taking into account any previous education setting that the pupil may have attended.
What should I do if I think my child or young person needs extra help?
<p>If you think your child needs extra help you should:</p> <ul style="list-style-type: none"> Speak to the class teacher and make an appointment to speak to him or her after school. The class teacher may invite the Special Educational Needs Co-ordinator (SENCO) along to listen to your concerns and help plan next steps where it is needed. You can contact the SENCO directly by telephoning to make an appointment with the School Office on 0161 881 3571.

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Identification

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*








-  Please visit Kings Road Primary School's website at www.kingsroadschool.com
-  The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils. You can request any other policies that you may wish to have a copy of from the School Office.





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Teaching, Learning and Support







How will you teach and support my child or young person with SEND? *(IRR)*

-  The school teaches pupils with SEND in accordance with the Trafford area wide offer (see Trafford directory.)
-  We are an inclusive school and aim to provide a learning environment which will meet a wide range of different needs.
-  At Kings Road Primary School, we have a wide range of expertise and skills that support the teaching, learning and care for pupils with SEND across the school day.
-  We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a very personalised approach to learning across the school day; other pupils will need learning or environment differentiated to meet their particular needs whilst still providing challenge.
-  Planning for SEND pupils is prepared by the individual class teachers and includes quality first teaching.
-  Parents are regularly invited to meet with the class teacher, and SENCO if necessary, to discuss provision and impact.
-  Additional adults or key people are used flexibly across the school and may be in a class to support individual or groups of pupils or may be supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupil's independence across all areas of learning and the school day.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

-  As an inclusive school, we all work within the school curriculum and we adapt the learning environment to ensure all pupils can access their learning at an appropriate level. This may mean that learning and the school environment are differentiated or personalised to meet specific needs. It may mean that specialist equipment or adaptations are put in place or that the learning is differentiated to account for individual specific needs.
-  We seek professional advice from other agencies, such as Trafford SEN Advisory Service (SENAS) or Educational Psychology (EP) Service to help us match the curriculum and learning environment to a pupil's needs.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?



-  The Headteacher agrees the budget for special educational needs and makes decisions in consultation with the school governors.
-  The Headteacher and the SENCO regularly review the special educational needs across the school and make changes if they are needed.
-  Resources for pupils with special needs are, as far as possible, met from the school budget.
-  The resources are allocated on a needs basis. Resources may be specialist equipment, additional adult support or outside agency support.
-  Some pupils' needs may be complex and they may need a key person at times across the school day.
-  The Headteacher and SENCO strategically manage the SEND budget. The budget and its allocation is regularly reviewed over the year to meet







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Teaching, Learning and Support



any changes in pupils' needs or resources available.

-  The senior leadership team includes the Headteacher, Deputy Headteacher, Assistant Headteachers and SENCO, this includes budgetary discussions.
-  Where a pupil's needs are more complex, and it is felt that additional funding is needed to meet his or her needs, this will be discussed with parents at regular review meetings and consideration will be given to making an application for an Education, Health and Care Plan. If parents agree, then the school will work in partnership with parents to apply to the local authority for extra funding.




How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

-  When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the class teacher and SENCO.
-  During the meeting, the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed.
-  These will be shared with the pupil and his or her views will be included in the decision.
-  The school has a wide range of expertise and understanding about the type of support a pupil may need. If there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes, then outside advice may be sought.
-  All resources, training and support are reviewed regularly and changes made as needed.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

-  Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as an occupational therapist (OT) or Trafford SEN Advisory Service (SENAS). These requirements may then be met by the school budget or may form part of the provision within the Education, Health and Care Plan.
-  Some specialist equipment can be secured on loan from specialist agencies.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*








-  Your child's progress is continually monitored by the class teacher and it is formally reviewed by the Headteacher / Deputy Headteacher and class teacher three times a year.
-  The SENCO continually monitors the progress and support for pupils with special needs. If the SENCO is concerned about any aspect of your child's progress, they will contact you to discuss it.
-  There are assessments which are statutory and you will receive information about these at the required time, for example: Reception baseline



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Teaching, Learning and Support

and Statutory Assessment Results.

-  Pupils with SEND will have 3 parents' meetings each year, linked to the school cycle of parents' evenings. They will be invited to meet the class teacher and, when appropriate, the SENCO to review progress and plan next steps.
-  Pupils with an Education, Health and Care Plan will have a formal Annual Review each year in addition to the above.
-  If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher or make an appointment to speak to the SENCO.
-  If the teacher or SENCO has any concerns or worries during the year, they will contact you either by phone call, Class Dojo or email, if appropriate.
-  At times, some pupils and their parents benefit from a home school contact book.
-  When a pupil first comes to school or has, perhaps, had a challenging time, individual daily face-to-face feedback may be needed for a short time.
-  All pupils receive an Annual School Report in the summer term.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

(IRR)





-  We encourage the active participation of pupils in all aspects of their learning.
-  We ask pupils about their learning and how they learn best, which is often key to reaching the learning outcomes that have been agreed.
-  During the year, part of the termly review of progress asks children to comment on their progress and areas of difficulty, recording this as a statement on their review paperwork. This is if they are able to comment or have the skills / knowledge in which to do so.
-  Through our marking policy we identify areas of progress and areas that need further development. The pupils are given time to respond to the comments.
-  During the year, we talk individually to all pupils about their learning and plan next steps with them.
-  For the Annual Review process, the pupil's ideas and thoughts about the year are reported. The pupil is invited to share in part of the Annual Review meeting.
-  There is a learning Passport / All About Me document written by identified children in September each year with their class teacher.
-  We have a School Council.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? **(IRR)**









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Teaching, Learning and Support






-  The Headteacher and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
-  We plan the support for SEND pupils through a Provision Map.
-  The success of any intervention or support programmes are monitored closely, to ensure that they are both effective ~~and good value for money.~~
-  The SEN Governor maintains an overview of the school's provision through regular meetings with the SENCO.

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

-  We have a close relationship with all the children, knowing them very well, this is the biggest tool in knowing whether they are safe or not.
-  We follow the school's Safeguarding Policy, which can be found on the school website, www.kingsroadschool.com
-  We aim to include all pupils in all aspects of the school day and the curriculum. Some children need a more personalised approach and require extra support at different times of the day. To ensure they stay safe and in order to support their well-being we may, for example, provide an alternative quiet space to the playground at play times or at lunch time provide a quieter place other than the Hall to eat their dinner.
-  Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom. This may include a personalised 'meet and greet' session each day and a 'debrief' at the end of the day.
-  We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip.
-  There is always a first aider included as part of the staff team for all off site activities.




What pastoral support is available to support my child or young person's overall well-being?

-  Our school is a nurturing school and all staff are part of the pastoral support system.
-  The school has six houses, and each house has a Head of House. This is a pastoral strategy aimed at helping the staff in that house to know the children in their house well.
-  Kings Road Primary School has adopted 'PATHS' as a strategy which is used across school in all classes to further develop children's emotional well-being, emotional literacy and sense of self-awareness.
-  All children in Key Stage 2 have access to 'The Hub' which is a place that children can go, during lunchtimes, to talk to a member of staff about any concerns or issues which are upsetting them.
-  The school has a Sensory Room which can be used for Play Therapy or other types of intervention, as well as being used as a 'safe space'.
















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Keeping Students Safe and Supporting Their Wellbeing

-  We do not tolerate bullying in our school and we follow our school policy. Our Behaviour Policy can be found on the school website – www.kingsroadschool.com
-  We understand that pupils with SEND can face many challenges which may impact on their overall well-being and they may need extra pastoral support. After discussion with the pupil and parents, we may name a key person to add an extra point of contact and individual support.
-  Developing friendships can sometimes be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs.


Keeping Students Safe and Supporting Their Wellbeing

How will the setting, school or college manage my child or young person's medicine or personal care needs?

-  The school has an administration of medicines form for administering short term medicine in school, a copy of which can be found on the school website, www.kingsroadschool.com or requested by contacting the school office on 0161 881 3571.
-  This must be completed by the parent and brought to school by the parent with the medication to the school office for safe keeping.
-  Only medication prescribed by a doctor, or authorised health care worker, will be administered in school.
-  Only members of staff that have been trained and authorised by the Headteacher may supervise and administer medication
-  We would ask parents / carers to keep us fully informed of their child's medical conditions to ensure our information is as up-to-date as possible.
-  We work closely with the School Nurse and if medication needs to be taken over time in school, then after discussion with the school nurse, parents and staff, a plan can be agreed and put in place.
-  We have refresher training on asthma and the administration of 'Epi Pens' or 'Jext Pens' and would seek an extra training needed to address any other specific needs that a pupil may have.
-  We have also received training on type 1 diabetes and supporting a child with their daily insulin administration, in addition to managing their BG.
-  We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs.
-  If a pupil needs any personal care then a Personal Care Plan will be developed with the support of parents and medical professionals, such as the continence service. Where possible, the pupil's views will also be shared.
-  We review all personal hygiene plans to ensure we respect a pupil's privacy and dignity.
-  We would ask parents to inform school if a pupil has time off for medical appointments so that we can record this absence as 'medical'. Proof of this will need to be supplied to school.
-  We have a number of First Aiders and Paediatric First Aiders at Kings Road Primary School whose training is renewed regularly. The names of our qualified First Aiders are displayed throughout our school.










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 There is always a first aider included as part of the staff team for all off site activities.

Keeping Students Safe and Supporting Their Wellbeing

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

-  Our school ethos is to nurture all pupils.
-  We have a strong Personal, Social and Health Education (PSHE) curriculum.
-  Kings Road Primary School has adopted 'JIGSAW' as a strategy which is used across school in all classes to further develop children's emotional well-being, emotional literacy and sense of self-awareness.
-  The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor may be chosen to fulfil this role.
-  Termly intervention meetings are held, potentially vulnerable children's non-academic well-being needs are discussed with a view to helping the child.
-  We seek advice from other agencies such as CAMHS and Trafford's SEN team.
-  Where a child needs extra help developing their emotional and social skills, we may put in support such as: social skills group, social stories, reflection time, quiet time, daily meet and greet, personalised learning, buddy system, etc.

What support is there for behaviour, avoiding exclusions and increasing attendance?

-  We have a positive approach to supporting and developing good behaviour.
-  Our Behaviour Policy can be found on the website, www.kingsroadschool.com
-  We recognise that challenging behaviour is not a special educational need, but we also recognise that some SEN pupils' behaviour may need extra support and understanding. Parents are involved in identifying and discussing specific issues and an individual behaviour plan is written to identify support and set targets.
-  If there is a risk of exclusion, parents are fully included in all aspects of the process and outside agencies will be contacted for advice. A copy of our Exclusion Policy can be requested from the School Office.
-  Attendance is monitored daily. Where a pupil with special education needs has poor attendance, we would seek to discuss this with the parent and, where possible, seek advice from the Local Authority. Our Attendance Policy can be found on the school's website, www.kingsroadschool.com











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Working Together & Roles

What is the role of my child / young person's class teacher?





The role of the class teacher is:

-  To deliver quality first teaching and adapt it to meet individual pupils needs.
-  To check progress across the year and identify where additional help or support may be needed.
-  To discuss with the SENCO any extra additional help your child may need.
-  To plan with any additional adults or key people the implementation of any extra support or intervention.
-  To listen to specialist advice such as Trafford's SEN team, Educational Psychology, Speech and Language Therapy and adapt teaching and learning as advised.
-  To be the first point of contact for parents.
-  Has overall responsibility for pupils learning and their day-to-day well being in school.
-  To ensure the School's SEND policy is followed in their classroom.

Who else has a role in my child / young person's education?

-  The Headteacher
-  School governors
-  The SENCO
-  Teacher assistants may have a role depending on the pupil's needs at the time. Pupils may work with different adults throughout the day.
-  Outside agencies may have a role, for example a Speech and Language Therapist or Educational Psychologist.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?





-  The SENCO shares the information about a child's SEND or EHC plan with key staff and helps plan with staff how the outcomes can be achieved.
-  Staff are regularly updated about any significant changes to provision through staff meetings and through formal and informal discussions.
-  Each child with SEND also has a one-page profile to help support and explain the child's needs, interests and strengths.
-  The SENCO holds termly meetings with key staff members to ensure that the child is being supported appropriately and the child's EHC is understood thoroughly.














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Working Together & Roles



What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

-  The school has a wide range of expertise and skills to support pupils with SEND.
-  These include:
-  A SENCO with the national NASEN accreditation.
-  Our teachers hold qualified teacher status and all staff receive regular training on how best to support our pupils with SEND for example in dyslexia, autism, ADHD and Speech and Language.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

-  SENCO network meetings each term to share expertise and knowledge.
-  Support and advice are sought and implemented from external agencies to ensure that any barriers to success are identified and responded to, including the:
-  Educational Psychologist
-  Trafford's SEN team (SENAS)
-  CAMHS
-  School Nurse
-  Health Visitor for under 5s
-  Medical services such as the Community Paediatrician, the Continence Service, Occupational Therapy and Physiotherapy
-  Speech and Language Therapy Team
-  Medical Needs Team
-  Social Care

Who would be my first point of contact if I want to discuss something?

-  The first point of contact is the class teacher.
-  You can also contact the SENCO. An appointment can be made to speak to the SENCO through the School Office.







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Working Together & Roles
Who is the SEN Coordinator and how can I contact them? (IRR)
<ul style="list-style-type: none">The SENCO is Miss Michelle Barlow. She can be contacted via the School Office on 0161 881 3571.
What roles do have your governors have? And what does the SEN governor do?
<ul style="list-style-type: none">The school governors have responsibility for ensuring the quality of provision across the school.The Cared for Children Governor is Mrs Rosie Trotter.The SEN Governor is David Jarman.
How will my child or young person be supported to have a voice in the setting, school or college? (IRR)
<p>Pupil voice is very important and valued in our school.</p> <ul style="list-style-type: none">We have a School Council.All children are encouraged to give their views.Crucially, due to the warm nature of the school, children feel that they can talk to most members of staff.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?
<p>We encourage parents to be actively involved in the school. For example, by:</p> <ul style="list-style-type: none">Being a 'parent helper' in class or as a volunteer reader.Helping on trips (at the discretion of the school).School newsletters and the school website keep parents in touch with events in school and the introductory class meetings detail how parents can support their child's learning and signposts events for the year.Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.
What help and support is available for the family through the setting, school or college? (IRR)
<ul style="list-style-type: none">The school, led by the SENCO, and Child & Family Mentor provides support to parents as required. If a parent wishes to talk to the SENCO or



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Child & Family Mentor, then an appointment should be made by contacting the School Office on 0161 881 3571 or [via Class Dojo](#).

-  The school will signpost organisations, such as Parent Partnership and will signpost the LA Local Offer as an information point for information and guidance.
-  If any of our pupils are entitled to transport to school, we liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.
-  All teachers at Kings Road will help any parents (if the request is reasonable) at all times that they are able to.
-  The school office staff will help parents who may struggle to access communication because of their own reading, writing or ICT limitations.



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Inclusion & Accessibility

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? **yes**

Details (if required)

The school is on one level; wheelchair access is possible at all entrances to the school.

Are disabled changing and toilet facilities available? **yes**

Details (if required)

There are 4 **accessible** toilets, located at: the entrance area of the school, on the main corridor, on the Year 4 corridor and near the dining room.

Do you have parking areas for pick up and drop? **yes**






Details (if required)

Families may use the school staff carpark at the discretion and approval of the Headteacher.

A copy of our school's Accessibility Plan can be requested from our School Office or a copy found on the school website, www.kingsroadschool.com in the policy section or additionally within the SEND section. Our practice and policy adheres to the Equality Act 2010.

Where translation is needed to support parents' understanding of English, we will endeavour to support this through use of translation services.

What arrangements do parents / school need to consider for the admission of their disabled pupil to Kings Road Primary School?










-  Parents should contact the school prior to their child starting so that we can review the school's accessibility in light of their child's needs.
-  School will liaise with the appropriate professionals, such as Trafford's SEN Advisory Service (SENAS), the Hearing / Visual Impairment Team, Occupational Therapy Team or a Physiotherapist to ensure that further appropriate modifications are made around school/the classroom to ensure that the child has full access to school.
-  School will then carry out risk assessments/plans with the site manager to ensure that the child's needs are met.
-  The Head teacher/site manager and SENCO will create emergency evacuation plans for more vulnerable pupils with a designated route for their safe exit of the building.
-  Parents will be consulted about their child's access to school to ensure that all considerations have been made.









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Inclusion & Accessibility




How will the school ensure that disabled pupils are treated less favourably than other pupils?

-  Our school vision and values promote that 'each child should be safe, cherished, valued, free to develop and encouraged to succeed.' Our Vision and Values can be found on our website, www.kingsroadschool.com
-  'Our vision is to ensure that everyone has the same opportunity to succeed.' Statement taken from the Equality and Diversity in Employment for Kings Road Primary School.
-  Our curriculum 'values the way in which all children are unique.' Taken from our School Curriculum Policy.
-  We ensure that the curriculum is accessible for every child by engaging the child directly and listening to their views.
-  Include the family in any decision making regarding disabled pupil's access to the school curriculum.
-  Creating and adhering to an inclusive curriculum for all.
-  Providing a personalised approach and extra support for activities, where needed, both inside or outside the classroom.
-  We will carry out a professionals meeting, involving the child and their parents, to understand how best their child's participation can be facilitated. This could mean a more personalised approach to classroom activities/learning or the involvement of wider Trafford services.
-  Involvement of Trafford services such as SENAS, the Hearing / Visual Impairment Team, Occupational Therapy Team or a Physiotherapist to ensure that we have placed the child at the centre of our thoughts and utilised other professional knowledge to support every child.

What facilities will the school provide to help disabled pupils access the school?

-  Kings Road Primary School is on one level.
-  Hoists and changing facilities are located onsite for those who require this.
-  We provide parking for disabled families, at the discretion of the Headteacher.
-  Wheelchair accessibility throughout the school.
-  A ramp to access a low step into a small number of classrooms.
-  School will provide the appropriate resources required for the child as and when needed in order for them to access all elements of school life.

How will my child access the curriculum?

-  Lessons are planned and delivered to allow children with sensory impairment or disability full access to these according to their particular need.
-  Additional resources or equipment can be used to facilitate children's access to the curriculum.
-  PE lessons will be adapted to suit the individual needs of the child and supported by Physiotherapists, Occupational Therapists or SENAS








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Inclusion & Accessibility

where their advice is needed.

 Further information can be found on the School's Accessibility Plan, a copy found on the school website, www.kingsroadschool.com

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*



-  We carry out risk assessments for all off site activities and residential visits, to ensure that everybody's health and safety will not be compromised.
-  If we feel a pupil needs extra support to ensure his or her safety and well-being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip or a more personalised approach to the activity or trip.
-  We will seek the child and family's views about the inclusion of their child on outdoor activities, including trips, if appropriate.
-  We will liaise with Trafford Services, such as SENAS, the Hearing / Visual Impairment Team, Occupational Therapy Team or a Physiotherapist, to ensure that we have considered all options to ensure that every child is included in all outdoor activities.
-  If, in the unlikely event that it is considered unsafe for a pupil to take part in an activity in school or out of school, we will organise alternative activities for the pupil.

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Transition

Who should I contact about my child/young person joining your setting, school or college? *(IRR)*





-  Please contact our Headteacher via the School Office to make an appointment about your child joining our school. The School's phone number is 0161 881 3571.
-  Please refer to our admissions information which can be found on the Trafford website.

How can parents arrange a visit to your setting, school or college? What is involved?

-  Parents are encouraged to visit the school and should ring the School Office to make an appointment with the Head teacher and SENCO.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

Transition can be a difficult time for both your child and your family.




-  If your child is moving to another school, we will:
 - Endeavour to contact the new school's SENCO to share information about any special arrangements which have been in place to support your child's learning and inclusion.
 - Transfer all records about your child as soon as possible.
-  If your child is starting in EYFS:
 - We would welcome contact from you when you have formally indicated us as your first-choice school.
 - You will be invited to a session after school where the foundation teacher will explain the process of starting a new school.
 - All children are invited to 'stay and play' sessions.
-  When we know your child is joining our school we will:
 - Speak to the previous setting or visit the setting and we may put in place extra visits with key workers.
 - Meet with you and anyone else who can help prepare and support your child's move to our school.
 - Discuss your child's needs with you and plan together how we can best meet them and make the transition to Kings Road Primary School successful.
 - We may decide together that we need an inclusion plan.
 - We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition.
-  There are also videos for all classes on the school website. The videos show the classrooms and main shared areas around school, including the playgrounds, halls, ICT room and office area.















Additional Information

What other support services are there who might help me and my family? *(IRR)*

Trafford SEND Information Advice and Support Service (SENDIASS) is for parents /carers:

-  Whose children have been assessed as having special educational needs;
-  Who believe their children may have special educational needs;
-  Whose children have a disability recognised under the Disability Discrimination Act.

They can:

-  Explain the assessment process and the Code of Practice for special educational needs;
-  Help you to give your views about your child's special educational needs;
-  Support you at meetings;
-  Help you with any letters or forms;
-  Help you to understand your child's EHC (Education and Health Care plan);
-  Help you to pass on your concerns to your child's school or to a member of the Local Authority;
-  Put you in touch with staff from other agencies and voluntary organisations who may be able to give advice and information;
-  Support you at Disagreement Resolution Service meetings (meetings where parents can discuss their child's needs with the school or LA);
-  Explain how you can appeal about decisions the LA have made, to the special educational needs tribunal (SEND);
-  Give you information about the Disability Discrimination Act (DDA);
-  Give you advice when your child starts at school or nursery;
-  Give you information about your child moving from infant school (Key Stage 1) to junior school (Key Stage 2) or to a secondary school (Key Stage 3).

The contact information for **Trafford SEND Information Advice and Support Service (SENDIASS)** is 0161 912 3150 or by completing an online referral form. The email address is sendiass@trafford.gov.uk

IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk





Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford



Kings Road Offer Special Educational Needs and/or Disability

Additional Information





Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service:

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




When was the above information updated, and when will it be reviewed?

This school report was updated in March 2026.
It will be reviewed in March 2027.

What can I do if I am not happy with a decision or what is happening? *(IRR)*

-  If a parent is unhappy with the provision that we are making for their child, then they should initially approach the class teacher or the school special educational needs coordinator (SENCO).
-  If this does not resolve the problem, then the parent should speak to the Headteacher.
-  If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from Trafford SEND Information Advice and Support Service.
-  Parents are advised that a copy of the school Complaints Policy can be requested from the School Office on 0161 881 3571. It is also available on the school website.

What other information is available?

-  You may also find our SEN Policy and our Accessibility Policy on the school website useful, www.kingsroadschool.com
-  There is other useful information and resources for parents which may also provide support. You can find these under the parent tab, in the SEND section.
-  Kings Road Primary School Policies.