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

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

Longford Park School is a mixed day school for children aged 5-11 with different kinds of specific, complex, learning and social, emotional and behavioural difficulties.

2. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

All children have a statement/Education Health Care Plan. Where parents have additional concerns other agencies can be involved.

3. How will both you and I know how my child/young person is doing?

Regular reviews are held. Daily recording sheets go home. Pupils academic, personal, social and emotional progress is monitored individually. Academic progress is benchmarked against DCSF Progression Guidance. Annual reports include data alongside carefully crafted targets. The school prioritises parent, multi agency partnerships and encourages teacher and parent communication.

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk
4. How will the curriculum be matched to my child/young person’s needs?

The school follows the National curriculum but it is adapted to assist the children. Differentiation features strongly and much individualised support is structured into to suit.

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

The class teacher with teaching assistant support delivers the bulk of the curriculum. Specialist drama, P.E., art, therapeutic and counselling augments the timetable. The school is small, supportive and above all nurturing. Any child flagged up is discussed between the team in collaboration with families. We have a Parent Partnership Officer who also liaises between home and school. The Governors in partnership with the Head oversee the running of the school and well-being.

6. How is the decision made about what type and how much support my child/young person will receive?

All children receive holistic support, with Pupil Premium layered into the provision.

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

The school is inclusive so all are involved in curriculum entitlement and class based aspects. Children can choose to attend twice weekly after school sports club. The school is very proud of its involvement in such a wide range of extracurricular activities that very often involve collaboration with other mainstream and special schools. These events include sporting, musical outward bounds, drama activities.

8. What support will there be for my child/young person’s overall wellbeing?

Children are supported within a very nurturing class environment. There is a therapeutic classroom set up to assist if required. The celebration of achievement permeates the school week and showcases at the weekly awards assembly. We have a school nurse, counselling services, a Parent Partner, a first aider and child protection officer.

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

We work closely with local authority professionals including social workers, CAMHS and Educational Psychology Service. Trained counsellors add a further dimension.

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

   Staff training is ongoing with the school involved in research and training in school, regionally and nationally.

11. **How accessible is the school environment?**

   The school is fully accessible, including toilets and lifts for wheelchair users.

12. **How are parents and young people themselves involved in the school?**

   The Parent Partnership provides many joint events. There is an active School Council, play and sports leaders.

13. **How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?**

   There is full involvement of health, social care, LA support services and many voluntary organisations. School nurse, CAMHS, speech and language, MARAT and counselling services are all involved with individual children as needed.

14. **Who can I contact for further information?**

   The school Head Teacher and Deputy can be contacted through school hours and the Parent Partnership Officer beyond.

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15. **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

School visits including children and parents to suit, communication and collaboration with previous and future schools, carefully planned transitions and partnership with involved schools and professionals.

16. **What other support is available?**

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

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<th><strong>Telephone:</strong></th>
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