Elms Bank
School & College

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SEND Information Report

Elms Bank Document:

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2	1.9.24	EFA	Change of document to Living your Best Life
3	1.9.25	EFA	Name change of Deputy Head and new residentials
4	26.10.26	CDE	Full review and update of the SEND Information Report. Updated content to reflect current Elms Bank School and College provision, including curriculum pathways, communication support, preparation for adulthood, transition arrangements, accessibility of information, emotional wellbeing support, multi-agency working, children in care arrangements, staff expertise and training, and quality assurance processes. Reviewed terminology, compliance and statutory requirements throughout.

SEND INFORMATION REPORT			
What do we do?	**How do we do it?**	**How do we do it?**	**How do we know?**
What types of SEN do we provide for?	Elms Bank School and College is a specialist setting for children and young people aged 11-19 with a range of special educational needs and disabilities (SEND). The school and college provide for pupils with: • Autism Spectrum Condition (ASC) • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD) • Speech, Language and Communication Needs (SLCN) • Social, Emotional and Mental Health Needs (SEMH) • Sensory processing differences • Physical and medical needs All pupils attending Elms Bank have an Education, Health and Care Plan (EHCP). Provision is personalised to meet individual needs and supports pupils to achieve positive outcomes, develop independence and prepare for adulthood. Pupils access learning through one of six curriculum pathways: Thrive, Nurture, Explore, Inspire, Connect and Discover. Pathways are designed to meet the differing learning, communication, sensory, social, emotional and independence needs of pupils and students. Placement within a pathway is determined through assessment and review of individual needs and is regularly monitored to ensure it remains appropriate and supports the best possible outcomes for each pupil.	Education, Health and Care Plans (EHCPs) Personalised curriculum pathways Specialist SEND provision Multi-disciplinary working with families and external professionals Individualised support and interventions	Local Authority consultation and placement process EHCP documentation Annual Reviews Admission and pupil census information Ongoing assessment and review of pupil needs Feedback from pupils, parents/carers and professionals Monitoring of progress towards EHCP outcomes and preparation for adulthood outcomes

How do we identify and assess pupils with SEN? **Related documents** Bury Admissions Policy Assessment Policy Annual Review Procedures EHCP Documentation School Website	• All pupils attending Elms Bank have an Education, Health and Care Plan (EHCP) and are placed through the Local Authority consultation and admissions process. • Prior to admission, information is gathered from parents/carers, previous settings, external professionals and EHCP documentation. • Baseline assessments are completed on entry to identify strengths, needs and the most appropriate curriculum pathway. • Pupils are placed within a curriculum pathway based on their individual learning, communication, sensory, social and independence needs. • Progress towards EHCP outcomes is reviewed regularly through assessment, Annual Reviews and ongoing discussion with parents/carers and professionals. • Additional assessments may be undertaken by school staff or external professionals where required.	Education, Health and Care Plans (EHCPs) Local Authority consultation and admissions process Baseline assessments Curriculum pathway assessments and reviews Annual Reviews Multi-agency assessments and reviews Parent/carer consultation Professional reports and recommendations Ongoing assessment and progress monitoring	EHCP outcomes are monitored and reviewed regularly. Assessment information and progress data are analysed throughout the year. Annual Review outcomes demonstrate progress towards identified needs and targets. Input from pupils, parents/carers and external professionals informs assessment and planning. Curriculum pathway placements are regularly reviewed to ensure they remain appropriate and continue to meet pupils' needs. Pupil progress, engagement, wellbeing and preparation for adulthood outcomes are monitored through school assessment and review processes.

Who is our special educational needs coordinator (SENCO) and how can he/she be contacted? **Contact details** SENCO: Emma Farnworth 0161 766 1597 School Website	• Our school SENCO is Emma Farnworth. • As a specia**L** school, all members of the Senior Leadership Team have responsibility for ensuring pupils with SEND receive high-quality provision and support. • The SENCO works closely with pupils, families, staff, senior leaders and external professionals to coordinate and monitor provision for pupils with SEND. • The Senior Leadership Team oversees curriculum pathways, safeguarding, behaviour, wellbeing, preparation for adulthood and specialist provision to ensure the needs of all pupils are met. • Contact details SENCO: Emma Farnworth Telephone: 0161 766 1597 School Website	Coordinating SEND provision and support. Working collaboratively with families and external professionals. Monitoring pupil progress, wellbeing and outcomes. Supporting Annual Reviews and the EHCP process. Providing advice, guidance and training for staff. Quality assuring SEND provision across the school and college.	Parent and carer feedback. Pupil voice. Annual Review outcomes. Progress towards EHCP outcomes. Quality assurance activities. External professional feedback. Monitoring by the Senior Leadership Team and Governing Body.
How do we consult parents of pupils with SEN and involve them in their child's education? **Related documents** Parental Engagement Policy Home-School Agreement Parent View Feedback School Calendar School Newsletter School Website	• We value positive partnerships with parents and carers and recognise them as key partners in their child's education. • Formal and informal communication takes place regularly between school staff and parents/carers. • Annual Reviews are held annually for every pupil. • Parents/carers are actively involved in discussions about progress, outcomes and future planning. • Parents' evenings are held throughout the year and provide opportunities to discuss progress and achievements. • Each pupil receives an annual report outlining their progress across the curriculum. • Parent meetings and information sessions are offered throughout the year on a range of relevant topics. • Open days, tours and transition meetings provide opportunities for families to learn more about the school and meet staff.	Annual Reviews Parents' evenings Formal and informal meetings Parent Voice surveys Open days and school tours New intake parent meetings School website School newsletter Home-School Agreement Parental Engagement Policy School Calendar	Parent and carer feedback. Parent Voice survey responses. Attendance at Annual Reviews, parents' evenings and school events. Feedback from meetings and consultations. Compliments, concerns and suggestions received from families. Positive home-school relationships and engagement levels.

	• Parent Voice opportunities enable parents/carers to share their views and contribute to school development. • A termly newsletter and the school website provide regular updates about school life, events and pupil achievements. • Families are invited to celebrate pupil success through events such as Awards Evening and other school celebrations. • Parent meetings – this is open for parents to attend during the school day and evening. It gives parents information about a variety of topics and encourages them to take an active role in school. • Parents evenings are held throughout the year for all year groups; during these meetings parents will be fully informed of the progress their son/daughter is making at school. • Each student receives an Annual report towards the end of each school year which highlights the progress they have made over the year in each subject area. • A termly newsletter is sent home which gives lots of information about all the things students have been doing at school and in the community. • Awards Evening is held in the Autumn term – this is a lovely opportunity for parents to attend and see their son/daughter receiving prizes for all their hard work.		Pupil progress and outcomes achieved through collaborative working between home and school.
How do we consult with pupils with SEN and involve them in their education? **Related documents**	• Pupil voice is central to decision-making at Elms Bank, and pupils are encouraged to share their views about their education and school experience. • Elms Bank has an active Student Council which meets regularly to discuss school matters, contribute ideas and help shape developments across the school and college.	Student Council meetings. Annual Reviews. Pupil voice surveys and questionnaires. Class discussions and review activities.	Student Council minutes and actions. Pupil voice survey outcomes. Annual Review feedback.

Student Council Minutes Subject Reports Annual Review Documentation School Improvement Plan Pupil Voice Feedback Records	• Pupils are supported to contribute to their Annual Review and are encouraged to share their views, aspirations, achievements and future goals. • Pupil voice activities and questionnaires are used throughout the year to gather feedback on areas such as learning, wellbeing, enrichment opportunities and the school environment. • Middle leaders and class teams regularly seek feedback from pupils to inform curriculum developments and improve provision. • Pupils are involved in reviewing their progress, setting targets and celebrating achievements.	Curriculum and subject evaluations. Student leadership opportunities. Person-centred planning approaches. Ongoing discussions with pupils about their learning, wellbeing and aspirations.	Evidence of pupil contributions to planning and target setting. Curriculum and provision developments informed by pupil feedback. Improved pupil engagement, wellbeing and outcomes.
How do we assess and review pupils' progress towards their outcomes and work with parents and young people as part of this assessment and review **Related documents** Assessment Policy Annual Review Procedures EHCP Documentation Curriculum Pathway Information Living Your Best Life Framework	• We use a range of assessment, monitoring and review processes to track progress and ensure pupils achieve their individual outcomes. • An Annual Review of each pupil's Education, Health and Care Plan (EHCP) is held annually. Progress towards EHCP outcomes is monitored throughout the year and reviewed as part of this process. • Baseline assessments are completed when pupils join Elms Bank to identify strengths, needs and appropriate curriculum pathways. • Progress is assessed across academic, personal, social and preparation for adulthood outcomes. • Many pupils receive support from Speech and Language Therapy and may have communication targets that are monitored and reviewed regularly. • Pupils' achievements, personal development and wider outcomes are recognised and celebrated through personalised assessment and review processes, including the Living Your Best Life framework.	Annual Reviews. EHCP outcome monitoring. Baseline assessments. Curriculum assessments and progress tracking. Speech and Language Therapy targets and reviews. Living Your Best Life framework. Annual reports. Termly progress reviews. Parent/carer consultation. Pupil voice and participation.	Progress towards EHCP outcomes. Assessment and progress data. Annual Review outcomes. Parent/carer feedback. Pupil voice and participation. Annual reports. Progress reviews completed by teachers, subject leaders and senior leaders. Evidence of achievement across academic, social, communication, independence and preparation for adulthood outcomes.

	• Parents/carers and pupils are actively involved in reviewing progress and planning future outcomes. • Pupil progress data is collected, analysed and reviewed throughout the academic year.		
How do we support pupils moving between phases of education? **Related documents** Bury Admissions Policy Assessment Placement Protocol Transition Policy (if you have one) Annual Review Procedures EHCP Documentation Student Calendar Careers Education, Information, Advice and Guidance (CEIAG) Policy School Website	• Transition from Year 6 to Year 7 – most pupils join Elms Bank at the start of Year 7. During the summer term, pupils attend transition sessions to become familiar with the school, staff and other pupils. Parents/carers are also provided with information, tours and opportunities to meet key staff. • Transition into Elms Bank from another school or setting is supported through a personalised transition programme designed to meet the individual needs of the pupil. • Transition from Key Stage 3 to Key Stage 4 and into Post-16 provision is carefully planned to ensure pupils move into the most appropriate pathway and provision for their next stage of education. • For pupils moving into Post-16 provision, personalised transition planning is undertaken. This may include transition within Elms Bank College or to another college or educational setting, depending on individual needs and aspirations. • Transition from Post-16 provision to further education, supported internships, employment, training or adult services is planned through the EHCP review process in consultation with pupils, parents/carers, the Local Authority and receiving providers. • Individual transition plans are developed where required to support successful movement between phases of education and future destinations.	Student Calendar Assessment Placement Protocol Bury Admissions Policy Annual Reviews EHCP Transition Planning Transition visits and taster sessions Personalised transition programmes Partnership working with families, the Local Authority and receiving providers	Feedback from pupils and parents/carers regarding transition arrangements. Attendance and engagement during transition activities. Successful transition into new classes, pathways, key stages and educational settings. Annual Review feedback and outcomes. Monitoring of pupil wellbeing, attendance and progress following transition. Successful destination and progression data.

How do we support pupils preparing for adulthood? **Related documents** Preparation for Adulthood Framework Careers Education, Information, Advice and Guidance (CEIAG) Policy Provider Access Policy Statement Work Experience Policy (if applicable) Supported Internship Information College Curriculum Information EHCP Documentation Annual Review Procedures Careers Programme School Website	• Preparation for Adulthood is embedded throughout the curriculum from Year 9 onwards and is personalised to meet individual strengths, needs, aspirations and EHCP outcomes. • Pupils develop skills related to independent living, community participation, employability, health and wellbeing, and positive relationships. • Pupils access careers education, information, advice and guidance to help them make informed decisions about their future. • Students participate in work-related learning, enterprise activities and community-based opportunities where appropriate. • Post-16 students access personalised pathways designed to develop independence, employability and life skills and prepare them for their next stage of education, employment or adult life. • Students may access vocational learning, work experience, supported internships, community-based learning and employer engagement opportunities where appropriate. • Planning for adulthood and Post-19 destinations forms a key part of Annual Reviews from Year 9 onwards. • Pupils and students are supported to explore a range of future pathways, including further education, specialist college provision, supported internships, employment, training and adult services.	Preparation for Adulthood curriculum Careers Education, Information, Advice and Guidance (CEIAG) Independent Living programmes Employability and vocational learning opportunities Work-related learning and enterprise activities Community access opportunities Supported internships where appropriate Annual Reviews and EHCP outcome planning Partnership working with colleges, employers, training providers and adult services	Progress towards EHCP Preparation for Adulthood outcomes. Careers education, work-related learning outcomes. Student voice and future aspirations. Annual Review discussions and outcomes. Feedback from pupils, parents/carers and external partners. Successful destinations into further education, specialist college provision, supported internships, employment, training or adult services. Post-16 and Post-19 destination data.
What is our approach to teaching pupils with SEN?	• Pupils access a personalised curriculum through pathway-based provision designed to meet their learning, communication, sensory, independence and social needs.	Personalised curriculum pathways. EHCP outcomes and target setting.	Progress towards EHCP outcomes. Assessment and attainment data.

Related documents School Website Curriculum Pathway Information Subject Long-Term Plans Assessment Policy Careers and Preparation for Adulthood Information Annual Review Procedures	Pathway placement is reviewed regularly to ensure it remains appropriate. • We have six curriculum pathways: Thrive, Explore, Inspire, Nurture, Connect and Discover. Pupils are placed within pathways according to their individual strengths, needs, learning profiles and aspirations. • Teaching, learning and support are tailored to individual pupil needs and EHCP outcomes. • We provide education across four departments: Key Stage 3 (Years 7-9), Key Stage 4 (Years 10-11), Elms Bank and College (Years 12-14). • All pupils have personalised targets linked to their EHCP outcomes. Additional targets may be set through curriculum subjects and specialist services, including Speech and Language Therapy. • Pupils in Key Stages 4 and 5 access a range of qualifications, accreditations and personalised learning opportunities. • The college curriculum includes applied learning, independent living, preparation for adulthood, employability and vocational learning opportunities. • Personalised timetables and bespoke support packages are implemented where appropriate. • Pupils benefit from enrichment opportunities including drop-down days, themed events, educational visits, enterprise activities, individual music tuition and community-based learning experiences.	Curriculum pathway reviews. Quality-first teaching and adaptive practice. Specialist interventions and therapies. Personalised timetables where appropriate. Applied learning, vocational and preparation for adulthood programmes. Curriculum progress reviews and assessment processes. Educational visits, enrichment opportunities and themed learning experiences. Multi-disciplinary working with families and external professionals.	Curriculum progress reviews. Annual Review outcomes. Pupil engagement, attendance and wellbeing. Accreditation and qualification outcomes. Parent/carer feedback. Pupil voice. Destination and progression data. Quality assurance and monitoring activities.
How do we adapt the curriculum and learning environment?	• Communication is central to learning at Elms Bank. Pupils may access visual timetables, symbols, communication boards, social stories, Speech and Language Therapy	Curriculum pathway model. EHCP outcomes and personalised targets.	Progress towards EHCP outcomes. Assessment and progress data.

Related documents SEND Policy Curriculum Pathway Information Assessment Policy Accessibility Plan School Website	programmes, AAC systems and personalised communication strategies linked to EHCP outcomes. • Pupils access one of six curriculum pathways: Thrive, Nurture, Explore, Inspire, Connect and Discover. Pathways are designed to meet pupils' individual learning, communication, sensory, social, emotional and independence needs. • Learning environments, resources and teaching approaches are adapted to meet individual needs and promote engagement, independence and progress. • All classes are staffed according to the needs of the pupils. • Personalised timetables, targeted interventions and specialist programmes may be implemented where appropriate. • Pupils can access additional support through PSHE interventions, therapeutic approaches and specialist input where needs are identified.	Adaptive teaching approaches. Individualised support and interventions. Personalised timetables where appropriate. Speech and Language Therapy programmes. Occupational Therapy advice and sensory support. Multi-agency working and specialist support	Curriculum pathway reviews. Annual Review outcomes. Pupil engagement, attendance and wellbeing. Parent/carer feedback. Pupil voice. External professional reports and recommendations.
What expertise and training do our staff have to support pupils with SEN? **Related documents** CPD Programme SEND Policy Behaviour and Relationships Policy Care & Control Procedures Safeguarding Policy School Website	• Staff receive regular professional development to ensure they have the knowledge and skills required to meet the needs of pupils with SEND. • We work closely with external professionals and specialist services to develop staff expertise. • Elms Bank maintains a team of accredited Team Teach instructors who provide initial and refresher training for staff.	Whole-school CPD programme. Care & Control / Team Teach training. Autism training. Communication and AAC training. Sensory processing training. Positive Behaviour Support training. Safeguarding training. Medical needs training. Collaboration with Speech and Language Therapists,	Staff training records. Quality assurance activities. Lesson visits and learning walks. Annual Review outcomes. Parent/carer feedback. Pupil outcomes and progress. External professional feedback. Performance management and appraisal processes.

		Occupational Therapists, Educational Psychologists and other specialists.	
How do we make information accessible? **Related documents** Accessibility Plan SEND Policy School Website Communication Support Guidance Annual Review Procedures Bury Local Offer	• Information can be provided in a range of accessible formats to meet the needs of pupils, parents/carers and other stakeholders. • This may include visual information, symbols, Easy Read documents, social stories, large print, electronic formats and translated materials where required. • Communication supports, including visual timetables, communication boards and other personalised communication systems, are used to support pupils' understanding and access to information. • Parents and carers can request information in an alternative format and the school will work with families to meet individual needs wherever reasonably practicable. • The school works collaboratively with pupils, families and professionals to ensure information is presented in a format that is accessible, meaningful and promotes independence.	Accessible Information and Communication Support. Visual timetables, symbols and communication supports. Easy Read and accessible documentation. Personalised communication systems. Speech and Language Therapy advice and recommendations. School website and electronic communication methods. Alternative formats available on request. Collaboration with families and external professionals.	Parent and carer feedback. Pupil voice. Annual Review feedback. Communication and EHCP outcome reviews. Website and accessibility reviews. Requests for alternative formats are responded to and monitored. Feedback from external professionals. Monitoring of pupil engagement, understanding and independence.
How do we evaluate the effectiveness of our SEN provision? **Related documents** Assessment Policy Parental Engagement Policy	• The assessment, monitoring and review of each pupil's progress takes place throughout the school year. • Progress towards EHCP outcomes, curriculum targets and preparation for adulthood outcomes is reviewed regularly. • Parents' evenings are held throughout the year and provide opportunities to discuss progress, attainment and wellbeing.	Annual Reviews. Assessment and progress monitoring. EHCP outcome reviews. Progress Check Meetings. Parents' evenings. End-of-year reports.	Progress towards EHCP outcomes. Assessment and attainment data. Progress review outcomes. Annual Review feedback.

School Improvement Plan Quality Assurance Calendar Parent View Feedback Peer Review Feedback Annual Review Procedures SEND Policy School Website	• Teachers, subject leaders and senior leaders regularly review assessment information and pupil outcomes. • Annual Reviews are used to evaluate progress and identify next steps. • The School Improvement Plan includes priorities linked to improving outcomes for pupils with SEND. • Quality assurance activities are carried out throughout the year to evaluate the effectiveness of teaching, learning and provision. • Feedback from pupils, families, staff and external professionals is used to inform school improvement.	School Improvement Planning. Quality Assurance Calendar. Learning walks, lesson visits and work scrutiny. Peer Review activities. Parent Voice and Pupil Voice feedback.	Parent and carer feedback. Pupil voice. Attendance, engagement and wellbeing information. External professional feedback. Quality assurance findings. Peer Review outcomes. School Improvement Plan evaluations. Destination and progression data.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN? **Related documents** Applied Learning Policy School Newsletter School Website School Calendar Careers and Preparation for Adulthood Information	• Pupils are encouraged to participate in a wide range of activities alongside peers from other schools and educational settings. • Pupils take part in sporting events, competitions and inclusive activities throughout the year. • Pupils participate in arts, music and performance opportunities with students from other schools, including school productions, concerts and arts events. • Pupils take part in community events and projects, including the annual Holocaust Memorial Service and Bury Schools' Council events. • Educational visits, enrichment activities and community partnerships provide opportunities for pupils to develop social skills, confidence and independence.	Sporting events and competitions. Arts, music and performance opportunities. Holocaust Memorial Service. Bury Schools' Council events. Community-based learning. Educational visits and enrichment activities. Partnerships with other schools and organisations. Work-related learning and employer engagement opportunities.	Pupil participation rates in enrichment activities and events. Pupil voice and feedback. Parent and carer feedback. Observation of social interaction, confidence and engagement. Community participation and preparation for adulthood outcomes. Attendance and engagement during visits, events and activities.

Educational Visits Procedures Annual Review Documentation	• College students access community-based learning, work-related learning and employer engagement opportunities where appropriate.	Applied Learning and Preparation for Adulthood programmes.	Feedback from partner schools, organisations and employers.
How do we support pupils with SEN to improve their emotional and social development? **Related documents** Behaviour and Relationships Policy PSHE Curriculum Subject Long-Term Plans School Website Safeguarding and Child Protection Policy LA MDT Procedures	• Emotional wellbeing is supported through nurturing relationships, personalised regulation strategies, positive behaviour support approaches, pastoral support and targeted interventions. • Pupils are supported to develop emotional literacy, resilience, self-regulation, social communication skills and positive relationships. • Individual EHCP outcomes may focus on emotional wellbeing, social development and independence. • Pupils have access to sensory regulation strategies, pastoral support, Speech and Language Therapy input, Occupational Therapy advice, PSHE education and personalised wellbeing support where appropriate. • Independent Living lessons support pupils to develop confidence, resilience, communication and preparation for adulthood skills. • Additional support and interventions may be provided through pastoral teams, specialist staff or external professionals. • Multi-agency support and referrals can be made where appropriate, including Educational Psychology, Occupational Therapy and other specialist services. • Residential visits, educational visits and enrichment opportunities support pupils' personal, social and emotional development. • How do we do it?	Nurture approaches and positive behaviour support. Personalised regulation strategies. EHCP outcomes and targets. Independent Living curriculum. PSHE curriculum and interventions. Pastoral support. Speech and Language Therapy input. Occupational Therapy advice and sensory support. Multi-agency working and MDT meetings. Residential visits and enrichment activities.	Progress towards EHCP outcomes. Pupil wellbeing, engagement and attendance. Pupil voice. Parent and carer feedback. Annual Review outcomes. Behaviour, regulation and engagement data. Feedback from external professionals. Quality assurance and pastoral reviews.

How do we include arrangements for children in care with SEND? **Related documents** Personal Education Plan (PEP) Procedures SEND Policy Safeguarding and Child Protection Policy Annual Review Procedures Behaviour and Relationships Policy School Website	• We work closely with social workers, carers, families and other professionals to ensure children in care with SEND receive the support they need to achieve positive outcomes. • Each child in care has a Personal Education Plan (PEP) which identifies strengths, needs, targets and support arrangements. • Additional funding is used appropriately to support educational progress, attendance, wellbeing, personal development and wider outcomes. • The designated senior leader for children in care works closely with all relevant professionals to coordinate support and monitor progress. • Children in care are supported to participate fully in school life, enrichment activities, educational visits and preparation for adulthood opportunities. • Where appropriate, PEP targets and EHCP outcomes are aligned to ensure a coordinated approach to support and intervention.	Personal Education Plans (PEPs) Annual Reviews EHCP reviews and outcome monitoring Multi-agency meetings Joint working with social workers, carers and external professionals Individual support plans and interventions Regular monitoring of attendance, wellbeing and progress Pastoral support Preparation for Adulthood planning	PEP review outcomes. Progress towards EHCP outcomes. Attendance, engagement and wellbeing information. Pupil voice. Feedback from carers, social workers and other professionals. Annual Review outcomes. Educational attainment and achievement. Personal development and preparation for adulthood outcomes. Successful transition and destination information.
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families? **Related documents** Behaviour and Relationships Policy Safeguarding and Child Protection Policy	• We work closely with a range of external agencies and professionals to ensure pupils receive the support they need to achieve positive outcomes. • Referrals may be made, where appropriate, to services such as Educational Psychology, Occupational Therapy, Speech and Language Therapy, CAMHS, Social Care and specialist outreach services. • Speech and Language Therapy support is available within school. Therapists and support staff work alongside class teams to provide assessment, advice, intervention and staff training where appropriate.	Multi-agency working. Annual Reviews. Professional assessments and reports. Referrals to specialist services. Speech and Language Therapy programmes. Occupational Therapy advice and sensory assessments. Physiotherapy support. NHS nursing support.	Annual Review records and outcomes. Multi-agency meeting records. Professional reports and recommendations. Progress towards EHCP outcomes. Parent and carer feedback. Pupil voice.

Medical Needs Policy SEND Policy Annual Review Procedures Local Offer Information School Website	• NHS Physiotherapists work with identified pupils and provide advice, programmes and support to staff to meet pupils' physical needs. • We have a full-time NHS Nurse, supported by a Healthcare Support Worker, who coordinates health provision, supports pupils with medical needs and liaises with other health professionals when required. • The school works closely with a range of health professionals, therapists, social care teams and Local Authority services to support pupils and families. • Dedicated Pastoral Leads and Pastoral Support staff work closely with families and external agencies and contribute to multi-agency meetings, including Team Around the Family (TAF) meetings and Child in Need reviews where appropriate. • External professionals are invited to Annual Reviews and other review meetings to contribute to planning, reviewing and evaluating provision. • Home-to-school transport is organised by the School and College Transport Team at Knowsley Place. • Where concerns arise that a pupil's needs can no longer be appropriately met within the school's provision, Elms Bank works closely with the Local Authority, parents/carers and relevant professionals to review needs and explore appropriate next steps. Where a change of placement is agreed, a personalised transition plan is implemented to support a successful move to a new setting.	Team Around the Family (TAF) meetings. Child in Need and safeguarding meetings where appropriate. Pastoral support and family liaison. Transition planning. Partnership working with the Local Authority and external providers.	Pupil progress, wellbeing and engagement. Successful transition and destination information. Feedback from external professionals and partner agencies.
How do we handle complaints from parents of children with SEN about	• We are committed to working in partnership with parents/carers and encourage concerns to be raised as early as possible so that they can be resolved collaboratively.	Informal discussions and meetings. Parent/carer communication and consultation.	Parent and carer feedback.

provision made at the school? **Related documents** Complaints Policy SEND Policy School Website Parental Engagement Policy	• Parents/carers are encouraged to discuss any concerns with their child's class teacher, department lead, SENCO or a member of the Senior Leadership Team. • Where concerns cannot be resolved informally, parents/carers may follow the school's formal complaints procedure. • Information and support regarding SEND disagreements and mediation can be accessed through the Local Authority and associated SEND services where appropriate.	SENCO involvement where appropriate. Senior Leadership Team support. School Complaints Procedure. Local Authority SEND support and mediation services where required.	Resolution of concerns through discussion and collaboration. Monitoring of complaints and outcomes. Feedback from meetings and reviews. Ongoing improvements to provision and practice.
Where can I find the Local Authority Local Offer? **Related documents** Bury Local Offer SEND Policy School Website SEND Information Report	• The Bury Local Offer provides information about services, support, provision and opportunities available for children and young people with special educational needs and disabilities (SEND) and their families. • The Bury Local Offer can be accessed at: https://www.bury.gov.uk/social-care-and-support/child-care-and-support/children-with-disabilities/bury-send-local-offer		