

# SEN policy and information report

Gilmour Junior School



Working together, Growing together

**Approved by:**

**Date:**

**Last reviewed on:**

September 2022

**Next review due by:**

September 2023

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Definitions .....	3
4. Roles and responsibilities .....	3
5. SEN information report .....	4
6. Monitoring arrangements .....	9
7. Links with other policies and documents .....	9

---

### 1. Aims

Our SEN policy and information report aims to:

- › Set out how our school will support and make provision for pupils with special educational needs (SEN)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- › To enable full access for pupils with SEND to all manageable aspects of the school curriculum and wider school life.
- › To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- › To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.
- › To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN, which will enable them to succeed in their education and make a successful transition into adulthood.
- › To reflect the SEND Code of Practice 2015 in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants and/or specialist staff. Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- › To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- › To review provision for pupils with SEN on a termly basis for the purposes of planning, budgeting and resourcing.
- › To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- › To assist the governing body in fulfilling their duties regarding provision for pupils with SEN.
- › To work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- › To encourage and engage the participation of children/young people and parents/carers in the decision making, planning and review of outcomes with regard to their provision.
- › To be proactive in supporting a long-term goal of independence and preparation for adulthood for pupils with SEND.

### 2. Legislation and guidance

---

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENCO

The SENCO is Ruth Frain. She works in school on Monday, Wednesday and Friday during term time.

Contact through email: [senco@gilmourjuniors.com](mailto:senco@gilmourjuniors.com)

She works:

- › with the headteacher and SEN governor (Claire Whitehurst) to determine the strategic development of the SEN policy and provision in the school
- › Has day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advises on the graduated approach to providing SEN support
- › Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Is the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaises with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensures the school keeps the records of all pupils with SEN up to date

#### 4.2 The SEN governor: Claire Whitehurst

- › Helps to raise awareness of SEN issues at governing board meetings
- › Monitors the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Works with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### 4.3 The headteacher: Mr C McDonald

- › Works with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Has overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, ASC (Autism Spectrum Conditions) speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate learning difficulties

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

- At Gilmour Junior School we use a number of indicators to identify pupils' special educational needs, such as:
  - Following up parental concerns.
  - Close analysis of external and internal data.
  - Any teacher/support staff concerns.
  - Tracking individual pupil progress over time.
  - Information from previous schools/settings.
  - Information from other services.
  - Very close liaison at the outset on a child starting school with staff, the SENCO and parents.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties, as it very much depends on the individual case.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the Teachers' Standards (2012). Teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher.
- Parents may also contact the SENCO or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

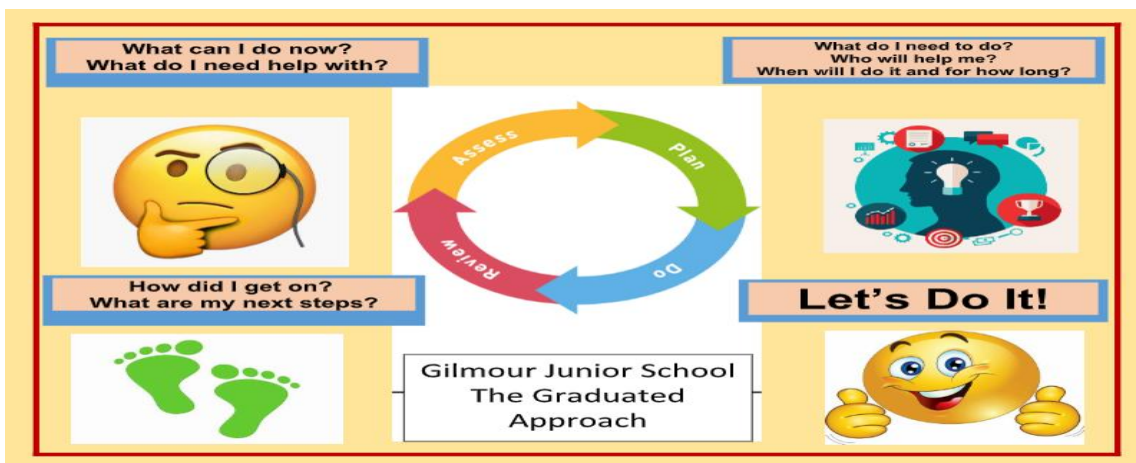
We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes



- Attainments towards identified outcomes will be shared with parents at least every term through feedback regarding SEN reviews but also through the school reporting system and Parents' Days.
- Gilmour Juniors operates a responsive policy and parents/carers are encouraged to discuss their child's progress with the class teacher, the SENCO, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share.

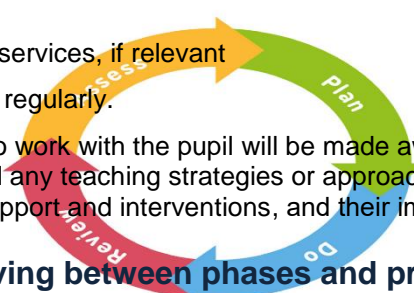
- The School SENCO runs termly drop-in sessions for parents who wish to discuss their children's needs.
- SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

The class teacher works with the SENCO to carry out a clear analysis of the pupil's needs. This draws on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviours
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.



## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

A number of strategies are in place to enable effective pupils' transition. These include:

### On entry:

- An introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

### Transition to the next school, preparation for adulthood and independent living

#### Primary to Secondary:

The transition programme in place for pupils provides opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

- The annual review for pupils with an EHCP begins the process in Year 5 where parents are supported to make decisions regarding secondary school choice. This is then formally recorded in a coproduction meeting in Autumn of Year 6 **when secondary provision is discussed. This is then established by the LA in February of the Year 6 year.**

- We have established a life-skills programme to address the skills needed for road safety, using transport and understanding of safety in the community. This takes place for children requiring additional support in Summer 2 before Secondary School.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred when the parents notify us that their child has been enrolled at another school.
- **Preparation for Adulthood:**
- Gilmour Junior School prides itself on ensuring that independence and self-help skills are fostered throughout school. Part of the school's vision includes the wording 'working to be tomorrow's adults' and all children, including those with SEND are supported to develop their understanding of what that means.
- Through EHCP and EHAT meetings long term targets for children are set and discussions with regard to future education, independent living and wider participation in society can take place.

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. Adaptive teaching is employed to enable children to access the curriculum and information on these adjustments is found in the pupil profile.

- Teachers plan using pupils' achievement levels, adjusting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

We also provide the following interventions:

Whole School Provision Map School Year 2021-22				
	Year 3	Year 4	Year 5	Year 6
	Quality First Teaching			
Wave 1	<b>Cognition and Learning</b> Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids	<b>Communication and Interaction</b> Flexible teaching arrangements Structured school and class routines Differentiated curriculum delivery Differentiated outputs Increased visual aids	<b>Behavioural, Social and Emotional, Mental Health</b> Whole school and class reward system Whole school/class rules Whole school policy for behavior Jigsaw Programme Circle time as part of citizenship	<b>Physical and Sensory</b> Whole school Accessibility Plan Clearly defined areas of play 'Safe area' of seating and games within the playground Structured playtimes in bubbles
	Small Group Interventions/Catch-Up Programmes			



Wave 2	<b>Cognition and Learning</b> Read, Write, Inc. Daily maths misconceptions sessions Book Club Handwriting Programme	<b>Communication and Interaction</b> Lego Club Phases 2, 3 and 4 (10 weeks) Socially Speaking (10 weeks) Time to Talk (10 weeks) Starving the Anxiety Gremlin (12 weeks) OSSME (3 x per term)	<b>Social, Emotional and Mental Health</b> REACT programme (6 weeks) Starving the Anxiety Gremlin (12 weeks) Liverpool Football Club Resilience Programme (12 weeks - Year 6)	<b>Physical and Sensory Needs</b> Sensory Circuits: - Alert, Organisation, Calming (daily/three times a week according to sensory diet) Fine Motor Skills group (12 weeks)
<b>Individualised, targeted support for pupils with SEND</b>				
Wave 3	<b>Cognition and Learning</b> SNIP – handwriting and dyslexia (daily - 10 weeks then assessed) Toe by Toe (10 weeks then assessed) Wasp and Hornet (10 weeks then assessed) Plus 1 (10 weeks then assessed) Plus 2 (10 weeks then assessed) Work Shark (10 weeks) Number Shark (10 weeks) Precision Teaching (10 weeks) Catch Up Tuition (10 weeks) Dyscalculia Toolkit Games (as needed per topic)	<b>Communication and Interaction</b> 1:1 programme and support (EHCP) 1:1 Starving the Anger Gremlin (10 weeks) Phase 1 Lego Therapy (10 weeks) Speech and Language Programmes (daily/weekly according to plan) OSSME (6 weeks) Comic Strips/Social Stories (according to situation and need) Individual Now and Next Boards (according to need)	<b>Social, Emotional and Mental Health</b> Seedlings – individual programme – (8 weeks) Individual Anxiety sessions (8 weeks) Mental Health in Schools Team Transition programme (6 weeks) Family Support (12 weeks) EHAT (time limited - up to 36 weeks) Breakfast Club KS2 Worry Journal Circle of Friends (8 weeks)	<b>Physical and Sensory Needs</b> Occupational Therapy Programmes (weekly/daily according to plan) Physiotherapy Programmes (daily/weekly according to plan) Fine Motor Skills (10 weeks) Write from the Start (10 weeks) Individual Sensory Diet (ongoing) Sensory Circuits (Alerting, Organisation and Calming) Ongoing

## 5.7 Adaptations to the curriculum and learning environment

Following The Equality Act 2010 it states that education providers must also make ‘reasonable adjustments’ to ensure that disabled students aren’t discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features



- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Gilmour Juniors improves access to the physical environment of the school by ensuring all necessary areas are accessible to pupils (use of ramps), and that there is a wheelchair accessible toilet.

The school's accessibility plan can be found on the school website:

<http://www.gilmourjuniors.com/>

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- Toilets have been adapted to ensure accessibility for those with a disability.
- A nurturing approach has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- A Therapy room has been allocated for children to receive 1:1 counselling sessions.
- A sensory environment has been created

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as sensory circuits, Forest of Feelings as well as additional support to access the curriculum in whole class lessons

Teaching assistants will support pupils on a 1:1 basis when this is specifically identified in the child's Education and Health Care Plan (EHCP) –this will have been after coproduction with the parents and the child as well as the LA SEN team.

We also deploy support on a 1:1 basis as part of the Graduated Approach through the plan and do aspects. This will be communicated both to the child and parents as part of the Individual Education Plan provision

Teaching assistants will support pupils in small groups when this is identified in the EHCP - see above. Also, as part of named interventions. The ratios are clearly identified in our Provision Maps as well as on the Individual Education Plans.

We work with the following agencies to provide support for pupils with SEN:

OSSME: Autism Initiatives

South 1 Consortia

Liverpool LA Educational Psychology Service

Stuart Lewis Consultancy

Sensory Services

Health Team

Early Help Hub

## 5.9 Expertise and training of staff

Our SENCO has 25 years of experience in this role and has worked in senior roles in mainstream education as well as a lead teacher for an ASD unit. She also currently works as a Senior Lecturer in Primary Education with links to the Special Education Schools' route for Primary Education Initial Teacher Training.

She is allocated 1.5 days a week to manage SEN provision.

We have a team of teaching assistants with who are trained to deliver SEN provision.

In the last academic year, staff have been trained in

- Read, Write, Inc.
- Sensory Circuits
- Sensory Processing
- Circle of Friends
- Forest of Feelings
- Starving the Anxiety/Anger Gremlin
- PIVATs
- AET framework

We use specialist staff for Mental Health Interventions: A Quiet Place, REACT, Mental Health in Schools Team.

OSSME: Autism Initiatives – Self-regulation and sensory profiles

## 5.10 Securing equipment and facilities

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in the SEND policy.

Gilmour Junior School allocates SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment;
- In class and withdrawal support from the SENCO and support staff
- Access facilities to the main buildings of the school
- Purchasing and maintenance of ICT and electronic equipment
- Resources and staffing for the sensory room
- Support for Consortia training
- A range of specialist therapies

**For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.**

• This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

1. Targeted resources to increase access to text (desk copies of information, work buddy, accessible text, IT (e.g.: Clicker 7 software, different recording strategies, additional time etc.)

2. In class, adult support aimed at increasing skills in specific area of need (learning behaviours, organisation, etc.)

3. Out of class support (relationship building, social, emotional skill development)
4. Small group tuition to enable catch up (subject or targeted at additional need)
5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)
7. Partnership working with other settings (shared resources e.g. shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience – under review due to Covid 19)
9. Access to support from in-school sources e.g. STAG (Starving the Anxiety/Anger Gremlin)
10. Implementation of strategies from support agencies e.g. EP (Educational Psychologist) , SALT (Speech and Language Therapy).
11. 1:1 Support from designated TA.

**In addition:**

The Pupil Premium funding provides additional funding for pupils who are in receipt of Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCO or a member of the Senior Leadership Team.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions after 6 weeks; although feedback is given to the teacher on a weekly basis
- › Using pupil questionnaires – the school has revised its Graduated Approach Information in conjunction with pupil feedback and understanding
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans
- › Monitoring through School Improvement Liverpool (Silver Inclusion Charter Mark)
- › External Advisor: John Atkinson (June 2022)

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

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions and Gilmour Junior is committed to making reasonable adjustments where appropriate.

Where a child has a medical condition it is the responsibility of the child's parents/carers to inform school. Parents must complete a Healthcare Plan with a designated member of staff (Miss R Frain) trained in writing plans, in liaison with the SENCO when appropriate. The plan will then be shared with all relevant staff who will receive training where necessary.

The School Nurse is available to see parents by appointment and works closely with the school SENCO to ensure children with medical conditions are appropriately supported.

Where it is necessary to administer medication the school's First Aid and Medicines Policy will be adhered to. This can be found on the school website:

<http://www.gilmourjuniors.com/>

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays and special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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

The school has appointed a Mental Health Lead (a senior leadership post): Mr. D Snowden, he works closely with Miss R Frain (SENCo), the Senior Leadership Team and Safeguarding Team to provide support for children with a whole school approach to mental health and wellbeing. He also liaises with outside agencies to identify and support children requiring bespoke interventions.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of FRIENDS and the Gardening club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

**Please follow this link for Mental Health Support** [Gilmour Approach to Mental Health](#)

### **5.14 Working with other agencies**

Support Services used in Gilmour Junior School include but are not limited to Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Alt Valley Outreach, SENISS (Special Educational Needs Inclusion Support Service), OSSME (Autism Initiatives), A Quiet Place, Redbridge Special School, Palmerston Special School, Liverpool SEN Team, Cathy Powell – Parental Support.

### **5.15 Complaints about SEN provision**

Complaints and concerns about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

SEN Team: [SENteam@liverpool.gov.uk](mailto:SENteam@liverpool.gov.uk)

SENDIASS: Independent Advice: [liverpoolandknowsleysend@wired.me.uk](mailto:liverpoolandknowsleysend@wired.me.uk) tel:0800 0129066

Advanced Solutions: [bellevalecc@liverpool.gov.uk](mailto:bellevalecc@liverpool.gov.uk) tel:0151 486 1788

Liverpool Child and Adolescent Mental Health Service: tel: Single Point of Access: 0151 293 3662

Children's Occupational Therapy: tel: Careline 0151 233 3700

### 5.17 Contact details for raising concerns

- The SENCO (Miss Frain): [senco@gilmourjuniors.com](mailto:senco@gilmourjuniors.com)
- The Headteacher (Mr McDonald): [head@gilmourjuniors.com](mailto:head@gilmourjuniors.com)
- The School Governor with responsibility for SEN: Mrs Claire Whitehurst: [admin@gilmourjuniors.com](mailto:admin@gilmourjuniors.com)

### 5.18 The local authority local offer

Our contribution to the local offer is: [Liverpool Local Offer](#)

Our local authority's local offer is published here: [Gilmour Junior School: Local Offer](#)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Miss R Frain/Mrs C Whitehurst **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to the following documents

- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy