MOSS HEY PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Agreed: Summer 2026
Review: Summer 2027

Philosophy

The Governing Body and staff of Moss Hey Primary School are committed to providing an appropriate and high-quality education to all our children.
We believe that all children, including those identified as having special educational needs and/or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Moss Hey Primary School is committed to inclusion. We aim to maintain and extend the school's culture, policies, and practices of inclusion for all learners. We aim to provide a sense of community and belonging, and to offer new opportunities to learners considering their needs and experiences.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, barrier, attainment, and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to one or more of the four areas of special educational need –

- sensory or physical impairment,
- cognition and learning,
- communication and interaction,
- social, emotional and mental health.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, and maturity. We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.We strive to provide an adaptive approach to learning and a graduated approach to supporting need .

At Moss Hey School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Moss Hey School sees the inclusion of children identified as having special educational needs and/or disability as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The SEND Coordinator is **Cath Aspin.**
The SEND Governor is **Lucy Carroll**.

We work in line with the **SEN and Disability Code of Practice (2014)**

The definition of SEN and disability in the Code of Practice states:-

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision means for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than Special Schools, in the area. (The Education Act 1996, Section 312).

The definition of Disability

A child is considered to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. (Disability Discrimination Act 2005).

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, epilepsy, autism, speech and language impairments, behavioural difficulties (arising from developmental condition).

Using this definition, and guidance, many of our children with special needs will be defined as having a disability.

It is important to stress that children must not be regarded as having a learning difficulty solely because the language or form of their language of their home is different from the language in which they will be taught.

Mission statement

In Moss Hey children should acquire:

- a sense of self respect
- personal confidence
- the capability to live as independent, self-motivated young people
- the ability to function as contributing members of co-operative groups.

In addition to this we are pleased to be part of Stockport's Co-production Charter.



The pledge reads as below:

We recognise the local definition of co-production as being when all voices are actively listened to from the start of the planning process. This involves mutual respect for each other's views, with an open and honest relationship that is transparent and continually evolving to achieve meaningful and positive outcomes. We pledge to embed the co-production charter in our practice to support how we will all work well together with parents/carers, other professionals, volunteers, children, and young people to create a culture where we will:

- Be Open and Honest
- Actively Listen
- Value the Lived Experiences
- Do What Matters
- Be Accountable and Responsive
- Work Together
- Be Respectful

Specific Objectives of our SEND Policy

The staff in school should aim to:

- identify, assess, and provide for a child's difficulty in learning following a graduated response and the APDR process
- utilise the OAIP framework in order to ensure we are providing quality first teaching and inclusive offer at a universal provision level.
  Ordinarily Available Inclusive Provision (OAIP) - Stockport Council
  Ordinarily Available Inclusive Provision (OAIP) - Greater Manchester Combined Authority
- support the family of the child experiencing the difficulty
- share information and expertise to improve future provision
- 'Person –centred planning' ensures that everyone is involved in all aspects of planning and decision making. So that each child is receiving their entitlement to a relevant, broad, and balanced curriculum
- plan/budget for the maximum use of the school's resources and additional resources
- have regard for the Stockport agreed stages for SEND (Cognition and Learning, Communication and Interaction, Physical and Sensory and Social , emotional and mental health)
- Incorporate the Stockport Entitlement Framework when considering a graduated response to a child's needs.
  https://assets.ctfassets.net/ii3xdrqc6nfw/01hVUaVz6c03tVzZ7CqvwL/241cf2b47bd66602bdd5acf1fbb98c87/Stockport_Entitlement_Framework.pdf
- Bear in mind the Stockport Outcomes Framework set out for our children by the local authority and endeavour to 'check in 'with our children that they can scale appropriately how they feel against these statements .
  https://consultation.stockport.gov.uk/policy-performance-and-reform/outcomes-framework/

We also aim to signpost our parents of SEND chn to the Stockport Local offer and services within the local authority that can offer support to them .

The aim of our SEND provision is to ensure that children will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential initially through Quality first teaching and our universal offer and then through a graduated response to meet their needs which may involve targeted or individualised adaptations to their provision .

SEND in this school is the shared responsibility of parents/carers, the school and local agencies. We work hard to follow the Co- production Charter established by our local authority.
We ask all who work within this partnership to have regard and respect for our Mission Statement.

Co-ordination of Provision

This policy will be implemented by all staff in this school, and it is therefore important that all involved are aware of the arrangements we have made for special needs. The Special Needs and Disability Co-ordinator (SENDco) at Moss Hey is Mrs Cath Aspin. It is intended that the SENDco and the class teachers should work closely with each other so that every child with a possible need is identified early. A cohort meeting is held each term to discuss and review each child.

Children at Moss Hey can be on varying stages within our provision for SEND

Types of Special Education Need and Disability (SEND)

SEND is divided into 4 types:

- **Communication and Interaction(C&I)**
  This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning(C&L)**
  This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health(SEMH)**
  This includes children who may be dealing with trauma, conflict, feeling withdrawn , low in confidence or mood or isolated. It could lead to behaviourals changes in school or at home, which we aim to manage and support . Other factors could be impulsivity , hyperactivity or lack concentration which act as a barrier to learning.

Please note - Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

- **Sensory and/or Physical Needs(S&P)**
  This includes children with sensory, multi-sensory and physical difficulties.

Identification, Assessment and Provision

We maintain a school register of all pupils placed within the SEND Stage Procedure. The Register is monitored and updated every term to show changes in pupil placement.

The first stage when identifying needs is to sustain quality first teaching and follow our Ordinarily Available Inclusive Provision (OAIP) offer over a period of monitoring the child. Through following a graduated approach ,it may then be decided that support is taken to the next stage.

This could be completing a One Page profile (OPP) on its own , or setting up a OPP and a SEND Support plan (with the aim for all agencies involved to input their targets onto the same document) .

SEND Support will be the support available in school for children and young people who have special educational needs but do not have Education, Health and Care plans.

Additional SEND support is to support the meeting of a pupil/student's needs so that they can meet their individual goals and is considered necessary when that child requires 'additional to and different from' Quality first teaching.
After a period of two terms, it may be deemed appropriate that a child needs to potentially move to the next stage which would be requesting an EHCNA (Education, Health, and care needs assessment) for an EHCP (Education, Health, and Care Plan). If the child's request to assess is accepted by the Local Authority SEN Panel they could then receive a plan which is a legal document describing a young person's needs, the provision to meet those needs and the suitable educational placement.
EHC Plans will continue into further education and training, and for some young people up to the age of 25. It is vital that young people and their parents and carers will be central to the development of these plans.

We will review progress termly. Parents' and pupils' views will be sought, and they will be fully informed of changes we wish to make and given the opportunity to make amendments to the plan should they wish so that there is a communication and collaboration of parents, pupils and professionals views in the plan.

Termly meetings to discuss Class Teachers' Concerns.

A teacher, parent, the SENDCO or other professional, such as a health or social care worker, expresses concerns that a pupil is showing signs of having a special educational need.Parents are sensitively informed of the teachers/other professionals concerns.

The class teacher gathers information about the pupil's difficulties, and strengths. The information will be used to inform a termly meeting between the Class Teacher and SENDCO. During this meeting, any children who are experiencing any difficulties with their learning and environment will be discussed and strategies planned.

Teachers may use the following list to ensure that all possible areas of concern have been considered.

- Attendance
- Health/Medical
- Vision
- Hearing
- Approaches to learning
- Relevant family issues/circumstances.
- English- speaking/listening (and consider an additional language)

- Behaviour
- Self Esteem
- Concentration
- Trauma
- Co-ordination
- Social Skills

Information is also gathered from the parents and the pupil.

Strategies are undertaken by school staff within the normal curriculum framework to give the pupil access to the curriculum. This may include differentiation of classroom work, implementation of the school's behavioural policy or additional in class support.

If there is still concern, we can use the Entitlement Framework as a tool to support our next steps and use the strategies suggested which can be reviewed and if progress is still unsatisfactory, the pupil will be moved to SEN Support and placed on the SEND register.

SEND Support

The SENDco and class teacher continue to gather information about the pupil from school-based assessments and consultation with parents, outside agencies who may have been involved, and the pupil where possible.

Then during the termly SENDco meetings the Class Teacher and parents will focus conversations on actions already taken for these children and the impact of those actions. New targets can be set, or targets carried forward if there is still a concern and these will then be evaluated at the next terms meeting. A pupil voice questionnaire is always completed as well to understand how the child is feeling about their progress/ learning.

The SENDco may consult with relevant outside agencies and seek advice, assessment and/or support.
Outside agencies include:
Inclusion Service – Inclusion Lead and Inclusion Teacher
Educational Psychology Service (Footsteps private clinic)
Neurodevelopmental Team (Stockport EP and Autism team)
Primary Jigsaw (PJ)
Hearing and Vision Service (HVS)
Mental Health in Schools Team (MHIST)
Social Care/ School Age plus worker/Family Support Worker
Stockport Ethnic Diversity Service (EDS)
Speech and Language Therapist (SALT)
Occupational Therapist (OT)
Physiotherapist
Child Development Unit (CDU)
Children and Adolescence Mental Health Service (CAMHS)
ADHD Team
MASSH (Multi Agency Safeguarding and Support Hub – for Stockport)

The SENDco and class teacher will be provided with advice and resources to support the child from these outside specialists.

These resources could be additional teaching time, classroom assistance, new strategies, or teaching aids.

These termly meetings will be recorded so the impact of any advice can be measured.

The school and agency staff (with parent and the pupil where possible) then review and record progress every term.

If progress is unsatisfactory, the strategies discussed should be reviewed.The pupil may remain at SEND Support. Further advice may be sought from an outside agency such as our Inclusion Service , who through their Pathfinder framework can support school in whether further steps need to be taken to monitor/ observe the child's needs and provision in place.

After the period of support/resource allocation – a review of the child's progress must be made. It will be decided whether the child should continue at SEND Support or whether we feel it necessary to request for an EHCNA(Education Heath Care needs assessment)

Request for An Education, Health and Care Plan (EHCNA)

Request for an Education, Health and Care Plan will generally be made by the school and by Health Services for pre-school children. Occasionally parents refer their children directly. For the assessment of a child's special educational needs, the school should be able to provide written evidence of, or information about:

- the school's action through the termly SENDco Meetings /APDR process
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- Whether the child is achieving Age related expectations- using Stockport Standards Assessment Tracker as a guide to show where they are currently working at
- attainments and other assessments, for example: from an advisory specialist support teacher or an educational psychologist
- views of the parents
- views of the child
- involvement of other professionals
- any involvement by the social services or education welfare service

The description of the child's learning difficulty and progress, together with information about the special educational provision made, will form a basis on which the Panel will decide whether an Education, Health and Care Plan is needed. In the meantime – and whilst any subsequent statutory assessment is being made – the child should continue to be supported through the schools adapted provision with a Support plan.

If the criteria for an Education, Health and Care Plan are not met, the Panel may recommend suggestions for what the next steps should be for the child's

provision. School will aim to implement this advice and future discussions will be held at the termly meetings as to whether we resubmit an application after further changes have been made or if we can continue to support the child at SEND support level.

Progress

The progress that a child has made in response to the support provided through the recorded termly SENDco meetings is an important factor in deciding whether a child should remain on the same Stage or move to a higher or lower Stage.

The degree of progress often reflects the effectiveness of different strategies and/or the need to review these.

Children progress at different rates and pupils' capabilities are an important element in the evaluation of progress.

The evaluation of progress requires schools to set targets which are specific, measurable, appropriate, realistic, and time related (SMART).

Limited progress, or lack of progress, can reflect the degree of difficulty the pupil is experiencing in overcoming difficulties but may also raise issues about the targets against which progress has been measured or about the strategy adopted.

Satisfactory progress in meeting targets is an indication that a pupil's special educational needs are being met and may suggest a return to an earlier Stage.

Severity

Severity is a measure of how a pupil compares with his or her peers.

Where possible it is based on standardised tests which provide objective evidence about a pupil's attainment, such as completing a Benchmarking assessment for their Reading ability .

Standardised scores are achieved to compare scores to peers and national averages to determine if a child is working below ARE (age related expectations)

Centiles (the percentage of the population achieving the same level or below) are used to make comparisons easier.

Centiles also make it clearer whether a pupil has made progress in relation to his/her peers.

A centile (also called percentile) score shows what percentage of the pupils of the same age, can be expected to perform at that level or below on that test.

Complexity

Complexity takes account of the number and range of factors which may contribute to a child's special educational needs.

It ensures that each child is considered as an individual.

It provides some flexibility to respond to individual children's needs. In some cases, other criteria may be applied less stringently in the light of complexity factors.

Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Close working with other agencies and understanding of their priorities is essential in identifying complexity factors.

In practice it will usually be necessary to take account of progress, severity as well as complexity.

Role of SENDco

The co-ordination of special needs provision is carried out by Mrs Cath Aspin. Her role is to ensure that each child has access to a broad and balanced curriculum, which is differentiated to match their needs. The following tasks enable her to provide such opportunities.

- Coordinating and writing of SENDco Action Plans
- Update schools SEND Register every term and inline with Census deadlines
- Discuss with staff and identify children of concern termly
- Follow procedures in accordance with L.A. policy
- Request outside support where deemed appropriate
- Ensure teacher has been supported to organise detailed plans for each child
- Organise parent support where advisable
- Review progress with staff
- Keep Head and SEND Governor informed in termly meetings
- Monitor the school's Special Needs Policy and update when necessary
- Ensure staff are fully aware of the important features of the Code of Practice, Entitlement framework,OAIP, Assessment trackers and Outcomes framework
- Organise and attend Reviews- record minutes and follow up on actions required
- Provide summary of Review with recommendations.
- Ensure staff have opportunity to receive training that will help support the children in their class / across the school.

Record Keeping

Each class teacher will keep a record of the progress of each child *(See Assessment Policy).* When a child has been identified as having SEND, additional records and information are recorded and are kept by the SENDco, class teacher, relevant outside agencies, and are available for parents/carers. In the event of a child moving school these records provide a clear indication of the child's provision and progress.

The pupil's name is entered on the school's SEND Register on SIMS with termly meetings by SENDco and the School Admin team.

Parental Involvement

In Moss Hey we believe that our partnership with the parents is of vital importance.Parental anxieties can be eased through effective communication with the school. The parent can then appreciate what the school is trying to do and can support and extend work being done in school by a variety of methods at home.

The school will always ensure that parents are kept aware of the progress of their child through all Stages of the special needs' procedure.

Communication with the school can include meetings during school time via a video call or in person.We use email regularly and class dojo. Parents Evenings and notes sent home in the Reading Journal are also ways to communicate and some children and their families benefit from home school communication books allowing us to reflect on triggers / difficulties to help us support the child in the best way we can.

Role of The Local Authority

In Stockport, the local authority plays a key role in supporting schools in providing for children with Special Educational Needs and Disabilities (SEND). This support includes providing specialist services, training, and resources to help schools identify, assess, and meet the needs of pupils with SEND.

The local authority also ensures there is a clear and accessible local offer of services for families and young people with SEND, and that education and care provision is sufficient.

The local authority has a legal obligation to ensure that all children, including those with special educational needs and disabilities (SEND), receive suitable education.
SEND Local Offer - Stockport Council

External Agencies

Moss Hey receives support from several agencies who help ensure adequate provision for SEND children.

Stockport Inclusion Service

This service supports school in a strategic way by being able to lead staff meetings to improve our skill set of SEND , advise staff on individual educational teaching programmes, and provide individual recommendations for specific pupils at SEND Support and EHCP support.

The Inclusion service through observations and discussions with staff and parents can provide advice and strategies to help with a child's learning difficulties .
Stockport Inclusion Service - Stockport Council
Stockport Neurodevelopmental Support for Children & Young People (5-16)

Educational Psychologist (EP)

Moss Hey receives three visits per year from our Educational Psychologist. Our EP this year is provided through a private company called Footsteps Clinic. They will provide

- Assessment and monitoring of individual children
- Support to families of children with SEND
- Advise and support SENDco and staff
- Provide reports to support further advice , resources and provision

The EP is able to give advice and guidance on development, learning, and behaviour to teachers, parents, and children. At the end of each session the EP records and discusses their findings with the SENDco, class teacher and, in many cases, the parents of the child concerned. Written confirmation will be sent to all these parties of the EP's findings and the SENDco and EP will then focus on targets to be added to the child's plan.
Welcome to Footsteps Psychology - Footsteps Educational Psychology

Neurodevelopmental (ND)Team /Wellbeing and Primary Jigsaw

Our Sendco works closely with the recently titled ND/Wellbeing and Primary Jigsaw team . This service combines professionals from both the Autism team and the wellbeing counsellors from primary Jigsaw .
We may refer our children to this service if we feel the need is appropriate for the child after discussions with the class teacher and parents /carers. This referral often relates to discussions regarding neurodivergent tendencies / developing or ongoing SEMH needs .
School age: children 4 to 16 years - Stockport Council

School Nurse

It is the nurse's role to check the health of the children at different stages and to check their growth, development, hearing and eyesight. She is the most accessible health professional for advice to the children, parents or staff. She knows how to contact colleagues in the Health Service who can help with varying problems. She attends termly TAS meetings to offer advice and support to school staff and our children and families .She is bale to offer advice with sleep, diet and can discuss incontinence and if there is a need to refer into other health services.

Aoife Meade is our current school nurse and she liaises regularly with our SENDco.

Child Development Unit

This is a multi-disciplinary team from Health Education and Social Services who provide the service for the diagnosis and treatment of children with SEND and their families.

Early Help Team/ Family Help Worker

We have a worker who liaises with school termly through our Team around the school meetings(TAS). They are able to support, discuss and signpost staff and parents inorder to further support the children in our care.

Stockport Family - Stockport Council

Parenting team

This is a service which parents are able to access directly via the link – it is a source of helpful links and signposting .

Parenting support - Stockport Council

Hearing and Vision service

This incorporates services for hearing and visually impaired. Some of our children have regular visits and access plans which allow school to ensure their needs are being met and reviewed .

Hearing and Vision Specialist Service - Stockport Council

Physiotherapist

This service deals with the children with physical disabilities and problems with motor control and balance.

ctsadmin@stockport.nhs.uk

Occupational Therapy

This service deals with physical disabilities and motor difficulties. They assess problems of physical and psychological origin and offer advice and help to school staff, families and their children.

ctsadmin@stockport.nhs.uk

Speech and Language Therapy

This service provides assessment, diagnosis, treatment, and advice covering language disorders. These may include articulation, language development, cleft palate, swallowing, and other common problems.

We currently have involvement through our NHS Team and a private therapist .

CTSAdmin@stockport.nhs.uk

EDS (Ethnic Diversity Service)

It is a specialist service which supports children with English as an additional language . We often liaise with this service to support us and offer recommendations when we have children join us from other countries so we can seek ways to allow them to settle and understand their learning environment , as well as meet our priority for them to be happy at Moss Hey .

The service can provide BTA's (Bi-lingual Teaching assistants) to support our children with difficulties .

https://www.stockport.gov.uk/topic/ethnic-diversity-service

Family support workers, School Age plus workers and School Social workers

We liaise closely with our social care support workers to ensure the safety and welfare of our children is being met. We also have the support of the MASSH and the emotional wellbeing hub (which was set up during lockdown 2020 due to Covid restrictions). We can now refer through to the MASSH via an online format which is called the Single Point of Access
(SPOA).
The MASSH (Multi Agency Safeguarding and Support Hub) is the single point of contact for professionals and public to report concerns , request advice and share information about a chid or a family.
https://www.stockport.gov.uk/contacting-the-massh

Child and Adolescent Mental Health Service/Hyms

This service helps children and adolescents with emotional and behavioural difficulties or those who may be suffering from a psychiatric disorder.
https://www.penninecare.nhs.uk/stockportcamhs

Resources

We support SEND children by providing excellent quality first teaching and the appropriate deployment of teaching assistants (TAs) where we can.

Resources have been purchased for SEND children. These include multi-sensory teaching equipment, reading materials and ICT equipment and programs.

The fabric of the building has been developed and provides several areas for smaller group work. Facilities for the disabled are monitored and provision made through the School Development Plan as well as regular support from the OT , Equipment and Adaptations team where necessary.

Admissions of Pupils with SEN

The admission of children to Moss Hey is always undertaken with the school's Mission Statement at heart. If a child with SEND fulfils the admission criteria, and his/her parents wish that child to attend, we will attempt to serve the needs of that child where possible.

Pupils with an Education, Health and Care Plan

Resources for these children in Stockport are allocated centrally. They include finance for classroom assistants where appropriate. In addition, pupils may receive support from other agencies specified in their Education, Health and Care Plan. Families can request a proportion of their personal budget to be issued as a direct payment to enable the family to purchase that support themselves. We also liaise closely with our designated EHCP Caseworker .

Pupils with SEND who do not have an Education, Health and Care Plan

For these children, time in the classroom is organised in such a way that they receive the maximum amount of adult support available. Children who are on the SEN register may receive help from the external specialist services relevant to their needs. This support may come from the Inclusion Service , SSS- peripatetic teachers of the hearing or visually impaired, SALT, OT, the Education Psychology Service, child health or Social Care.

Governing Body Monitoring of Children with SEND at Moss Hey

There are termly meetings between the SENDco and SEND Governor Mrs Lucy Carroll to discuss the children on the schools SEND register, resources, outside agencies and other issues.

The head teacher keeps the Governing Body informed of the provision for, and progress of, children with SEND in the termly Head teacher's Report to Governors. The SENDco attends Governors meeting on request of the Head in order to provide updates on our SEND status.

Arrangements for Complaints.

Our complaints procedure follows the LEA guidelines. Such is our partnership with the children and parents, we would hope that all concerns would be dealt with at an early stage. (*Ref: Complaints Policy).* We truly value open lines of communication, honesty and trust and co- production .

In-service Provision

As a school we consider it important that all involved with SEND in our school, the Governors, teaching and non-teaching staff, are provided with adequate in-service training. This is on-going and aspects of such training will be highlighted in the School Development Plan, SEND Action Plan, and staff meeting minutes.

Links with other schools

The SENDco has developed links with several local high school Sendcos including Bramhall High School, The Laurus Trust (which now covers CHHS, Laurus Cheadle Hulme and HGHS) and St James. Transition reviews can be arranged as well as additional contact via email or in person if deemed necessary.

Summary

All involved with Moss Hey realise the responsibility we have when working with a child with SEND. Each child with additional needs in this school is valued and catered for in all aspects of school life because we appreciate the right of the child to have access to a curriculum that is appropriate to them.

Please also visit the Stockport LEA website to access more information on the Local Offer, Entitlement framework and other support networks you may find useful.
https://www.stockport.gov.uk/landing/send-local-offer

if you have a question in relation to the above or in relation to your child please feel free to email our SENDco on
Catherine.aspin@mosshey.stockport.sch.uk
Or our Headteacher on
headteacher@mosshey.stockport.sch.uk