



# **SEND Information Report**

## **2026-2027**



## Information Report for Special Educational Needs and/or Disability

Name of Setting	Hazel Grove Primary School					
Type of Setting (tick all that apply)	<input type="checkbox"/> Resourced Provision <input checked="" type="checkbox"/> Mainstream Special <input checked="" type="checkbox"/> Early Years <input type="checkbox"/> Primary Secondary <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy Free School <input type="checkbox"/> Independent/Non- Maintained/Private <input type="checkbox"/> Other (Please Specify) <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18					
Specific Age range	3-11 years					
Number of places	460 in total with a Published Admission Number of 60 pupils per year and 40 Nursery places					
Which types of special educational need do you cater for? (IRR)	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in					



## Information Report for Special Educational Needs and/or Disability

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

### Identification

#### How will you know if my child or young person needs extra help? **(IRR)**

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of and provision for SEND. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully. Class Teachers discuss concerns and seek support and guidance from the SENDCo.

Concerns are initially raised with the school SENDCo who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class-based support approaches, for example advice might be offered to the class teacher in order to support adaptations that can be put in place for the pupil. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENDCo oversees all of the pupils requiring additional support and meets regularly with class teachers to discuss pupils.

#### What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The Class Teacher may then seek the involvement of the school SENDCo. Alternatively, the school SENCO can be contacted directly.

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

The school's SEND policy and other relevant policies can be found on the school website [www.hgps.org.uk](http://www.hgps.org.uk)



## Information Report for Special Educational Needs and/or Disability

### Teaching, Learning and Support

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

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching which is adapted to meet the needs of all our learners. Class-based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are provided with ongoing professional development to help them effectively improve learning experiences for the pupils in their class.

The school has a range of intervention programmes available to support children who require targeted input which goes beyond class-based approaches. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists. In some cases, these specialists might work in school with the child.

Where additional levels of support are required, a School Focus Plan (SFP) is created, and this will outline the desirable outcomes for the child and the provision required to meet these. School, parents and the child will generate this plan together. Parents of a child with an SFP will have 3 additional meetings a year to review their child's SFP in line with the assess, plan, do, review approach outlined in our SEND Policy.

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

All class teachers take responsibility for meeting the needs of all learners in their class by adapting the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and areas of need and will make every effort to accommodate these. For example, for those with language processing differences, visual supports may be used to accompany auditory information. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered. We aim to encourage independence in all learners, and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss adaptive teaching approaches with specialist staff in school. All additional provision for pupils with SEND is overseen by the school SENDCo, and monitoring of these pupils' progress takes place at regular update meetings held between class teachers and the SENCO.

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



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### Teaching, Learning and Support

Adaptive teaching approaches, which are the first stage of provision for learners with SEND, are used fully in the classroom. A proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes and alternative seating. For those requiring provision additional to class-based approaches, funding facilitates the school's range of intervention programmes. In some cases, it might also be used to provide additional human resource e.g. Learning Support Assistants. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on Education Health Care Plans or EHCPs). The SEND budget is the responsibility of the Head of School and SENDCo and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. Further details can be found in the school's SEND Policy on [www.hgps.org.uk](http://www.hgps.org.uk)

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

When children's needs are initially identified a discussion takes place between teachers, parents and pupils (where appropriate). At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but, when necessary, the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of the Local Authority and/or external agencies to aid the decision-making process.

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



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The school can access a range of equipment and facilities (e.g. Adaptive reading materials, writing slopes and coloured overlays) to support pupils with SEND and the school SENDCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENDCo liaises with the relevant external advisory service (e.g. occupational therapy, sensory inclusion services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

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

All school staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers, and they are usually best placed to identify where progress is falling or excelling. For learners with the most significant needs, regular contact with families takes place, for example through informal conversations or sometimes in home-school books. Formal monitoring of progress takes place termly in the form of a Pupil Progress Review meeting held between class teachers and Senior Leaders. For children who have an SFP or an EHCP, the parents, SENDCo and/or Class Teachers meet for termly updates (in addition to the Parents' Evenings). For children with an EHCP, the SENDCo, class teacher and parents will meet for an annual review of progress. Parents are welcome to seek additional appointments to discuss their child's progress as required.

### **Teaching, Learning and Support**

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self- esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties. In these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

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



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The school's Senior Leadership Team undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision

### Keeping Students Safe and Supporting Their Wellbeing

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

Pupil safety is paramount. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during play and lunch times. When deemed necessary, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher, Health and SENCO.

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



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### **PASTORAL**

We recognise that pupils with SEND can experience a range of social and emotional issues. Social and Emotional wellbeing is covered through our PSHE curriculum. Additional support and intervention programmes are provided through the SENDCo or Pastoral Lead. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with pupils and their families. We also seek specialist advice from external professionals in these cases.

### **FRIENDSHIPS**

All children in school are supported to develop positive relationships with their peers. For those pupils who find this more difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff.

### **PEER / SIBLING SUPPORT**

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open manner, enabling peers to ask questions and learn about the needs of their classmates. At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

### **BULLYING**

We hold a clear position on bullying; all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which consider the needs of all the pupils involved.

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

### **ADMINISTRATION OF MEDICATION**

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. We follow a clear protocol for administering medication, further details of this can be found in our Medical Conditions Policy, which can be found on our website.

### **Keeping Students Safe and Supporting Their Wellbeing**

### **TOILETING**



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Teaching Assistants (TAs) support pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, for example, pupils usually stand whilst changing nappies, and are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of strategies to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs. For pupils who require changing in school, we have individual Intimate Care Plans.

### **PRIVACY AND DIGNITY**

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections and bodily application of medical creams), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. checking blood sugar levels). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets or allowing pupils to use the toilet at quieter times of the school day.

### **SHARING OF MEDICAL INFORMATION**

For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored with the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.

### **MEDICAL APPOINTMENTS**

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

### **TRAINING**

Designated staff undertake first aid training at least every three years and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Some of our staff undertake a higher level of first aid training and where necessary the school seeks out relevant training to address the specific needs of pupils.



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### Keeping Students Safe and Supporting Their Wellbeing

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

Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day-to-day basis. For those requiring further support, the school employs support staff who might work individually with children or might support pupils in a more holistic way (e.g. family support and peer support). We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development. One of our staff is ELSA (Emotional Literacy Support Assistant) trained.

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

##### BEHAVIOUR

The school has a clear Behaviour Policy at [www.hgps.org.uk](http://www.hgps.org.uk) which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them. For some pupils this involves alternative arrangements at key "trigger points" during the day, for others this may involve arrangements to enable pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupils whose behaviour is a challenge, is to firstly understand this behaviour. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to regulate their emotions. We work flexibly in response to pupil behaviour and aim to find creative strategies to support pupils.

##### EXCLUSION

It is very rare that we would consider exclusion for any pupil. Information about exclusion can be found in school's Behaviour and Exclusion Policy, which can be found at [www.hgps.org.uk](http://www.hgps.org.uk)

##### ATTENDANCE

We take active steps to maintain outstanding levels of attendance. Attendance is closely monitored and the school has an Attendance and Punctuality Policy which can be accessed at [www.hgps.org.uk](http://www.hgps.org.uk)

Our Attendance Champions work closely with families where attendance is of concern to find holistic ways to improve the situation.



## Information Report for Special Educational Needs and/or Disability

### Working Together & Roles

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

The class teacher has the overall responsibility for pupil's learning and their day-to-day well-being in school. They are the first port of call for pupils and parents and are responsible for the effective coordination of everyone who is contributing to each individual child's provision. Class Teachers are expected to plan and deliver appropriate learning opportunities for pupils with SEND, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts and interventions).

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

The Head of School oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENCo has responsibility for coordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews. In addition to the Class Teacher and SENCo, pupils might come into contact with the following:

- The Emotional Literacy Support Assistant (ELSA) has the responsibility for ensuring the emotional needs of pupils are met (parental consent required for regular planned contact).
- The School Nurse (parental consent required for any contact).
- The Pastoral Lead

There are also a number of experienced and skilled support staff working in school. Some of these staff run intervention programmes under the guidance of the teaching staff and SENCO; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with specific pupils. Occasionally, external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent/carer.

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

All staff involved with the child are expected to be familiar with the content of their EHC plan and there are regular opportunities to discuss the content of these at termly SEND update meetings with the SENCo.

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



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All school staff have an excellent awareness of SEND through regular Professional Learning meetings. The SENDCo has experience of inclusion for children with SEND and has the National Professional Qualification for SENCo

### Working Together & Roles

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

The school works with a wide range of services. We have links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy. We regularly organise multi-agency meetings to discuss pupil's needs, (e.g. Early Help Assessment) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

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

Your first point of contact should be your child's class teacher. The school SENDCo is also always available to support you in matters relating to SEND. Contact details can be found at [www.hgps.org.uk](http://www.hgps.org.uk)

#### **Who is the SEN Coordinator and how can I contact them? (IRR)**

The SENDCO is Mrs Davies and she can be contacted at: [send@hgps.org.uk](mailto:send@hgps.org.uk)

#### **What roles do have your governors have? And what does the SEN governor do?**

Trustees and governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENDCo take place to ensure that all pupils make progress

#### **How will my child or young person be supported to have a voice in the setting, school or college? (IRR)**

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.

#### **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**



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Parents are encouraged to take an active role in the setting. Parents may volunteer in school e.g. hearing readers and accompanying Educational Visits. There are opportunities to join the Parent Teacher Association (PTA) who organise events and fundraise on behalf of the school.

### **What help and support is available for the family through the setting, school or college? (IRR)**

Support for families is available as required. We are able to support with advice, paperwork and signposting. Information about parent support groups is shared with parents via the school newsletter.

## **Inclusion & Accessibility**

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

As an inclusive school setting we seek to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs and Educational Visits. We, therefore, make relevant adaptations to enable pupils with SEND to attend. Any clubs or activities are available to pupils regardless of need.

### **How accessible is the setting/school environment?**



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Is the building fully wheelchair accessible?

Details (if required)

**Yes**

Are disabled changing and toilet facilities available?

Details (if required)

**Yes – situated in KS1**

Do you have parking areas for pick up and drop offs?

Details (if required)

**No parking facilities**

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

**N/A**

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our Accessibility Plan can be found at [www.hgps.org.uk](http://www.hgps.org.uk). Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support e.g. for sports sessions. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.



# Information Report for Special Educational Needs and/or Disability

## Inclusion & Accessibility

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications and would discuss with those families their preferred means of communication.

## Transition

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

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

For information about admission please email the main School Office: [admin@hgps.org.uk](mailto:admin@hgps.org.uk)

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

All parents are invited to visit Hazel Grove Primary School prior to joining the school and we encourage the families of pupils with SEND to arrange a separate visit with the school SENDCo so that information which specifically relates to your child's requirements can be shared.

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

#### **ADMISSION**

Prior to starting at our school, it is usual for families of pupils with SEND to meet with the school SENDCO. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school



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considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to admission or shortly after. Prior to starting with us a range of transition measures may be recommended. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting and/or carrying out some transition activities.

### Transition

#### TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with Hazel Grove High School.

### Additional Information

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

The school SENDCo or Pastoral Lead can provide details of further support for families. Stockport's Local Offer can be found at [www.stockport.gov.uk/landing/send-local-offer](http://www.stockport.gov.uk/landing/send-local-offer) and information and guidance about the support available in Stockport for children and young people with SEND can be found here: [www.stockport.gov.uk/topic/information-and-guidance-send](http://www.stockport.gov.uk/topic/information-and-guidance-send)

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

This information last reviewed in January 2026.

#### Where can I find the Stockport Local Offer? (IRR)

[www.stockport.gov.uk/landing/send-local-offer](http://www.stockport.gov.uk/landing/send-local-offer)



## Information Report for Special Educational Needs and/or Disability

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

As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENDCo or the Head of School. In the vast majority of cases, we find that by talking things through we are able to find solutions to lost problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on [www.hgps.org.uk](http://www.hgps.org.uk)

Guidance on what to do if you are unhappy with a decision made by the Local Authority regarding a pupil's SEND can be found within the Stockport Local Offer [www.stockport.gov.uk/landing/send-local-offer](http://www.stockport.gov.uk/landing/send-local-offer)