

# SEN Information Report

## Tyntesfield Primary School



Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

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

At Tyntesfield Primary School, we recognise that every child is unique and may need different levels of support to help them thrive both academically and personally. A child is identified as having a Special Educational Need or Disability (SEND) when they require provision that is additional to, or different from, that which is ordinarily available to their peers.

We are committed to creating an inclusive environment where all children feel valued, supported and able to achieve their full potential. In line with the Equality Act 2010 and the SEND Code of Practice (2015), we provide support across the four broad areas of Special Educational Needs and Disabilities:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Children may experience difficulties in one or more of these areas, and their individual needs may include:

- Speech, language and communication needs
- Social, emotional and behavioural development needs
- Moderate learning difficulties
- Specific learning difficulties, such as dyslexia or dyspraxia
- Severe learning difficulties
- Autism Spectrum Condition (ASC)
- Sensory impairments, including hearing or visual impairments
- Medical conditions that impact learning, participation or wellbeing

At Tyntesfield, we work in close partnership with children, families, staff and external professionals to identify needs early, provide appropriate support and ensure that every child is able to participate fully in school life. We believe that strong relationships, high expectations and a nurturing approach enable all pupils to flourish within our school community.

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

At Tyntesfield Primary School, we believe that early identification and effective support are key to helping every child achieve their full potential. We recognise that children develop at different rates and may require different levels of support at different times in their school journey.

When concerns arise about a pupil's progress, learning, wellbeing or development, the class teacher and SENDCo will work together to gather information and build a clear picture of the child's strengths, needs and aspirations. We place great value on working in partnership with parents, carers and, most importantly, the child, ensuring that their voice is heard throughout the process.

Support is planned and reviewed through the Assess, Plan, Do, Review cycle, allowing us to continually evaluate the effectiveness of provision and respond to changing needs. Information gathered through observations, assessments, discussions and, where appropriate, input from external professionals helps determine whether a child requires SEND support and whether they should be placed on the SEND Register.

Children may move on or off the SEND Register at any stage, in line with Local Authority guidance, depending on their progress and level of need.

### **Ordinarily Available Inclusive Provision (OAIP)**

All children at Tyntesfield benefit from high-quality, inclusive teaching and learning experiences. Our first response to meeting additional needs is through Ordinarily Available Inclusive Provision (OAIP), where class teachers use adaptive teaching strategies and inclusive classroom practices to ensure all pupils can access and engage with learning.

At this stage, staff may have emerging concerns about a child, but these needs can be met through carefully planned classroom support, adapted activities, flexible teaching approaches and cooperative learning

opportunities. The class teacher is responsible for monitoring progress and gathering information using the school's monitoring processes.

Where appropriate, a Pupil Profile Plan (PPP) will be developed by the class teacher in collaboration with the SENDCo and SEND Teaching Assistants. The PPP outlines strengths, areas for development, strategies and outcomes, and is reviewed at least termly in partnership with parents and carers. Pupils are encouraged to contribute to these discussions whenever appropriate.

If a child makes sustained progress and their needs can be successfully met through everyday classroom provision, the PPP may be concluded while monitoring continues to ensure that progress is maintained. During this time, staff continue to provide inclusive adaptations and support through OAIP so that the child remains fully included within classroom learning.

### **Additional Provision**

When a child requires support that is additional to or different from the support ordinarily available within the classroom, they may move to the Additional Provision stage.

At this level, targeted interventions are introduced to address identified barriers to learning. These interventions are carefully planned, monitored and evaluated to ensure they have a positive impact. Wherever possible, support is delivered in a way that maintains access to the full curriculum and promotes inclusion within classroom learning.

The class teacher remains responsible for the progress and attainment of the pupil and works closely with the SENDCo, support staff and parents to ensure provision is effective.

If interventions are successful and a child makes strong progress, they may return to being supported solely through OAIP, with adaptations remaining in place where needed.

Where progress remains limited despite targeted intervention, the school will work closely with parents and carers to consider next steps. This may include seeking advice from external professionals such as educational psychologists, speech and language therapists, occupational therapists or health professionals. Referrals are completed collaboratively, ensuring that families are fully involved in the process.

Any recommendations from external specialists are incorporated into the child's support plan. The class teacher, SENDCo, support staff and other professionals work together to implement and review provision through the ongoing Assess, Plan, Do, Review cycle. Clear records are maintained to demonstrate the support provided and the progress made.

### **Statutory Assessment and Education, Health and Care Plans (EHCPs)**

For a small number of children, needs may be significant and complex, requiring support beyond the resources ordinarily available within school. In these circumstances, the school may, in partnership with parents and carers, request a statutory Education, Health and Care (EHC) needs assessment from the Local Authority.

The SENDCo coordinates this process, gathering evidence from staff, parents, external professionals and the child's support records. This evidence demonstrates the child's strengths, needs, provision already implemented and the impact of that support over time.

The Local Authority will consider all information submitted and determine whether an Education, Health and Care Plan (EHCP) is required. Throughout the assessment process, existing support and interventions remain in place.

For pupils with an EHCP, progress is reviewed regularly through termly meetings involving school staff, parents and, where appropriate, the child and external professionals. In addition, an annual review is held to evaluate progress towards outcomes, celebrate achievements and plan future provision. These meetings place the child at the centre of discussions and ensure that support continues to meet their evolving needs.

### **Working in Partnership with Families**

At Tyntesfield Primary School, we believe that positive relationships between home and school are fundamental to successful outcomes for children. We are committed to working in partnership with parents and carers, valuing their knowledge of their child and involving them in every stage of the SEND process.

Together, we strive to create a nurturing, inclusive environment where every child feels valued, supported and empowered to flourish academically, socially and emotionally as an important member of our school community.

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

At Tyntesfield Primary School, we are committed to building strong relationships with pupils, families and professionals to ensure that every child feels understood, supported and able to thrive. Our graduated approach to assessing, planning, teaching and reviewing learning enables us to work collaboratively to recognise strengths, identify any emerging needs and provide timely support.

Early understanding of a child's individual learning profile is important to us. We develop this understanding through ongoing partnership and communication, including:

- Conversations with parents and carers, who know their child best.
- Discussions with previous teachers and other professionals, such as health visitors, key workers, doctors, paediatricians, school nurses, educational and clinical psychologists, speech and language therapists, occupational therapists, social workers and CAMHS (Child and Adolescent Mental Health Services).
- Consideration of attainment in relation to age-related expectations within the National Curriculum.
- Teacher observations, termly assessments and analysis of assessments completed in school.
- A range of screening and assessment tools, including WellComm, TASS, dyslexia screening, Speech, Language and Communication Needs (SLCN) assessments, phonics, reading, spelling and mathematics assessments.

We value positive relationships with families and operate an open-door policy. Parents and carers are encouraged to speak with their child's class teacher at any point during the year to share information, discuss progress, celebrate successes and explore any concerns together.

#### **Personal Provision Plans (PPPs)**

Where additional support is needed, Personal Provision Plans (PPPs) are developed collaboratively to ensure that provision is personalised and meaningful. These plans outline support that is additional to, or different from, the universal provision available to all pupils. They focus on agreed outcomes and provide a shared framework for working together to support the child's development.

A PPP includes:

- The pupil's strengths, interests and areas of development.
- Short-term outcomes that are co-produced with, or informed by, the pupil and reviewed regularly.
- The teaching approaches and support strategies that will be used, including who will deliver them.
- Clear indicators of success and agreed next steps.
- The provision and resources that will be put in place.

Arrangements for review and evaluation, including the impact of support, future priorities and any revised outcomes.

### 4. How will the curriculum be matched to my child/young person's needs?

At Tyntesfield Primary School, we are committed to creating a welcoming and inclusive community where every child feels valued, understood and supported to succeed. We recognise that all children bring unique strengths, experiences and ways of learning, and we work collaboratively with pupils, families and professionals to ensure that everyone can access, engage with and thrive within our curriculum.

Our curriculum is creative, engaging, ambitious, relevant and accessible, reflecting the expectations of the National Curriculum (2014) while responding to the diverse needs of our learners. Our shared values of being safe, hardworking and respectful, alongside developing active, positive and creative learners, are embedded throughout school life and underpin the relationships we build with children and families.

All pupils have access to Inclusive Ordinarily Available and Inclusive Provision (OAIP) through a broad, balanced and ambitious curriculum that is adapted to meet individual needs. This is supported through:

- Highly skilled, reflective teachers and well-trained support staff who are committed to nurturing each child's academic, social and emotional development.

- High expectations for all learners, with learning experiences carefully designed in line with National Curriculum guidance.
- A flexible and responsive approach to teaching that recognises and values different strengths, interests and ways of learning.

### **Adapting Learning to Meet Individual Needs**

We ensure that children can access learning in ways that work best for them by:

- Adjusting the level of challenge to provide appropriate support and opportunities for success.
- Varying the level of adult and peer support available.
- Presenting learning in different ways, including visual, practical, spoken and auditory approaches.
- Providing a range of resources and tools to support participation and understanding.
- Using multi-sensory approaches to enhance learning and engagement.
- Offering visual supports to aid attention, organisation, communication and the development of language and concepts.
- Modelling language through repetition, emphasis and expansion.
- Allowing additional time for thinking, processing and responding.
- Considering seating arrangements and learning environments that support engagement and wellbeing.
- Encouraging collaborative learning through talk partners and peer support.
- Promoting metacognitive approaches that help pupils understand themselves as learners.
- Identifying and responding to emerging needs through our graduated approach to teaching and learning.
- Embedding inclusive practice through our school policies, including Accessibility, Relationships and Behaviour, Equality, Safeguarding, SEND and Inclusion, Teaching and Learning, and Anti-Bullying policies.

Where a child would benefit from additional support as part of SEN Support, the class teacher will work in partnership with parents and carers to discuss their child's strengths, needs and the provision that may help them achieve positive outcomes. This support is planned, reviewed and refined through our Graduated Approach.

For children with more complex or significant needs, we work closely with families and a range of external professionals, including speech and language therapists, paediatricians, educational psychologists, occupational therapists, school nurses, social workers and medical practitioners. Through these collaborative partnerships, we seek to develop a shared understanding of each child's needs and identify the most effective support.

For pupils with an Education, Health and Care (EHC) Plan, provision is tailored to support the outcomes identified within the plan. In addition to regular school review processes, Annual Reviews are held using a person-centred approach. These meetings bring together the child, family, school staff and relevant professionals to celebrate strengths and achievements, review progress, evaluate support and agree meaningful next steps and future outcomes.

Further information about SEND provision and the range of support available at Tyntesfield Primary School can be found on the SEND section of our school website

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

At Tyntesfield Primary School, we are committed to creating a nurturing, inclusive environment where every child feels valued, understood and supported. Positive relationships are at the heart of everything we do, and we recognise that children thrive when families, school staff and pupils work together. Our caring, skilled and dedicated team believes in the potential of every child and maintains high aspirations for all learners. Through strong relationships, a sense of belonging and consistent support, we aim to help every pupil develop academically, socially and emotionally, enabling them to flourish within our school community.

All pupils receiving SEND support have a Personalised Provision Plan (PPP). These plans provide a shared understanding of the child's strengths, needs and aspirations and help ensure that support is meaningful, individualised and responsive. The PPP brings together information about:

- The child's strengths, interests and qualities.

- What matters most to them and helps them feel successful.
- Their aspirations and how they would like to be supported in school.
- Agreed outcomes identified through the SEN Support process.
- The support and provision in place to help them achieve these outcomes.
- Termly targets, assessment information and review notes.

Parents and carers are valued partners in this process and are encouraged to contribute their knowledge, perspectives and aspirations for their child when developing and reviewing the PPP. We believe that working collaboratively with families helps us build the fullest possible understanding of each child and how best to support them.

Personalised Provision Plans are shared with relevant staff so that everyone working with a child has a consistent understanding of their strengths, needs and effective support strategies. These plans are living documents that are reviewed and adapted as a child's needs and achievements develop. Formal reviews take place each term, with ongoing discussions between class teachers and SEND staff throughout the year to monitor progress and evaluate support. Parents and carers are consulted termly and are always welcome to discuss their child's development through both formal and informal conversations.

For pupils with an Education, Health and Care Plan (EHCP), a One-Page Profile is used alongside the PPP to provide a more detailed picture of the child in relation to their EHCP outcomes and provision. Teaching Assistants work alongside class teachers to support learning, participation and inclusion across the school. Support may be provided in a variety of ways, depending on a child's strengths and needs, including through whole-class teaching, small-group work or individual support. Wherever possible, we support pupils to learn alongside their peers within the classroom community, while ensuring that additional provision is available when it will enhance learning, wellbeing or access to the curriculum.

The class teacher remains the key adult responsible for each child's learning and progress. Regular collaboration between staff ensures that information is shared effectively, progress is celebrated and monitored, and support is adapted when needed to achieve the best possible outcomes for the child.

The school's SENCo, Mrs Knowles, and Acting SENCo, Miss Stott, work alongside subject leaders and senior leaders to promote inclusive practice and oversee SEND provision across the school. Through ongoing review, monitoring and reflection, they ensure that support remains responsive to pupils' needs and is informed by evidence-based practice. Decisions about provision are guided by children's progress, professional expertise, and a commitment to continually improving outcomes for all learners.

Our approach is informed by a range of evidence-based guidance and specialist advice, including:

- Trafford's *A Graduated Approach* SEND guidance.
- Recommendations from external professionals, including Educational Psychologists (EPs), Speech and Language Therapists (SaLTs), Occupational Therapists (OTs), SENAS and paediatricians.
- The Education Endowment Foundation (EEF).
- Research and guidance relating to effective interventions for children and young people with additional learning needs, including literacy difficulties.
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Through strong partnerships, reflective practice and a shared commitment to understanding every child, we aim to ensure that all pupils feel included, supported and empowered to succeed.

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

The nature of a child's strengths, needs and aspirations will help shape the support they receive. We recognise that every child is unique, and we work closely with pupils, families and professionals to ensure that support is responsive, meaningful and tailored to individual circumstances.

At Tyntesfield Primary School, we use Trafford's Graduated Approach of **Assess, Plan, Do, Review** to develop a shared understanding of a child's needs and to ensure that support is regularly evaluated and refined. This cyclical process helps us work collaboratively with children and families to identify what is working well, understand any barriers to learning and participation, and agree the most appropriate next steps. The information below outlines this process for pupils receiving SEN Support.

### **Assess**

When a child may benefit from additional support, the class teacher and SENCo work together to build a holistic picture of the child's strengths, needs and experiences. This understanding is developed through teacher observations, informal and formal assessments, information gathered in school, and valuable discussions with parents, carers, the child and, where appropriate, other professionals.

In some cases, advice or assessment from external professionals may help us gain a deeper understanding of a child's needs and identify effective strategies for support. Parents and carers will always be fully involved in these discussions, and consent will be sought before any external referrals are made.

### **Plan**

Using the information gathered, the class teacher, SENCo, parents/carers and, where appropriate, the pupil, work together to agree outcomes and identify the support that will help the child achieve them. This shared plan is recorded on a Personalised Provision Plan (PPP), which outlines the agreed provision, approaches and outcomes.

The plan is shared with relevant staff to ensure that everyone working with the child has a consistent understanding of how best to support their learning, wellbeing and participation in school life.

### **Do**

The agreed support is implemented, usually over the course of a term. During this time, staff work closely with the child, continually reflecting on how the provision is supporting progress, engagement and wellbeing. The class teacher remains responsible for overseeing and coordinating the child's provision, supported by the wider staff team.

### **Review**

Progress towards agreed outcomes is reviewed regularly, with formal reviews taking place each term. These discussions provide an opportunity to celebrate achievements, reflect on progress and consider the views of the child, parents/carers and staff.

Parent Partnership meetings enable families to share their experiences, observations and aspirations, ensuring that decisions are made collaboratively. Where needed, support can be adapted, outcomes refined and new priorities identified so that provision continues to meet the child's evolving needs.

For some children whose needs are more complex or who require a higher level of support across education, health and care, it may be appropriate to request an Education, Health and Care Needs Assessment (EHCNA). This request can be made by the school, working in partnership with families, or directly by parents/carers themselves. Throughout this process, we aim to work together to ensure that the child's strengths, needs and aspirations remain at the centre of all discussions and decision-making.

For further information about Education, Health and Care Needs Assessments and available support services, please refer to Trafford's Local Offer.

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

At Tyntesfield Primary School, we believe that every child should feel a strong sense of belonging and have opportunities to participate fully in all aspects of school life. We are committed to creating an environment where children are valued, included and supported to engage in learning, play, enrichment activities and the wider school community.

Through our Ordinarily Available and Inclusive Provision (OAIP), teachers and support staff work proactively to remove barriers to learning and participation. Learning experiences, the curriculum and the school environment are adapted thoughtfully and flexibly to ensure that all pupils can access meaningful opportunities, regardless of their individual needs, disabilities or medical conditions.

When educational visits, trips or activities take place beyond the school site, careful planning is undertaken to ensure that all pupils can participate as fully and safely as possible. This includes working collaboratively with families, staff and, where appropriate, external professionals to consider accessibility, transport arrangements, medical requirements, resources and levels of support needed for a successful experience.

In circumstances where participation in a particular activity may present significant challenges or safety concerns, decisions are made collaboratively with the child, family and relevant professionals. Our priority is always to identify ways for the pupil to be included wherever possible. Where alternative arrangements are required, these are planned carefully to ensure that the child can continue to access learning and experiences in a way that is safe, meaningful and responsive to their individual needs.

Individual risk assessments may also be developed where reasonable adjustments are needed to support a pupil's access to learning, social opportunities, physical activities or the wider school environment. These assessments are used as a supportive tool to understand needs, reduce barriers and promote participation, wellbeing and safety for all members of the school community.

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

At Tyntesfield Primary School, we are committed to creating a welcoming and inclusive community where every child, family and member of staff feels valued, respected and connected. We believe that inclusion is more than access; it is about developing a genuine sense of belonging, where each person feels seen, heard and appreciated for who they are.

We work together to foster a culture of care, understanding and mutual respect, underpinned by a shared commitment to equity and opportunity for all. Our aim is to create an environment where everyone feels supported to succeed, and where children's strengths, identities and contributions are recognised and celebrated.

Our Relationships and Behaviour Policy and Kindness (Anti-Bullying) Policy promote positive, respectful relationships across our school community and provide a clear framework for maintaining a safe and supportive environment. We are committed to addressing any incidents of bullying, discrimination or unkind behaviour promptly, thoughtfully and restoratively. We encourage pupils to speak up for themselves and others, knowing that their voices will be listened to and taken seriously.

Through our curriculum and wider school experiences, we provide regular opportunities for pupils to explore themes such as relationships, diversity, inclusion, empathy and respect. We recognise that some pupils, including those with SEND, may benefit from additional support to identify, understand or communicate concerns about friendships, bullying or wellbeing. Where needed, we use visual supports, communication tools and trusted adult relationships to help pupils express their thoughts, feelings and experiences. Staff remain attentive to changes in behaviour, presentation or wellbeing so that support can be offered at an early stage and in a responsive way. At Tyntesfield, pupils have access to a wide network of caring adults who bring a rich range of skills, experience and expertise. Our Deputy Headteacher, who is also our Senior Mental Health Lead, works alongside the SENCo team, Pastoral Support Lead and ELSA to provide support for pupils and families experiencing social, emotional or mental health difficulties, as well as periods of change, uncertainty or emotional challenge.

We are proud of our strong pastoral provision, which is built on relationships, trust and emotional safety. This includes support from our dog mentor, Herman, and our Pupil Health Champions, alongside a range of pastoral and wellbeing initiatives. All staff are trained in Emotion Coaching, Attachment and Trauma-Informed Practice,

and Anger Management approaches, enabling them to respond with empathy, curiosity and understanding while providing high-quality Ordinarily Available Inclusive Provision (OAIP).

For pupils who require more individualised support, personalised pastoral plans can be developed in partnership with pupils, families and staff. These plans focus on understanding the child's experiences, strengths and needs, while identifying supportive strategies that promote wellbeing, resilience and positive engagement. The Inclusion Lead oversees and reviews this support to ensure it remains responsive and effective.

Through strong relationships, collaborative working and a commitment to understanding each child's unique story, we strive to ensure that every pupil feels safe, valued, connected and able to thrive within our school community.

For further information about our approach to supporting Social, Emotional and Mental Health (SEMH) needs, please visit the SEND section of our school website.

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

At Tyntesfield Primary School, we believe that understanding and responding to a child's needs is most effective when families, school staff and professionals work together. We are committed to continually developing our knowledge, skills and practice so that we can provide high-quality support that enables every child to feel included, valued and successful.

Our staff team benefits from a broad range of specialist training and expertise, helping us to meet the diverse needs of our pupils and create an environment where all children can thrive. This includes:

- The National Award for Special Educational Needs Coordination, achieved by our SENCo, Mrs Knowles, in July 2023.
- Elklan training.
- Specialist expertise in supporting Speech, Language and Communication Needs (SLCN).
- Whole-school training in Emotion Coaching, Anger Management, Attachment and Trauma-Informed Practice.
- Relational Inclusion training.
- Speech and Language intervention approaches.
- Dyslexia Friendly School Accreditation.
- Makaton training within EYFS.
- Senior Mental Health Lead accreditation.
- First Aid training for key staff, including asthma, diabetes, adrenaline auto-injector (EpiPen) and defibrillator training.

As part of Trafford Local Authority, we can also work in partnership with a range of specialist services when additional advice or support may help us to better understand and meet a child's needs. These services include:

- Speech and Language Therapists (SALTs).
- Occupational Therapists (OTs).
- Sensory Occupational Therapists.
- Educational and Clinical Psychologists.
- Behaviour Support Outreach Services.
- ADHD Assessment Team.
- Autism Spectrum Disorder (ASD) Assessment Team.
- School Nursing Services and Social Care professionals.
- Child and Adolescent Mental Health Services (CAMHS).
- Counsellors and Play Therapists (where sourced independently).
- Trafford's Special Educational Needs Advisory Service (SENAS), which provides guidance and support across all areas of SEND.

Further information about these services can be found through Trafford's Local Offer.

Where a child may benefit from additional assessment or specialist involvement, we work collaboratively with families to gather information, develop a shared understanding of strengths and needs, and consider the most appropriate next steps. Depending on the area of need, referrals may be made to specialist pathways and services such as the TCaS pathway (ADHD), TASCa pathway (ASD), Speech and Language Therapy, Occupational Therapy, Sensory Occupational Therapy, Educational Psychology or SENAS.

Before referrals are made, schools are required to follow Trafford's Graduated Approach through the **Assess, Plan, Do, Review (APDR)** cycle. This process helps ensure that a child's needs are explored thoroughly, that support strategies have been implemented and reviewed, and that the perspectives of both home and school are included. Evidence gathered through this collaborative process enables professionals to build a clearer picture of the child's strengths, experiences and support needs.

As demand for specialist services can be high, referrals that require additional school resources are prioritised according to need and carefully planned to ensure equitable access for all pupils. Where necessary, we maintain an internal referral list to help manage capacity and ensure a fair and transparent process.

We recognise that parents and carers may sometimes have concerns that emerge outside of school. When this happens, we will work alongside families to explain the relevant referral pathways, discuss the information required and help identify the steps that can support the process. Throughout, our aim is to build strong partnerships with families and ensure that children receive timely, coordinated and person-centred support that reflects their individual strengths, needs and aspirations.

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

Our staff are well-informed and well-trained to support many areas of needs within the four areas of SEND. Training and Career Professional Development is a priority at Tyntesfield Primary. Training is either provided as a whole school or for key staff members. We ensure that additional training is provided wherever necessary, so all staff are well-equipped to remove barriers to learning. The school's SENCos offer optional, informal training and advice throughout the school year to all staff, through drop-in sessions, SEND snapshots and in-class support. The school SENCos are responsible for overseeing the provision and support for pupils with SEND. The SENCos are members of Nasen, UK SEND organisation and keep abreast of all current information regarding best practice for pupils with SEND in addition to regularly attending meetings and courses within Trafford.

Training has included:

| Member of staff attending training | Course Title                                                                                               |  |
|------------------------------------|------------------------------------------------------------------------------------------------------------|--|
| PR                                 | ELSA                                                                                                       |  |
| AW                                 | Introduction to Dyscalculia                                                                                |  |
| LC                                 | Senior Mental Health Lead                                                                                  |  |
| CC                                 | EYFS SEND Network                                                                                          |  |
| Available to all staff             | Trafford SALT course videos<br>Emotion Coaching, Anger Management, Attachment and Trauma informed training |  |
| EB                                 | TTSA Autism forum                                                                                          |  |

|  |        |                                                                                                                                                                               |  |
|--|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |        | TTSA Autism TA support network                                                                                                                                                |  |
|  |        | TTSA Speech & Language Teaching Assistant Support Network                                                                                                                     |  |
|  | AW     | Specific Learning Difficulties TA network                                                                                                                                     |  |
|  | SK/ KM | SENDCo forum                                                                                                                                                                  |  |
|  | SK     | TTSA SEND Subject Leaders Networking<br>TTSA SENDCo Forum<br>TTSA SENDCo Network<br>TTSA New SENDCo/New to Trafford Induction<br>National Award for Special Educational Needs |  |
|  | RB/ SJ | TTSA - Autism Teaching Assistant Support Network                                                                                                                              |  |

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

At Tyntesfield Primary School, we are committed to ensuring that every child can participate fully in school life and feels valued, included and supported within our community. We recognise that children may experience different barriers to learning, participation and belonging, and we work proactively to understand and respond to their individual needs.

Where appropriate, we make reasonable adjustments to help pupils access learning, the environment and wider school experiences. This may include specialist equipment, resources or adaptations to support children with hearing or visual impairments, mobility needs, motor coordination differences or difficulties with fine motor skills. Our focus is always on identifying strengths, removing barriers and enabling each child to engage confidently and successfully in school life.

Our Accessibility Plan, available on the school website, reflects our commitment to anticipating and responding to the needs of children, young people, families and staff. We believe that inclusive practice begins with thoughtful planning and consideration of how everyone can access opportunities, environments and experiences. When making decisions, we carefully consider individual needs alongside practical, financial and environmental factors to ensure that support is both meaningful and sustainable.

Where additional expertise is needed, we work closely with Trafford's SENAS team and other professionals to develop a deeper understanding of a child's needs and to identify effective adjustments and strategies that promote participation, independence and wellbeing.

Our inclusive values, together with our Relationships and Behaviour Policy, Kindness (Anti-Bullying) Policy and bespoke Lifeskills curriculum, help to create a culture of acceptance, understanding and respect. Through positive relationships, education and open dialogue, we celebrate difference and encourage all members of our school community to value diversity. We are committed to ensuring that pupils with disabilities feel safe, respected and included, and that they experience a genuine sense of belonging as active and valued members of our school community.

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

At Tyntesfield Primary School, relationships are at the heart of everything we do. We recognise that children and families are the experts in their own experiences, and we actively seek, listen to and value their views, feelings and aspirations. By working together, we develop a shared understanding of each child's strengths, needs and goals, helping to create a school environment where everyone feels heard, respected and able to thrive.

We are fortunate to have a dedicated and supportive PTA, whose members work in partnership with the school community to enrich the experiences of our pupils. Through regular meetings, events and fundraising activities, they help create opportunities that enhance children's learning, wellbeing and sense of belonging.

Through our Ordinarily Available and Inclusive Provision (OAIP), teachers support pupils to develop an understanding of themselves as learners. We encourage children to recognise their strengths, reflect on the strategies that help them learn most effectively and develop confidence in using the resources and approaches that support their success. This is embedded through our school values:

- We Belong – Everyone matters
- We Collaborate – Together we thrive
- We Care – We lead with kindness
- We're Ambitious – We aim high

These values help foster resilience, independence, self-awareness and a positive approach to learning, supporting pupils to become confident, reflective and lifelong learners. Through these experiences, children develop their metacognitive skills and a deeper understanding of how they learn best.

We believe that strong, trusting partnerships between home and school are fundamental to children's success and wellbeing. Parents and carers play a vital role in their child's learning journey, and we greatly value their knowledge, perspectives and contributions. By working collaboratively, we can ensure that support is responsive, meaningful and centred around the child's individual strengths and aspirations.

Parents and carers are always welcome at Tyntesfield and are encouraged to contact class teachers, the SENDCos or members of the SEND team whenever they would like to discuss their child's progress, wellbeing or support. We are committed to maintaining open and accessible communication and welcome both formal and informal conversations throughout the year.

Families can contact the school through the main office or via the SEND email address:

[sen@inspiringlearners.co.uk](mailto:sen@inspiringlearners.co.uk)

### 13. Who can I contact for further information?

At Tyntesfield Primary School, we believe that strong relationships and open communication are key to helping children feel safe, valued and successful. If you have any questions, concerns or would simply like to discuss your child's experience in school, your child's class teacher is usually the best first point of contact. As the adult who works most closely with your child each day, they are well placed to listen, share information and work in partnership with you to find the best way forward.

Teachers are available for brief conversations at the end of the school day, and longer meetings can be arranged when more time is needed to explore concerns, share perspectives or plan support together in a private setting. Where appropriate, class teachers may also involve the SENDCo or SEND team to ensure that families have access to additional guidance and expertise. Families are always welcome to contact the SEND team directly via [sen@inspiringlearners.co.uk](mailto:sen@inspiringlearners.co.uk)

Our Headteacher can also be contacted through the school office on 0161 973 4877, and a meeting can be arranged if further discussion or support is required.

We are committed to building positive partnerships with children and families and want every member of our school community to feel heard, respected and supported. We hope that all pupils and families experience Tyntesfield as a place where they feel happy, safe, included and able to thrive. However, if concerns do arise, we encourage families to share these with us so that we can work together towards a positive resolution. Information about the school's complaints procedure can be found on our website.

For additional information about services and support available across Trafford, families can also access guidance through Trafford's Local Offer.

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

At Tyntesfield Primary School, we recognise that starting a new school or moving to a new class is a significant experience for both children and their families. We believe that positive transitions are built through strong relationships, open communication and opportunities for children and families to feel connected, confident and prepared for the changes ahead.

Families of children joining our Nursery, Reception classes or transferring from another school are warmly encouraged to visit the school before their child starts. These visits provide an opportunity to meet staff, explore the learning environment, ask questions and begin building the trusting relationships that help children feel safe, settled and excited about becoming part of our school community.

Further information about school admissions, including arrangements for children with disabilities, can be found in Trafford's admissions policy, which is available on our school website.

Throughout a child's time at Tyntesfield, we offer a range of transition and information sessions designed to strengthen partnerships with families and support children as they move through key stages of their education.

These include:

- Nursery transition meetings.
- Reception transition meetings.
- Year 1 Phonics information sessions.
- Year 2 and Year 6 SATs information meetings.
- Year 4 and Year 6 residential visits information sessions.
- An annual **'Move Up Morning'**, where pupils spend time with their new class teacher and teaching assistants. This provides valuable opportunities for children and staff to get to know one another, build familiarity and develop confidence ahead of the new school year.
- A **'Stay and Share'** evening each September, where parents and carers can meet their child's new teacher, learn about the year ahead and share information about their child's strengths, interests, needs and aspirations. This helps us develop a shared understanding of how best to support each child from the very beginning of the year.

We recognise that some children may require additional support during periods of change. For pupils who find transitions more challenging, we develop personalised transition plans in partnership with families and key staff. These plans may include extra visits, visual supports, opportunities to build relationships with key adults and tailored strategies that help children feel secure and confident. By taking the time to understand each child's individual experience, we aim to make transitions as smooth and positive as possible.

We are proud of our strong and well-established transition programme for Year 6 pupils moving on to secondary school. We work closely with staff from local secondary schools to ensure that information is shared appropriately and that pupils feel prepared for the next stage of their educational journey. This collaborative approach supports continuity, promotes confidence and helps pupils and families feel reassured during the transition process.

For pupils with complex needs or Education, Health and Care Plans (EHCPs), transition planning is particularly important. Class teachers, the SENDCo, families and any professionals involved with the child work together to plan and support a successful move to secondary education. This process follows Trafford's Transfer arrangements and is centred around the child's strengths, needs, aspirations and wellbeing.

By working in partnership with children, families and receiving schools, we aim to ensure that every transition is a positive experience that promotes belonging, confidence and future success.

For further information, please refer to Trafford's Local Offer.

## 15. What other support is available?

Trafford's SEND Information Advice and Support Service (SENDIASS) can provide information, advice and support regarding any aspect of SEND.

They can be contacted on:

Telephone: 0161 912 3150

Email: [sendiass@trafford.gov.uk](mailto:sendiass@trafford.gov.uk)

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

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 4.30pm

Email: [FIS@trafford.gov.uk](mailto:FIS@trafford.gov.uk)

Twitter: <http://www.twitter.com/TraffordFIS>

Facebook: <http://www.facebook.com/TraffordFIS>