

SEND 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 by Trafford 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.

Tyntesfield Primary has chosen to set out our SEN Information Report based on the questions in this document which were developed by Trafford in conjunction with parents. 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?

A child is considered to have a special educational need when provision is made, or is needed to be made, that is different from, or additional to, the provision made available to all pupils.

In line with the Equalities Act 2010, Tyntesfield Primary provides support for pupils within the 4 areas of special educational needs and disability identified in the SEND Code of Practice 2015. These areas are:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Within these areas learning differences can fall into one or more of the following categories:

- speech, language and communication needs
- behavioural or emotional and social development
- moderate learning difficulty
- specific learning difficulty
- severe learning difficulty
- autistic spectrum disorder
- sensory impairments
- medical conditions

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?

Early identification and assessment of a child with a learning difference is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENCO will discuss the child's needs and information will be gathered. A meeting of all interested parties will be carried out - at a later point and if necessary further testing must be carried out, alongside the 'access, plan, do, review' process. Information and assessment will determine whether a child may or may not need to be placed on the SEN register.

Our SEND register follows the following stages and children may be moved on or off the register at any point in line with LA exit guidelines.

a) Reasonable Adjustments (wave 1):

This approach starts with the class teacher employing Quality First Teaching (QFT), using the Graduated Approach guidelines to support adaptive strategies to meet the individual needs of pupils. Staff may have initial concerns about a child but are currently able to manage their learning within the classroom through group work, cooperative learning and adapted activities. At this stage the teacher is responsible for collecting information to support their concern on the school monitoring form (PPP).

A pupil will have a PPP, which is drawn up by the class teacher in consultation with the SENDCo and SEND TAs. This is reviewed, rewritten termly and discussed with the parents of the pupil. In all cases, the review period may be flexible. If appropriate, the pupil will be asked to assess his/her progress. Where significant progress is made, the class and SEND teacher may decide that the child will come off a PPP and be monitored by the teacher whilst constantly receiving any necessary adaptations previously made. During this time, the class teacher should continue with QFT (using the Graduated Approach), including using adapted tasks and cooperative learning, as well as varied support provision and revised outcomes, adapting these, in consultation with the SEND teacher and/or SENDCo so that together, they meet the child's needs.

b) Additional Provision (wave 2):

A pupil will be considered as 'wave 2' if it is felt that staff, in consultation with the SENDCo, have identified that the child has additional needs, which require additional support, through specific

intervention. Interventions are necessary that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. When a pupil is receiving intervention, it is the responsibility of the Class Teacher, to ensure that withdrawal from the classroom does not interfere unduly with the child's access to the whole curriculum and where possible, support should be provided within the classroom setting.

Where significant progress is made and intervention has had impact, the Class Teacher and SENDCo may decide that the pupil will come off intervention and be monitored by the Class Teacher, whilst still receiving any necessary adaptations previously made. At this point, the pupil will then be moved to wave 1.

In the case of a pupil continually making little or no progress, despite receiving personalised intervention, the Class Teacher and SENDCo will meet with the parents to discuss the 'next steps'. One of the next steps could be referring a pupil to an outside agency to gain a professional opinion on the barriers to learning for a pupil. The SENDCo will work with the Class Teacher to complete documentation for referrals to outside agencies. The school encourages parents to consult with specialists and outside agencies. The school seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency.

A meeting must be arranged with the parents and interested parties in school to discuss the outcomes. The class teacher, the SENDCo and SEND TA must work closely together to provide a comprehensive support programme for the child using the guidance of the Graduated Approach. The class teacher, SEND TA and SENDCo should revise the PPP in consultation with any other professionals involved with supporting the child, in school. 'Additional In-school' support must remain in place and all those involved must keep clear records, as part of the 'access, plan, do, review' process. PPP's will continue to be written on a regular basis.

- c) Statutory Assessment and Educational, Health, Care Plans (EHCPs): For a very small number of pupils, progress at 'Additional In-School support' level may still not adequately support their needs. At this point, a Statutory Assessment from the Local Education Authority can be requested, preferably with the support of the teachers and SENDCo and following consultation with the Head teacher/Head of School. The SENDCo, with the advice of the adults working with the child, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria. The school will be asked to provide educational advice about the pupil, drawing on the 'assess, plan, do, review' evidence they have gathered over time during the 'Additional In-School' support. The documentation gathered will be sent to then be sent to the LEA who analyse the case – this may result in an EHC plan for the pupil. Whilst the whole EHC process is underway, intervention will remain in place.

A pupil with an EHC plan will have their progress reviewed termly with teachers, SENDCo and parents and every year with teachers/SENDCo/ parents/ outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records of process and work produced. It is the responsibility of the SENDCo to collate these records and to maintain the pupil's file. There will also be an annual Person Centred Review to discuss, evaluate and update the EHC plan outcomes.

We believe a positive partnership between the school and parents/carers is essential for all pupils to reach their full potential and we welcome opportunities to support you and your child in this process.

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

Our graduated approach to assessing, planning, teaching and reviewing pupils' learning and progress ensures that teachers and staff are able to quickly identify areas of need for individuals who may need additional provision.

This early identification is a priority at Tyntesfield Primary and we identify individual learner needs through a range of means. These include:-

- Discussions with parents/carers
- Discussions with previous teachers and other professionals; e.g. health visitors, key workers, doctors, paediatricians, school nurses, educational and clinical psychologists, speech and language therapists, occupational therapists, social workers and CAMHS (Children and Adolescent Mental Health Service).
- Below-expected attainment in line with the National Curriculum end of year expectations
- Teacher observations, termly assessments and analysis of tests administered in school
- Screening tests/assessment tools e.g. Wellcom, TASS, dyslexia, Speech, Language and Communication Needs (SLCN), phonics, reading, spelling and maths

We operate an open-door policy and parents/carers are always welcome to arrange a meeting with the class teacher to discuss their child's progress and areas of difficulty at any point throughout the year.

Our Personal Provision Plans (PPP) are used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on key individual outcomes and includes information about:

- the pupil's strengths and developments;
- short term outcomes set for or by the pupils, with a review date specified for each outcome;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each outcome;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any impact, including next steps and revised outcomes as appropriate

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

At Tyntesfield Primary we strive to be a fully inclusive school where we meet the needs of all pupils through a creative, engaging, ambitious, relevant and accessible curriculum with regard to the National Curriculum guidelines 2014. Our focus on being safe, hardworking and respectful and active, positive and creative learners is interwoven through our curriculum and school life.

All pupils at Tyntesfield Primary have access to Inclusive Quality-First Teaching (IQFT) through a broad, balanced and ambitious curriculum, which is appropriately adapted to meet individual learner needs. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential
- Appropriate learning challenges, incorporating the National Curriculum guidelines

Adapted learning challenges through:

- Extending or reducing challenges
- Varying the amount of adult or peer support given to complete the challenge
- The way a learning challenge is delivered, completed and achieved. E.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
- Different resources to complete learning challenges
- Multi-sensory approach to learning challenges
- Visual aids to support attention and listening skills, classroom organisation and language and concept development
- Modelled language through repetition, emphasis and expansion
- More thinking time
- Appropriate seating position

- Talk partners and Peer support
- Whole school approach to meta-cognition
- Early identification of needs through a graduated approach to teaching and learning
- Effective Accessibility, Kindness (Anti-bullying), Relationships & Behaviour, Equalities, SEND & Inclusion, Teaching and Learning, Subject and Safeguarding policies.

If your child requires additional provision as a result of a special educational need, then the class teacher will meet with you to discuss the SEN Support your child will receive, following our Graduated Approach cycle. (Please see Section 6 below).

If your child has complex needs and/or a high level of need, then advice and support will be sought from other professionals such as; speech and language therapists (SLTs), doctors, paediatricians, educational psychologists (EPs), occupational therapists (OTs), social workers or the school nurse.

If your child has an EHC (Education, Health and Care) plan, then appropriate provision will be made in line with the specified outcomes identified in the plan. Pupils with an EHC plan will have an Annual Review, in addition to the school's regular reviews. A person-centred approach to the review will be used to work collaboratively with you and other professionals to discuss your child's strengths, progress, SEN Support and to set new targets in line with the outcomes.

Please see the additional info on the SEND page of our school website to find out more about the specific provision we make for the different areas of SEND and the levels of support we offer our pupils.

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

We strive to be a fully inclusive school and invest fully in building positive relationships with all our pupils. As such, all our caring, dedicated and well-trained staff are fully committed to enabling your child to reach their full academic, personal and social potential. We believe that this positive belief in, and high expectations of, all pupils from the whole school community is essential in allowing our children to flourish and thrive.

All our pupils with SEND have a Personalised Provision Plan (PPP). Our PPPs aim to bring together information about:

- the child's strengths and qualities
- what is important to them
- how they would like to be supported in school to their aspirations
- the agreed outcomes for their SEN Support
- their SEN Support provision
- termly targets, assessment data and reviews

Parents/Carers are invited and encouraged to participate in the production of the PPP by sharing your views and aspirations with your child's class teacher.

Copies of the PPPs will be shared with key staff, so information about how best to support your child can be shared easily with all the adults who will work with them. The Plans are kept under review at all times, as they are a working document used to inform the daily provision of the child and may be adjusted accordingly. Each PPP is formally reviewed termly and the SEND TA reviews progress half termly with the class teacher. Parents are also consulted by the Class Teacher termly. Regular opportunities are available on a formal or informal basis for parents to discuss their child's progress.

For pupils with an EHCP, they have a One Page Profile, alongside their PPP, which includes more detailed information in line with their EHCP. All classes across the school have access to Teaching Assistants (TAs) who are there to support the learning and development of our pupils, either directly or indirectly through supporting the class teacher. The class teacher will decide how the TA can best support your child, based on the information

gathered for the PPP or in their EHCP. This may be 1-to-1, small group support in class or managing the class while the teacher works with your child. Depending on your child's area(s) of need, we offer a range of targeted interventions. **We aim to keep our pupils in class wherever possible**, although they may access some SEN Support away from their classroom.

The class teacher remains responsible for each child in the class. Regular meetings between all staff involved in supporting your child ensure information is shared, progression is monitored and the effectiveness of the provision is reviewed and amended as necessary.

The school's SENCo is Mrs Knowles and the Acting SENCo is Mrs Manion/Mrs McDonald; subject leads and Senior Leaders oversee all additional provision and adaptive practice made for our pupils. They regularly review the provision made for our pupils with additional needs by tracking and monitoring pupils' progress from their additional support or SEN support identified on their PPPs. In-school data and regard to national guidelines of evidence-based interventions, inform decisions about the effectiveness of our SEND provision and which interventions are to be implemented.

Information regarding evidence based interventions is sourced from:

- Trafford's SEND guidance document 'A Graduated Approach', which is on their Local Offer.
- Advice and recommendations from specialists, e.g EP, SALT, OT, SENAS, paediatricians
- The Education Endowment Foundation
- What Works for Children and Young People with Literacy Difficulties

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

The area(s) of need and the level of need your child requires, will impact on the type and amount of support your child will receive.

We adopt Trafford's Graduated Approach of assess, plan, do, review, to respond to individual learner needs and ensure the best possible outcomes. Pupils with emerging needs will access additional support, in line with the assess, plan, do, review cycle.

The below info describes the cycle for a SEND pupil receiving SEN Support.

Assess - Once an area(s) of need has been identified for your child, the class teacher, in collaboration with the SENCos, will make detailed assessments which are carefully analysed. This will be built on teacher observations, informal and formal assessments and tests carried out in school, discussions with you and other professionals. Formal assessments may need to be made by outside agencies and professionals in order to give a more detailed picture of your child's specific need(s). Consent from parents/carers will always be sought for external referrals.

Plan - With this detailed information and following discussions with parents/carers, the class teacher, in partnership with the SENCos, will plan appropriate SEN Support. This information will be recorded on SEN Support Plan, along with the agreed outcomes for the SEN Support. The SEN Support Plan will be shared with the key members of staff who will work with your child.

Do - The SEN Support will be implemented for a specified amount of time (usually a term).

Review - Outcomes and progress towards meeting these will be reviewed termly by school staff. Parent Partnership meetings are held with parents/carers to feedback and seek your views. Any changes to the provision will be made as necessary, in collaboration with you and new outcomes and/or targets will be set as needed.

If your child presents with complex needs and/or needs a high level of support in school then a request for an Education Health and Care Needs Assessment (EHCNA) can be made to the Local Authority by the SENCos or by parents themselves. For more information about this process, please see Trafford's Local Offer.

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

Our aim is for all pupils to be included in all areas of the curriculum, the school grounds and school activities.

Through our Inclusive, Quality-First Teaching (IQFT) at Tyntesfield Primary, teachers and staff will adapt these learning experiences to include all pupils irrespective of any additional need, disability or medical condition.

Risk assessments are made for any trips or activities that take place away from school and this will include ensuring accessibility for all pupils and any additional resources or measures are implemented regarding transport, availability of medicines and support during the trip or activity. Where joint decisions are made not to include a pupil, alternative provision will be put into place to enable pupils to access the curriculum in a safer, more individualised manner. Risk assessments are also made for individuals if it is felt reasonable adjustments are needed to support a pupil's access to the curriculum, social activities, physical activities or to ensure their safety and that of others in school.

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

All those at Tyntesfield Primary strive to create a fully inclusive school where the whole school community shares a belief in equality for all pupils and staff in line with the Equalities Act 2010.

We believe inclusion is a sense of belonging, feeling respected, valued and seen for who we are as individuals.

We aim to create a level of supportive energy and commitment from everyone for everyone where we intentionally plan for the success of all our pupils.

Our Relationships and Behaviour and Kindness (Antibullying) policies set high expectations for positive relationships between staff and pupils, between pupils themselves and identify clear boundaries for behaviour in and around school. We aim to ensure any incidents of bullying or discrimination are dealt with immediately and efficiently. We encourage our pupils to be proactive about reporting any incidents regarding themselves or their peers. We incorporate opportunities within our curriculum to discuss these issues with whole classes or within small groups. For some pupils with SEND, they may need additional support to recognise bullying incidents or communicate any issues. We provide visual supports for communicating events and feelings and we encourage staff to be vigilant in monitoring any changes in individual behaviour and reporting these observations to the SENCos, DSLs or Senior Leaders so we can ensure timely support for our pupils' physical and emotional wellbeing.

At Tyntesfield we benefit from a huge team of people with a wealth of expertise and experience from whom our pupils can seek support. Our Deputy Head Teacher is our Senior Mental Health Lead in school. The SENCos, Pastoral Support Lead and ELSA can offer support and guidance to our pupils and parents with social, emotional and mental health needs or for pupils who experience a period of upheaval and emotional distress.

We have a strong pastoral team with a diverse skill set, including a dog mentor (Herman) and our Pupil Health Champions, which enable us to meet the social and emotional needs of our pupils. All of our staff are fully trained in Emotion Coaching, Anger Management, Attachment and Trauma informed practice providing inclusive, high quality QFT. For those pupils who require more personalised support, we provide personalised pastoral support packages and our Inclusion Lead tracks and monitors this support and progress made.

For more information about Social, Emotional and Mental Health Needs and the range of provision we have on offer, please see the additional sections on our SEND page.

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

We have access to a wide range of specialist support on site and locally.

This includes:

- The National Award for Special Educational Needs Coordination completed by the SENCo, Mrs Knowles, in July 2023.
- Elklan training
- Specialist support assistant for Speech, Language and Communication Needs (SLCN)
- Whole School Emotion Coaching, Anger Management, Attachment and Trauma informed training
- Relational Inclusion training
- Speech and Language intervention
- Dyslexia Friendly School Accreditation
- Makaton training - EYFS
- Senior Mental Health Lead accreditation
- First aid training for key staff members including, defibrillator, asthma, diabetes and epi pens

As part of Trafford's Local Authority, we can access outside support from a range of agencies and other professionals, where there is clear evidence of need in school. These are:

- Speech and Language Therapists (SLTs)
- Occupational Therapists (OTs)
- Sensory Occupational Therapists
- Educational and Clinical Psychologists (EPs)
- Behaviour Support Outreach Services
- ADHD Assessment Team
- ASD Assessment Team
- School nurse & Social workers
- CAMHS
- Counsellor/Play Therapist (sourced independently) Trafford's SENAS, (special educational needs advisory service) team offer support and advice to schools for all areas of SEND.

For more information on Trafford's services, please see their Local Offer.

Since September, Tyntesfield Primary has been part of the Trafford Virtual School's Attachment and Trauma Response 'Belong' project. This has been a very exciting opportunity and means we have been part of developing Trafford's framework of support for pupils who have experienced early childhood trauma and have attachment difficulties. The project will span 3 years and enable whole school training and development within this area of need at school level, but also at local authority level. Our Inclusion Lead and ELSA, Miss Chester and Mr Rogerson, are the lead staff members on this project and attend regular network session with Trafford's Virtual School Team. They will undertake a Postgraduate Certificate in Attachment and Trauma over the year as part of the project and whole-school development.

Further assessment and advice regarding specific areas of need can be sought through referrals to the specific service pathways. E.g. TCAS Pathway (ADHD), TASC Pathway (ASD), SALT, Sensory OT and OT, Educational Psychologist and SENAs Teams.

In order to refer a pupil for further assessment, schools are required to follow the Assess, Plan, Do Review (APDR) cycle as detailed in Trafford's Graduated Approach guidance (see Trafford's Local Offer for more info). All referrals require a term or two terms of evidence from the APDR cycle/s from home and school before a referral can be submitted. For referrals that incur a cost to school, these are strategically planned based on level of need in school. We hold an internal waiting list for all referral pathways to manage capacity to complete these and ensure a fair process for all pupils. Where concerns are only raised from parents/carers then there are specific

steps/actions from each pathway regarding the actions parents/carers need to take before a referral can be submitted.

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 4 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
Pete Rogerson	ELSA
A.Wainwright	Introduction to Dyscalculia
L.Chester	Senior Mental Health Lead
Caroline Campbell	EYFS SEND Network
Available to all staff	Trafford SALT course videos Emotion Coaching, Anger Management, Attachment and Trauma informed training
Emma Bailey	TTSA Autism forum TTSA Autism TA support network TTSA Speech & Language Teaching Assistant Support Network
Andrea Wainwright	Specific Learning Difficulties TA network
Sophie Knowles/Kathryn Manion	SENDCo forum
Sophie Knowles	TTSA SEND Subject Leaders Networking TTSA SENDCo Forum TTSA SENDCo Network TTSA New SENDCo/New to Trafford Induction National Award for Special Educational Needs
Rachel Bennison and Sue Jones	TTSA - Autism Teaching Assistant Support Network

11. How accessible is the school environment?

At Tyntesfield we ensure reasonable adjustments are made for the needs of our pupils, which includes specialist equipment for pupils with hearing or visual impairments, mobility difficulties, motor coordination difficulties or poor hand/eye coordination.

Our Accessibility Plan is available on the school website and is anticipatory; thought is given in advance to what disabled children, young people, parents/carers and staff might require and what adjustments might need to be made to prevent any disadvantage, with regards to financial, design and practical constraints.

Specialist advice can be sought from Trafford's SENAS team regarding reasonable adjustments for an individual's specific needs.

Our inclusive values, the Relationships and Behaviour policy, Kindness (Anti-bullying) policy and our bespoke Lifeskills curriculum, ensure pupils with a disability are not treated negatively

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

Our pupils and their families are at the heart of everything we do at Tyntesfield Primary and as such we seek and encourage their views and feelings about their school environment, learning and activities.

We have a highly effective PTA who work tirelessly to support our school, meeting regularly and arranging events, which raise valuable funds for enriching our pupils' learning and social experiences.

Through our Inclusive, Quality-First Teaching (IQFT) teachers develop pupils' understanding of how they learn best as an individual and support them in recognising strategies and resources that will help them. We achieve this through our school values; we love learning, we achieve our best, we make the most of every opportunity and we care and appreciate for each other, which identify and encourage the qualities of effective life-long learning. These approaches to learning challenges across the curriculum develop pupils' meta-cognitive development.

At Tyntesfield we believe a positive partnership between parents/carers and school is essential for all pupils to achieve their full potential. We value your views and input in your child's education and development.

Parents/Carers are always welcome and are actively encouraged to arrange meetings with class teachers, the SENCos and the SEN team to discuss their child's support and progress at any point throughout the year. Contact can be made through the main school office or via the sen email: sen@tyntesfield.trafford.sch.uk

13. Who can I contact for further information?

Your child's class teacher is the best person to talk to regarding any concerns or questions you may have. Teachers are available at the end of the school day for brief chats, however, meetings can be arranged if you would like more time to discuss your concerns privately. If necessary, they would direct you to the school's SENCo who would be able to provide more detailed information for you or you can contact the SEND team directly via sen@tyntesfield.trafford.sch.uk to email the SEND team. The Head teacher can be contacted via the school office on 0161 973 4877 and a meeting can be arranged.

We trust both you and your child will be happy, safe, engaged and well-supported at Tyntesfield Primary, however if you have a complaint please see the information listed on the school website for the complaints procedure.

For more information about Trafford's services, please see their 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?

Parents/Carers of children starting Tyntesfield Primary Nursery and Reception, along with children transferring from other schools, are encouraged to visit the school with their child prior to starting in order to meet staff, find out more about our school and ensure a positive start to school life at Tyntesfield.

Trafford's school admissions policy is available on our school website for further information about the details of admissions for all pupils, including disabled children.

Transition and Key Year groups hold meetings for parents/carers to share important information. This includes:

- Nursery Transition
- EYFS Reception Transition
- Yr 1 Phonics
- Yr 2 and 6 SATs
- Yr 4 and 6 Residential
- In July each year, the whole school holds a 'Move up Morning' where pupils spend time with their new class teachers and teaching assistants. This is a wonderful opportunity to teachers and pupils to get to know each other and ease the transition into new classes and year groups.
- In addition, we run a 'Meet the Teacher' evening for parents/carers in September to meet their child's new teacher and this provides an excellent opportunity for parents/carers to highlight any areas of concern or need(s) and to learn about the varied provisions that will be in place for their child.

For pupils who find transitions particularly difficult, an individualised programme is put into place with key members of staff who spend more time with the child and provide them with successful strategies that will help ease the transition process. We have found this personalised approach particularly effective and the positive outcomes are evident to teachers, parents/carers and above all, our pupils.

We have a highly successful and well-established transition programme for our Year Six pupils transferring to Secondary Schools. We liaise closely with members of staff at Wellington High, Sale Grammar, Altrincham Grammar for Boys, Altrincham Grammar for Girls, North Cestrian, Sale High, Altrincham College, Manor High, St Ambrose, Blessed Thomas Holford and Ashton-upon-Mersey.

For pupils with complex needs and/or high level needs who have an EHC plan, the class teacher; with support from the SENCo and other professionals involved with the pupil, will support the transition to secondary school in line with Trafford's Transfer process.

For more information, please see 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

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 or contact the Family Information Service:

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

Email: FIS@trafford.gov.uk

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

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

