

Altrincham CE Primary school

SEN Information Report

Review date – March 2027



Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEND. 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.

This document outlines the additional support available at our school.

Find the full local offer of activities and services in Trafford:

www.trafforddirectory.co.uk/sendlocaloffer

Questions

1. What kinds of special educational needs does the school provide for?
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?
3. How will both you and I know how my child/young person is doing?
4. How will the curriculum be matched to my child/young person's needs?
5. How will school staff support my child/young person?
6. How is the decision made about what type and how much support my child/young person will receive?
7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?
8. What support will there be for my child/young person's overall wellbeing?
9. What specialist services and expertise are available at or accessed by the school?
10. What training have the staff supporting children/young people with SEND had?
11. How accessible is the school environment?
12. How are parents and young people themselves involved in the school?
13. Who can I contact for further information?
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?
15. What other support is available?

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

At Altrincham CE Primary School we have high expectations for all of our children. We are rooted in the love of Christ, nurturing each pupil's unique gifts and potential. We would like every one of our children to feel that they are a valued member of our school community.

Our school currently provides support for children with a range of needs, including:

Communication and Interaction needs:

Children and young people that have difficulty saying what they need or want to say and understanding what is being said to them. This includes children with speech and language difficulties and Autism.

Cognition and Learning:

Children and young people have difficulty learning or remembering basic skills. They may have difficulty with literacy or numeracy or learn at a slower pace than others, even with reasonable adjustments and adaptations. This includes dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health:

Children and young people have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult. Other SEMH needs may be recognised as ADHD.

Sensory and Physical:

Children and young people that have sensory impairments such as hearing or sight, or have physical difficulties that impact on their learning. Our school works alongside Trafford's SENAS, and relevant healthcare professionals, to ensure that appropriate support, resources and reasonable adjustments are made. TSISS offer advice and support for any children who have visual and hearing impairments.

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?

We are committed to the early identification of SEND needs and have clear procedures in place. All staff are trained to recognise when a child may require additional support, and they work closely with the SENDCO to ensure that appropriate and effective provision is put in place.

Teachers regularly monitor the progress of all pupils. This includes termly formal reviews with the senior leadership team during pupil progress meetings. When concerns arise, we consider whether a child's progress is:

- less than expected, given their age and individual circumstances
- significantly slower than their peers
- failing to match their previous rate of progress

Slow progress and low attainment does not automatically mean that a child is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Assessment is the process by which children with SEND may be identified. Whether or not a child is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

If you think your child may have special educational needs, please contact the **class teacher first** to discuss the nature of your concerns. The class teacher will work alongside you to complete an Early Identification form that will be shared with the SENCO. The level of support required is then carefully considered, using Trafford's Graduated Approach, to ensure that each child receives provision tailored to their individual needs.

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

At ACE, we value meaningful engagement with parents and carers. When it is identified that a pupil requires SEND support, we will inform parents and maintain regular communication. Throughout the school year, we will keep in touch with you in the following ways:

Termly meetings

The class teacher meets with parents on a termly basis to discuss a pupil's needs, the support in place, and their progress. Although this meeting may take place during Parents' Evening, parents of children with SEND are offered face-to-face appointments with extended time where needed.

During these meetings, teachers will share evidence of the Assess–Plan–Do–Review (ADPR) cycle, which may be recorded through a Pupil Passport or, where appropriate, a more detailed SEN Support Plan. Parents will be given a copy of the relevant documents, via email or a paper copy, and a parental comment is welcomed.

In addition to the two scheduled Parents' Evenings, we operate an open-door policy. Parents are welcome to request a meeting with the class teacher and/or the SENCO at any point during the year. We ask that initial concerns are discussed with the class teacher, who will then liaise with the SENDCO.

Pupil Passport

All children receiving SEND Support have a Pupil Passport. This document captures key information about your child on a single page, enabling any member of staff who works with them to understand their needs and provide effective support. Pupils contribute to their passport by sharing what is important to them, and parents are welcome to add information if they wish.

SEND Support Plan

Alongside the Pupil Passport, some children require a more detailed SEN Support Plan. This provides clearer targets, outlines specific support and interventions, and records progress through the Assess–Plan–Do–Review cycle in greater depth. This is shared termly at the review meeting.

Annual review meetings for children with an EHCP

If your child has an EHCP, an Annual Review Meeting will be held each year. This meeting is carried out as a person-centred review, ensuring that the voices of the child and their family are valued. Professionals involved with the child are invited to contribute, celebrate progress, and evaluate the effectiveness of the current plan.

Transition meetings

Parents are offered transition meetings during the summer term when a child is moving to a new class. The current class teacher and the new teacher will complete a detailed handover to ensure that support remains consistent and effective. The SENCO may not attend every transition meeting but will support staff throughout the process.

Reports

Progress is shared with parents and carers through mid-year and annual reports, which outline a pupil's attainment and progress. If parents have any questions or concerns after receiving a report, they are welcome to request a meeting with the class teacher to discuss it further.

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

At Altrincham CE Primary School, every child matters and inclusion is our priority. Our core Christian values run strongly through our curriculum as we provide opportunities for our children to develop awe and wonder in themselves as individuals. All children have access to a broad and balanced curriculum and regular CPD is held to update staff on issues and initiatives.

Class teachers are responsible for delivering high-quality, inclusive teaching as part of the school's Ordinarily Available Inclusive Provision (OAIP). OAIP forms the foundation of our adaptive teaching practice and includes strategies that help remove barriers to learning so that all pupils can access the curriculum. Staff engage in regular CPD to develop and apply adaptive teaching strategies, ensuring an inclusive learning environment for all pupils

As part of our OAIP offer, we make the following adaptations:

- Adapting resources, such as using visual prompts, word banks, task management boards, and coloured overlays.
- Adapting staff ratios and deployment to ensure pupils receive the level of support they need.
- Using assistive technology to support learning, including reading pens and speech-to-text dictation tools on iPads and laptops.
- Providing additional processing time, pre-teaching key vocabulary, reading instructions aloud, and offering repetition and reinforcement.
- Using flexible grouping, including small-group work with a teaching assistant when appropriate.
- Actively using Trafford's Graduated Approach to embed strategies for each area of need.

When a child's progress is less than expected, despite OAIP strategies in place, the class teacher will complete an Early Identification of Need in collaboration with parents. Following this early identification, the level of support required is carefully considered by the SENCO, working alongside the class teacher and the senior leadership team.

For children who require a more specialist approach to learning, the SENCO seeks advice from external professionals and collaborates with the class teacher to develop adapted and bespoke learning activities.

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

In line with the SEND Code of Practice (2014), every teacher is a teacher of SEND and is responsible for meeting the needs of all learners within their classroom. All staff within ACE have important day to day responsibilities, as outlined in our Learning Differences and Disabilities Policy.

The Role of the SENDCO

SEN arrangements are coordinated by the SENDCO whose role includes:

- Overseeing the day to day operation of the school's Learning Differences Policy
- Liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support so that they can apply targets and make provision for identified pupils
- Responsibility for the documentation with the SEN file, including IEPs (Individual Education Plans) and Pupil Passports.
- Attending and contributing to review meetings/Person centred review meetings.
- Keeping the Head Teacher informed about provision, pupils' needs and changes to statutory requirements
- Identifying and monitoring areas of need and provision across the school, reporting to the Head Teacher
- Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children
- Liaising with parents of children with additional needs where necessary.
- Promoting in-service training of staff both in-house and external.
- Liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, Health Services, Occupational Therapists, Paediatricians and the schools to which pupils transfer;
- Managing the SEN TAs

The Role of the Teachers

- Identify pupils of concern and liaise with SENDCO
- Plan learning, with advice from the SENDCO where necessary
- To review and write Pupil Passports and SEN Support Plans when required (supported by SENDCO and TAs)
- Direct support from learning support assistants if appropriate
- Each member of staff is expected to keep up-to-date with information about children with learning differences that they teach
- Liaising with parents of children with additional needs.

The Role of the Head Teacher

The Head Teacher's responsibilities include:

- The day-to day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENDCO

- Ensuring that the school has clear and flexible strategies for working with parents, and these strategies encourage involvement in their child's education.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that SEN pupils are fully involved in all school activities
- Having regard for the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEN policy
- Reporting annually to parents on the school's SEN Information Report including the allocation of resources from the school's budget.

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

Our goal is for all children to access and experience success within our broad and balanced curriculum. High-quality teaching is our first step in responding to children who have SEND - our initial approach is always OAIP (Ordinarily Available Inclusive Provision). All teachers are expected to make their lessons inclusive and to make reasonable adjustments so that learning is accessible to all pupils.

Teacher observation

When a child's progress remains less than expected, the class teacher completes an Early Identification of Need in collaboration with parents. If there are initial concerns about a child but school are able to meet their needs through OAIP, the child will be under **teacher observation**.

At this stage, teachers use adaptive teaching strategies and monitor the child's progress through everyday classroom practice. Termly pupil progress meetings between SLT and the SENCO spotlight these children. Many children make good progress at this stage and do not require further intervention.

SEND Support

If a child does not make adequate progress despite OAIP at the teacher observation stage, they will be moved onto the **SEND Register**. The SENCO, class teacher, and senior leadership team then consider the level of support required, using Trafford's Graduated Approach to ensure provision is tailored to the child's needs.

All children on the SEND Register receive support through the **Assess, Plan, Do, Review (APDR)** cycle:

- **Assess** – analyse the child’s special educational needs
- **Plan** – identify the additional or different support required
- **Do** – implement the planned support
- **Review** – evaluate the effectiveness of the support and adjust as needed

The type and frequency of support will vary depending on the child’s needs and may change over time as part of this cycle.

Recording SEND Support

All children on the SEND Register will have a **Pupil Passport**.

Some children may also require a **SEND Support Plan**, depending on the complexity of their needs.

A Pupil Passport is appropriate when:

- Needs are stable and well understood
- Strategies are clear, consistent, and easily implemented
- Progress can be monitored through normal school systems
- Reviews take place regularly and are recorded

A SEND Support Plan is appropriate when:

- The child’s needs are more complex
- Multiple external agencies are involved
- Provision needs to be adjusted frequently
- Evidence is required for an EHCP request

EHCP

A small percentage of children with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan (EHCP). At our school, we work in close partnership with our link Educational Psychologist to ensure that children’s needs are fully understood and supported. In these circumstances, the school, together with the Educational Psychologist, parents and other relevant professionals, may determine that a statutory assessment is needed to identify whether additional or more specialist provision is required.

Children who have an EHCP work towards clearly defined outcomes tailored to their individual needs. These outcomes, along with the provision in place, are reviewed annually through a formal Annual Review meeting. This process involves parents, school staff, the Educational Psychologist and other professionals as appropriate. The Annual Review ensures that progress is carefully evaluated and that any necessary adjustments to support or outcomes are identified so the child continues to receive the most effective provision.

Review and Next Steps

Some children will make sufficient progress and no longer require SEND Support. If progress remains limited, the APDR cycle continues and is reviewed termly. Where concerns persist despite targeted interventions, the school may seek advice from external professionals to help identify next steps.

Interventions

Below is a list of all out-of-class interventions and the areas of need they support. It also involves morning and evening boosters. If you would like further information about any of these, please contact the SEND team.

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Phonics, comprehension and maths boosters WordShark club for spelling Continuous provision Individual SALT programs. 1:1 / small group TA support for some children with an EHC. Power of 2.	Lego club Colourful Semantics Vocabulary boosters Social Communication group Bucket Therapy Social Stories.	Sensory circuits OT intervention when required Forest School Sensory Stories Dough disco Sensory diet Inclusive PE/Games	Pastoral 1:1 – nurture Pastoral groups ESBNA small group Drawing and talking EYFS ELSA support Forest School Calm Corners

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

All reasonable adjustments will be made to ensure that pupils with additional needs are included in any activities outside of the classroom and a full risk assessment will be undertaken should there be a concern regarding the wellbeing of a child.

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

Our whole school approach to Social, Emotional and Mental Health is defined by our school values and Christian ethos.

At ACE, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children to be able to regulate their emotions. Should you have any concerns regarding your child's wellbeing, please speak to the class teacher.

Jigsaw

Jigsaw is our whole school approach to PSHE, beginning in EYFS and continuing throughout the school. This consistent approach supports pupils' personal development and helps create a positive, inclusive learning environment for all children, including those with SEND. You can find more information about Jigsaw on our school website.

Zones of Regulation

The Zones of Regulation is an approach based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The approach also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. More information on the Zones of regulation can be found on our website.

Seeking Pupil Voice

We regularly gather pupil voice in relation to wellbeing. This is through the form of small focus groups and questionnaires. Through this we are able to identify children who may need further pastoral support. Children are also encouraged to engage with gratitude journals/ positivity books as part of our whole school offer to support positive mental health and wellbeing.

Mental Health Practitioner

This academic year, ACE has had support from Manchester Mental health Support team, via a mental health practitioner. The support will provide targeted support for individuals and small groups who were identified as candidates through a whole-school wellbeing survey.

Whole School & College Approach

ACE is an early-adopter for the Whole School and College approach to mental health and wellbeing – this is a project being run in 2025-26 by the Trafford EP team. Supported by dedicated external professionals, we will develop an action plan and a whole school strategy for supporting our children's positive mental health and wellbeing.

Pastoral support / ELSA

Some children may require support that is additional to or different from that provided to their peers in order to support their wellbeing. This may include 1:1 nurture sessions with our Pastoral TA, small group ESBNA support, or Drawing and Talking interventions. Where appropriate, we will also support families with referrals to external local services such as CAMHS, TTT or Trafford Thrive. Our ELSA-trained TA is based on EYFS and supports children there with wellbeing.

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

Referrals can be made, where it is felt necessary, to a variety of agencies and specialists. Parents are involved in this process. Referrals can be made to:

- SENAS (Trafford's special educational needs advisory service).
- SALT (Speech and language therapy)
- Educational Psychologist
- Occupational therapist (including sensory)
- The School Nurse
- TASC (Trafford's pathway for ASD)
- TCAS (Trafford's pathway for ADHD)
- Social services
- Early help
- Trafford Thrive
- CAHMS
- Trafford Early Development Service (TEDS)
- Trafford Sensory Impairment Teams (TSISS) – for Hearing Impairment (HI) and Visual Impairment (VI)

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

Staff engage in regular CPD to ensure their knowledge and understanding of SEND remains current and effective. Training is carefully selected to reflect the needs of our pupils and to strengthen inclusive practice across the school.

Recent CPD has included:

- Adaptive teaching, ensuring lessons are accessible to all learners.
- Sensory circuits and Colourful Semantics training delivered by SENAS.
- WELLCOMM training for EYFS staff to support early language development.
- Drawing and Talking and Team Teach training for relevant staff.
- Access to NASEN webinars to support ongoing professional learning.
- Training from relevant healthcare professionals on managing medical needs, including asthma, the use of EpiPens, and epilepsy awareness.
- Teaching staff have also been trained in the Zones of Regulation and trauma informed approaches.

Our school SENCO, Mrs Walsh, has completed the National Award for SENCOs.

Our Assistant SENCO, Miss Flynn, is currently completing her qualification and has also undertaken a new SENCO course with SENAS to support her development in the role.

The SEND team attend termly SENCO forums to ensure their knowledge remains up to date with local guidance. They also use this expertise to plan and deliver weekly CPD opportunities for teaching assistants, ensuring high-quality support is consistent across the school. The SEND team also hold a weekly SEND surgery, providing an opportunity for staff to ask questions, seek advice, and discuss strategies to support pupils with additional needs.

11. How accessible is the school environment?

Altrincham CE Primary School is an older building with different levels of access. Measures have been taken to improve accessibility, including the installation of ramps within the school. There is currently one disabled toilet available on site.

If a child is due to start at Altrincham CE Primary School and has a disability that may affect their access to the school environment, we ask that parents contact us before their start date. This allows us to review the school's accessibility in relation to their needs and to carry out any necessary risk assessments or plans with the site manager to ensure appropriate arrangements are in place.

We work closely with Trafford's Sensory Impairment Support Service and Trafford's SEN Advisory Service to make suitable adjustments to the learning environment. The Executive Headteacher, Site Manager, and SENCO also create Personal Emergency Evacuation Plans (PEEPs) for pupils who may require additional support, ensuring they have a safe and designated route to exit the building in an emergency.

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

Parent and pupil voice are highly valued at Altrincham CE Primary School, and we prioritise regular, open communication to ensure support is meaningful and reflective of each child's needs. Parents are involved throughout the SEND process through termly review meetings, ongoing communication, and contributing to their child's Pupil Passport or SEND Support Plan so that targets are co-created and shaped by family views. We also actively seek pupil voice, with children sharing what is important to them through their Pupil Passports, completing pupil questionnaires, and, where appropriate and where they wish to, attending person-centred annual reviews. Staff are committed to ensuring that pupils feel heard, involved, and central to decisions about their support.

13. Who can I contact for further information?

For more information, please contact your child's class teacher, a member of the SEND team, or a member of the Senior Leadership Team. We are always happy to discuss any questions or concerns and work together to support your child's needs.

Tel: 0161 928 7288

Email:

send@altrinchamceprimaryschool.co.uk

altrinchamce.admin@trafford.gov.uk

You can access Trafford's local offer online at <https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

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 ACE, we recognise how important smooth transitions are for pupils and their families, whether moving between settings, year groups, or key stages. We offer stay and play sessions for children

joining EYFS to help them become familiar with staff and the environment. For pupils with SEND joining our school, the SENCO liaises closely with previous settings and parents to gather key information, ensuring appropriate provision is in place from the start. When pupils move on, we share relevant documents with the next setting in line with GDPR requirements. We also support internal transitions by providing opportunities for pupils to meet their new teachers and visit their new classrooms, with additional individual visits arranged for those who may feel anxious. Parents of children with SEND are offered transition meetings, ensuring that every child is supported to move confidently into the next stage of their education.

15. What other support is available?

You can find a wide range of guidance, services, and practical help on Trafford's SEND Local Offer website. It brings together information for children, young people, families, and practitioners, including education support, health and wellbeing, benefits, legal advice, preparing for adulthood, short breaks, and much more. The page also provides ways to give feedback, explore local activities, and stay updated through newsletters and service listings.

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>