

SEN Information Report



Academic Year 2026–27

At Heyes Lane Primary School, we are committed to providing an inclusive education in which every child is valued, supported and able to participate, achieve and thrive.

This SEN Information Report explains how we identify and support children with special educational needs and disabilities (SEND), how we work in partnership with children and their families, and how we access additional and specialist support when this is needed.

Our approach is based on early identification, high expectations and the removal of barriers to learning and participation. Our starting point is Ordinarily Available Inclusive Provision (OAIP) – the inclusive teaching, adaptations, reasonable adjustments and support that form part of everyday practice for pupils at Heyes Lane.

Where a pupil requires additional support, we follow Trafford's Graduated Approach: Assess, Plan, Do, Review (APDR). This enables us to understand each child's individual strengths and needs, plan appropriate provision and regularly review its impact.

We work closely with parents and carers, pupils themselves and relevant education, health and care professionals. We also draw upon Trafford's SEND services and specialist expertise to strengthen the support available to pupils and staff.

Trafford SEND Local Offer

Trafford's SEND Local Offer provides information for children and young people with SEND and their families about the education, health, social care and other services and support available across Trafford.

Our SEN Information Report should be read alongside Trafford's SEND Local Offer and our school's SEND & Inclusion Policy, Accessibility Plan and other relevant school policies.

This report is reviewed and updated annually, and during the year where significant changes to SEND provision or local arrangements need to be reflected.

SENCo: Miss Rachel Schofield
Academic Year: 2026–27
Last reviewed: September 2026

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?

Heyes Lane is an inclusive mainstream primary school. We welcome pupils with a wide range of special educational needs and disabilities (SEND) and are committed to identifying and removing barriers to learning, participation and inclusion.

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that made generally for other children or young people of the same age.

In accordance with the Equality Act 2010 and the SEND Code of Practice: 0 to 25 years, we support pupils across the four broad areas of special educational need:

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

We recognise that every child is unique. A pupil may have needs across more than one area and these may change over time. We therefore focus on understanding the individual child's strengths, needs and barriers to learning, rather than relying solely on a diagnosis or category of need.

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

At Heyes Lane, the early identification of additional needs is a priority. Teachers know their pupils well and continually monitor their learning, progress, development and wellbeing.

Our starting point is high-quality Ordinarily Available Inclusive Provision (OAIP). This means that teachers consider and respond to individual differences and potential barriers to learning through inclusive classroom practice, appropriate adaptations and reasonable adjustments.

Where concerns remain, we use a Graduated Approach, Assess, Plan, Do, Review (APDR), to develop a clearer understanding of a pupil's strengths and needs and to identify the support that will help them make progress.

A potential need may be identified through a range of information, including:

- discussions with the child and their parents/carers;
- teachers' knowledge, observations and assessment of the child;
- progress and attainment information over time;
- information from previous teachers, settings or schools;
- a pupil experiencing persistent barriers to learning despite appropriate ordinarily available provision and adaptations;
- observations of communication, interaction, social, emotional, sensory, physical or learning needs;
- appropriate assessment or screening tools, where these will help us understand a pupil's needs; and
- information or advice from relevant health, education or social care professionals.

We recognise that a child having lower attainment or making slower progress does not, on its own, mean that they have SEN. Equally, attainment in line with age-related expectations does not necessarily mean that a child does not have additional needs. We consider the whole child and seek to understand any barriers they may be experiencing.

Parents and carers know their children best and are an important part of the identification process. If you have concerns about your child's learning, development, communication, wellbeing or any other aspect of their experience in school, we encourage you to speak to their class teacher in the first instance. The class teacher may then work with the SENCo to consider whether further assessment, support or advice is needed.

Parents/carers can also arrange to speak with the SENCo at any point during the school year.

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

At Heyes Lane, every teacher is responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND.

Teachers continually assess pupils' learning and development so that they understand what each child knows, can do and needs to learn next. This includes considering whether pupils are able to access, participate in and make progress through the curriculum, as well as identifying any barriers that may be affecting their learning or wellbeing.

Through our Ordinarily Available Inclusive Provision (OAIP), teachers adapt their teaching and the learning environment in response to pupils' strengths and needs, while maintaining high expectations for all. Depending on the individual child, this may include:

- adapting teaching approaches, resources or the way information is presented;
- providing appropriate scaffolding and breaking learning into manageable steps;
- using visual, practical and multi-sensory approaches;
- adapting language and communication;
- allowing additional processing and thinking time;
- making reasonable adjustments to the classroom or learning environment;
- providing appropriate resources or equipment;
- using carefully planned adult or peer support; and
- providing opportunities for repetition, retrieval, consolidation and overlearning.

The effectiveness of these approaches is monitored through teachers' ongoing assessment and knowledge of the child. Where a pupil requires SEN Support, their progress towards agreed outcomes and the impact of their provision will be reviewed through our Assess, Plan, Do, Review cycle.

Parents and carers are key partners in this process. We hold Parent Partnership Meetings in the Autumn and Spring terms, providing an opportunity to discuss your child's strengths, progress, wellbeing and any areas of concern. For pupils receiving SEN Support, parents/carers are also involved in reviewing their child's needs, outcomes and provision.

We also value the voice of the child. Pupils are supported to share their views about what is important to them, what they feel is going well, any difficulties they are experiencing and the strategies or support they find helpful.

We believe that strong partnership between the child, their family and school is essential. By sharing information and reviewing the impact of support together, we can ensure that provision remains appropriate and responsive to each child's needs.

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

All pupils at Heyes Lane have access to Ordinarily Available Inclusive Provision (OAIP). This is the inclusive teaching, support, adaptations and reasonable adjustments that are available to all pupils as part of our everyday classroom practice. Teachers know their pupils well and adapt their teaching to remove barriers to learning, while maintaining high expectations for every child. Provision is responsive to individual strengths and needs and may include:

- adapting tasks, resources or the way learning is presented;
- using practical, visual and multi-sensory approaches;
- modelling and adapting language, including repetition, emphasis and expansion where appropriate;
- using visual supports to aid attention, listening, organisation and understanding;
- providing additional processing and thinking time;
- adapting seating, positioning or the learning environment;
- breaking learning into smaller, manageable steps and providing appropriate scaffolding;
- using talk partners, peer support and collaborative learning;
- providing opportunities for repetition, overlearning and retrieval;
- providing specialist resources or equipment where appropriate; and
- supporting pupils to develop independence and metacognitive skills through our Learning Goals: Positive, Active and Creative.



Teachers continually assess how well pupils are accessing the curriculum and adjust their teaching and provision in response to pupils' needs and progress. Where a pupil continues to experience barriers to learning despite appropriate ordinarily available provision, their needs will be explored further through our Graduated Approach: Assess, Plan, Do, Review.

Additional SEN Support

If your child requires provision that is additional to, or different from, that ordinarily available to pupils of the same age, the class teacher will work with you, your child and the SENCo to identify appropriate SEN Support.

Support is planned around your child's individual strengths, needs and agreed outcomes and is recorded and reviewed through their SEN Support Plan. Provision may include targeted interventions, additional resources, specific strategies or support from appropriately trained staff. The impact of this provision is reviewed regularly and adjusted where necessary.

Please see Section 6 for further information about our Graduated Approach and how decisions about SEN Support are made.

Specialist support and Education, Health and Care Plans

Where a child has more complex or significant needs, we may seek advice and support from relevant external professionals. Depending on the child's individual needs, this may include Speech and Language Therapists (SALT), Educational Psychologists (EPs), Occupational Therapists (OTs), paediatricians, health professionals, social workers or other specialist services. Parents and carers are involved in this process and appropriate consent is sought where a referral is required.

If your child has an Education, Health and Care Plan (EHCP), provision will be made in accordance with the needs, outcomes and provision identified within their plan. The EHCP will be reviewed through the statutory Annual Review process, alongside the school's ongoing monitoring and review of your child's progress.



We use a person-centred approach, ensuring that the views of the child and their family are central to planning and reviewing support. We work collaboratively with families and relevant professionals to celebrate strengths and progress, identify priorities and ensure provision continues to meet the child's needs.

Further information about our provision for the different areas of SEND and the support available at Heyes Lane can be found on the SEND & Inclusion page of our school website.

5. How will school staff support my child?

At Heyes Lane, we are committed to providing an inclusive learning environment in which every child is supported to participate, make progress and thrive. High expectations are maintained for all pupils, and staff work together to identify and remove barriers to learning.

Our starting point is Ordinarily Available Inclusive Provision (OAIP) – the inclusive teaching, adaptations, reasonable adjustments and support available as part of everyday classroom practice.

Where a pupil requires provision that is additional to, or different from, that ordinarily available to their peers, they may receive SEN Support through our Graduated Approach.

Pupils receiving SEN Support have a SEN Support Plan, which brings together important information about the child, including:

- their strengths, interests and qualities;
- what is important to them;
- their views and how they would like to be supported;
- the views and aspirations of their parents/carers;
- identified needs and barriers to learning;
- agreed outcomes and targets;
- the provision, strategies and reasonable adjustments required; and
- information about progress and review.

Parents and carers are central to this process. SEN Support Plans are developed and reviewed in partnership with families and are updated regularly through our Assess, Plan, Do, Review (APDR) cycle. Updated plans are shared with parents/carers and relevant staff so that everyone working with the child understands their needs and the strategies that support them effectively.

Pupils receiving SEN Support also have a One Page Profile, developed with the child wherever possible. This provides an accessible, child-centred summary of what is important to them, how they learn best and the support and strategies they find helpful.

Deployment of support

Teachers remain responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from a Teaching Assistant (TA), Curriculum Support Assistant (CSA) or other member of staff.

Support is deployed flexibly according to pupils' individual needs and the provision identified through the Graduated Approach or within an Education, Health and Care Plan (EHCP). This may include:

- support within whole-class teaching;

- targeted small-group or individual work;
- structured interventions;
- pre-teaching, consolidation or overlearning;
- support to develop communication, independence, regulation or social interaction; and
- specific provision recommended by specialist professionals.

Wherever possible and appropriate, pupils are supported to learn alongside their peers and remain part of their classroom community. Any support provided outside the classroom is purposeful, time-limited where appropriate and regularly reviewed to ensure that it is having a positive impact.

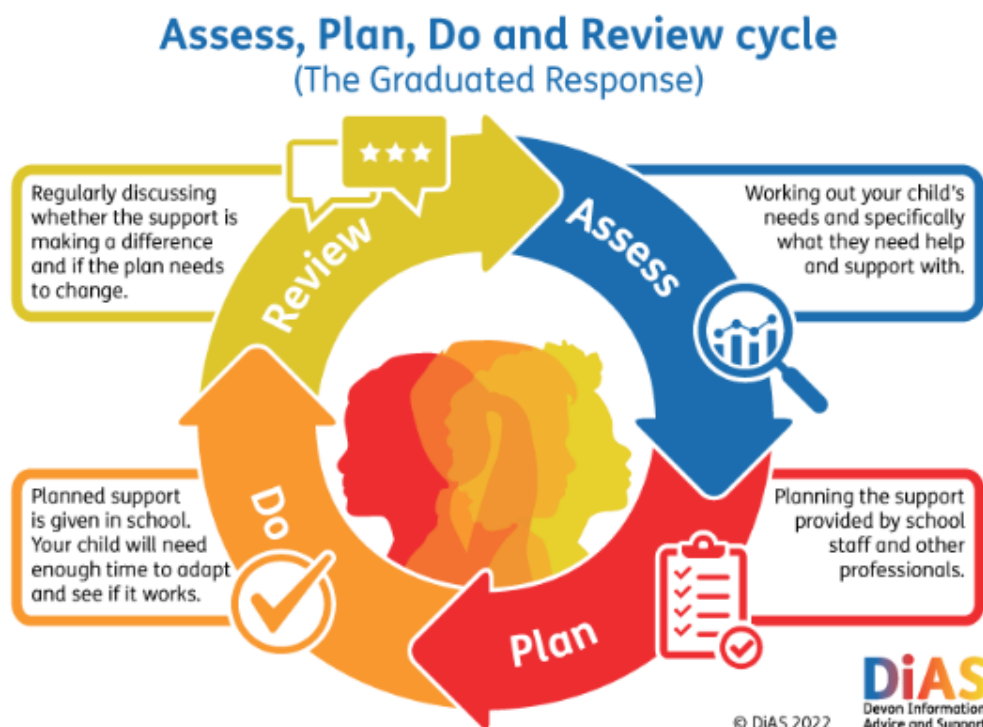
The SENCo (Miss Rachel Schofield) works alongside class teachers, support staff, curriculum leaders and senior leaders to oversee provision for pupils with SEND. Provision is monitored and reviewed to consider its quality, effectiveness and impact on pupils' progress, participation, independence and wellbeing.

Decisions about provision and intervention are informed by pupils' individual needs, assessment and review information, Trafford guidance, advice from relevant specialist professionals and evidence-informed practice.

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

The type and level of support a child receives is determined by their individual strengths, needs and barriers to learning, rather than by a diagnosis alone.

Our starting point is Ordinarily Available Inclusive Provision (OAIP). Where a pupil continues to experience barriers despite appropriate ordinarily available provision, we use Trafford's Graduated Approach: Assess, Plan, Do, Review (APDR) to develop our understanding of their needs and decide what additional support may be required.



Assess

The class teacher, working with the SENCo where appropriate, gathers and considers information about the pupil's strengths, needs, progress and barriers to learning. This may include teacher assessment and observation, the views of the child and their parents/carers, previous information and, where appropriate, assessments or advice from other professionals.

Plan

Using this information, the class teacher, pupil, parents/carers and SENCo agree the outcomes they are working towards and the provision, adaptations, strategies or interventions that will be put in place.

Where a pupil is receiving SEN Support, this is recorded within their SEN Support Plan and shared with the staff working with them.

Do

The agreed provision is implemented. The class teacher retains responsibility for the pupil's progress and works closely with any staff delivering additional support or interventions.

Review

The impact of the provision is reviewed regularly. We consider the pupil's progress towards agreed outcomes, the views of the child and their family, and whether the support provided is making a meaningful difference.

Provision is then continued, adapted or changed in response to this review, and new outcomes or targets are agreed where appropriate.

For some pupils, the Graduated Approach may indicate that specialist assessment or advice is required. Where a child has significant and complex needs and, despite relevant and purposeful action, requires provision beyond that normally available through SEN Support, the school or parents/carers may consider requesting an Education, Health and Care Needs Assessment (EHCA) from the Local Authority.

Further information about this process is available through the Trafford SEND Local Offer.

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

At Heyes Lane, we are committed to ensuring that pupils with SEND are included in all aspects of school life, including the wider curriculum, outdoor learning, physical education, clubs, educational visits and residential experiences.

Through our Ordinarily Available Inclusive Provision (OAIP) and our duty to make reasonable adjustments, we anticipate and seek to remove barriers that might prevent a pupil from participating.

When planning educational visits and activities, we consider the individual needs of pupils and complete appropriate risk assessments. Depending on the activity and the needs of the child, this may include consideration of:

- accessibility and transport arrangements;
- physical, sensory or communication needs;
- medical needs and access to medication;
- emotional regulation and wellbeing;

- appropriate resources or equipment;
- reasonable adjustments to the activity or environment; and
- any additional staffing or support required.

Where individual adjustments are required, we work with the pupil and their parents/carers to plan how they can participate safely and meaningfully.

Our aim is always to make reasonable adjustments to enable inclusion, rather than expecting a child to fit an activity without appropriate support. Where there are exceptional circumstances in which participation in a particular activity cannot be achieved safely despite reasonable adjustments, we will work closely with the family to consider appropriate alternatives.

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

At Heyes Lane, pupils' emotional wellbeing, sense of belonging and safety are fundamental to their ability to learn and thrive. We are committed to creating an inclusive school community in which every child feels known, valued, respected and supported.

Our Relational Approach underpins this ethos. Staff seek to understand behaviour in context and build strong, trusting relationships with pupils. By knowing our children well, we can recognise changes, understand individual needs and respond appropriately.

Support for wellbeing is a whole-school responsibility. This includes:

- creating safe, predictable and supportive learning environments;
- developing positive and trusting relationships with pupils;
- explicitly supporting children's emotional literacy, regulation and resilience;
- making appropriate adjustments for pupils with additional needs;
- listening to and acting upon pupil voice;
- working closely with parents and carers; and
- seeking additional or specialist support where this is required.

Miss Schofield (SENCo) and Mrs Buckley (Pastoral Lead) are trained Senior Mental Health Leads. They work alongside staff and senior leaders to support the school's approach to emotional wellbeing and mental health.

All staff are alert to changes in pupils' behaviour, presentation or wellbeing. Concerns are shared appropriately with the SENCo, Designated Safeguarding Leads (DSLs), Pastoral Lead or senior leaders so that needs can be considered and timely support put in place.

We promote understanding and acceptance of difference throughout school and provide opportunities for pupils to learn about diversity, disability and neurodiversity. This includes events such as Neurodiversity Celebration Week, World Down Syndrome Day and World Cerebral Palsy Day, alongside our wider curriculum and everyday inclusive practice.

Where a pupil requires additional support, we work as a team around the child, bringing together the pupil, their family, school staff and relevant professionals. Our aim is for every child to feel that they belong at Heyes Lane and have the support they need to flourish socially, emotionally and academically.

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

Heyes Lane has a skilled and experienced staff team, with expertise across the four broad areas of SEND. We also work closely with specialist education, health and care professionals to ensure that pupils' needs are understood and that appropriate advice and support are put in place.

The school's SENCo, Miss Rachel Schofield, holds the National Award for Special Educational Needs Coordination and has undertaken postgraduate study in Attachment and Trauma. Staff across school have developed additional knowledge and expertise in areas including:

- speech, language and communication needs (SLCN);
- autism and neurodiversity;
- ADHD and executive functioning;
- dyslexia, dyscalculia and working memory;
- sensory processing and sensory needs;
- physical disabilities and cerebral visual impairment (CVI);
- social, emotional and mental health needs;
- attachment, trauma and relational practice;
- Emotion Coaching;
- early language interventions, including BLAST; and
- supporting pupils with a range of medical needs.

Staff expertise is developed according to the needs of our pupils and is strengthened through ongoing professional development and advice from specialist professionals.

Specialist services

Where appropriate, school can seek advice, assessment or support from a range of Trafford and health services. These may include:

- Educational Psychologists (EPs);
- Speech and Language Therapists (SaLT);
- Occupational Therapists (OTs), including Sensory Occupational Therapy;
- Trafford's Special Educational Needs Advisory Service (SENAS);
- the Trafford Autism and Social Communication (TASC) pathway;
- the Trafford Combined ADHD Service (TCAS) pathway;
- school nursing and other health professionals;
- paediatric services;
- Child and Adolescent Mental Health Services (CAMHS);
- social care professionals; and
- other specialist or therapeutic services where appropriate.

Trafford's Experts at Hand offer provides additional opportunities for schools to access specialist expertise and advice from professionals including Educational Psychology, Speech and Language Therapy and SENAS. This strengthens our ability to seek timely advice, build staff knowledge and consider appropriate strategies and provision for pupils within school.

TASC and TCAS provide established pathways through which advice, support and, where appropriate, further assessment can be accessed. We work with families throughout these processes and can signpost parents/carers to relevant information and support.

A graduated approach to specialist support

Our starting point is always Ordinarily Available Inclusive Provision (OAIP) and a clear understanding of the child's strengths, needs and barriers to learning.

Where further support is required, we use the Assess, Plan, Do, Review (APDR) cycle to gather evidence, implement appropriate strategies and evaluate their impact. Where necessary, this may lead to consultation with, or referral to, specialist services.

Referral requirements vary according to the service and the individual needs of the child. School will discuss this with parents/carers and explain the relevant pathway, evidence required and next steps. Parental consent is obtained where this is required for consultation or referral.

Where access to a commissioned service is limited, the school prioritises requests according to pupils' level of need and the potential impact of specialist involvement.

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

Developing staff knowledge and confidence in meeting the needs of pupils with SEND is an important part of our commitment to inclusion.

SEND professional development is planned in response to the needs of our pupils, developments in local and national practice and priorities identified through school self-evaluation. Training is provided both at whole-school level and through more specialist development for individual members of staff.

Recent and ongoing professional development has included:

- Ordinarily Available Inclusive Provision (OAIP) and removing barriers to learning;
- neurodiversity and supporting neurodivergent learners;
- The Curiosity Project, supporting staff to develop their understanding of neurodiversity and practical approaches that can be used in school;
- sensory processing and sensory needs, including training and advice from Trafford's Sensory Occupational Therapy service;
- speech, language and communication needs;
- autism and ADHD;
- attachment, trauma and relational approaches;
- Emotion Coaching and supporting emotional regulation;
- dyslexia, dyscalculia and working memory;
- Precision Teaching and evidence-informed intervention;
- safeguarding and SEND;
- physical and sensory needs; and
- training relating to individual medical needs.

During 2026–27, The Curiosity Project forms part of our continuing development of neurodiversity-affirming practice. Staff have received training through INSET and this work is being developed further across school. Opportunities are also provided for families to develop their understanding and access practical strategies that can support neurodivergent children both at home and at school.

Staff have also benefited from training, consultation and advice from Trafford's Sensory Occupational Therapy service, strengthening our understanding of sensory differences and how appropriate environmental adaptations and strategies can support pupils' participation, regulation and learning.

Training is not viewed as a one-off event. Staff are supported to apply their learning within the classroom and to seek further advice where a pupil has particular or more complex needs.

The SENCo provides ongoing advice, coaching and support to staff through consultation, professional development and classroom-based support. She also engages with Trafford SEND networks and professional development opportunities and is a member of nasen, supporting the school to remain informed about developments in SEND practice.

11. How accessible is the school environment?

Heyes Lane is committed to ensuring that disabled pupils can access and participate fully in school life. In accordance with the Equality Act 2010, we anticipate potential barriers and make reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage.

Our school site includes a range of accessible features, including:

- accessible toilets, including changing facilities;
- ramped access to key areas of the school;
- a permanent ramp along the KS2 corridor; and
- an electronic platform to support access where there are internal changes in level.

We recognise that accessibility is about more than physical access. Depending on individual need, reasonable adjustments may also include changes to the learning environment, communication, resources, routines or the way activities are organised.

Specialist resources and equipment can be used where appropriate to support pupils with needs including hearing or visual impairment, physical or mobility needs, sensory differences and motor coordination difficulties. Where necessary, we seek specialist advice to ensure that adjustments are appropriate to the individual child.

Our Accessibility Plan, available on the school website, sets out how we plan proactively to improve access to the curriculum, physical environment and information for disabled pupils.

Our inclusive and relational ethos, alongside our policies for equality, behaviour, anti-bullying, SEND and safeguarding, supports our commitment to ensuring that disabled pupils are respected, included and able to participate fully in school life.

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

Pupils and their families are at the heart of our approach to SEND. We recognise that parents and carers know their children best and that pupils themselves have an important voice in decisions about their learning and support.

Parents and carers are encouraged to share their views, concerns and aspirations with school. For pupils receiving SEN Support, families are involved in the Assess, Plan, Do, Review process and contribute to the development and review of their child's SEN Support Plan.

Pupil voice is equally important. Through discussions, One Page Profiles, SEN Support Plans and everyday interactions, children are supported to communicate:

- their strengths and interests;
- what is important to them;
- what they find difficult;
- what helps them to learn and participate;
- how they would like adults to support them; and
- their aspirations and goals.

Through our Ordinarily Available Inclusive Provision (OAIP), pupils are encouraged to understand themselves as learners, recognise strategies and resources that help them, and develop increasing independence and self-advocacy.

Our Learning Goals – Positive, Active and Creative – support pupils to develop the skills and attitudes of effective lifelong learners.

Parents and carers can arrange to speak with their child's class teacher, the SENCo or other appropriate members of staff throughout the year. We value open communication and aim to work collaboratively with families so that children's needs are understood consistently across home and school.

Families are also involved in wider school life through opportunities including our PTA, Parent Representatives, meetings, workshops and school events.

13. Who can I contact for further information?

Your child's class teacher should usually be your first point of contact if you have questions or concerns about their learning, progress, wellbeing or additional needs. Teachers can arrange an appropriate time to discuss concerns in more detail where required.

Parents/carers can also communicate with teachers through Seesaw during working hours.

If further advice or support is required, you can contact the school's SENCo, Miss Rachel Schofield, who can provide information about SEND identification, SEN Support, the Graduated Approach, specialist services and provision within school. The Headteacher can also be contacted through the school office where appropriate.

We aim to work constructively with families and resolve concerns through open communication. If you have a concern or complaint that has not been resolved, please refer to the school's Complaints Procedure, available on our website.

Further information about SEND services, support and local pathways is available through the Trafford SEND Local Offer.

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

We recognise that transitions can be exciting but can also present additional challenges for some pupils with SEND. We therefore plan transitions carefully and adapt the level of support according to the individual child's needs.

Starting at Heyes Lane

Families of children joining our Nursery or Reception, or transferring from another school, are encouraged to visit Heyes Lane and meet staff before their child starts.

Where a child has identified additional needs, we seek relevant information from families, previous settings and professionals so that appropriate support and reasonable adjustments can be considered before they join us.

Additional visits, transition activities, visual information or meetings with key adults may be arranged where these would help a child feel safe and prepared.

Moving between classes and year groups

Our whole-school transition arrangements provide pupils with opportunities to meet their new teachers and become familiar with new classrooms and routines.

For pupils who may find change more difficult, we provide an individualised transition programme according to need. This may include:

- additional visits to the new classroom or setting;
- opportunities to meet key adults;
- photographs or visual transition information;
- transition books or resources shared through Seesaw;
- social stories or other personalised resources;
- sharing One Page Profiles and key support strategies between staff; and
- additional communication with parents/carers.

Transition to secondary school

We work closely with the secondary schools our pupils will attend to ensure that relevant information is shared and pupils are prepared for the next stage of their education.

For pupils with SEND, this may include additional transition visits, meetings between SENCOs, sharing SEN Support Plans and One Page Profiles, and liaison with parents/carers and relevant professionals.

For pupils with an Education, Health and Care Plan (EHCP), transition planning forms an important part of the Annual Review process and is undertaken in accordance with the relevant Local Authority arrangements.

Our aim is for transition planning to be person-centred, with the child's views, strengths, needs and aspirations informing the support that is put in place.

15. What other support is available?

Families can access independent information, advice and support through Trafford SEND Information, Advice and Support Service (SENDIASS). SENDIASS provides impartial information and support to children and young people with SEND and their parents/carers.

Families can also find information about education, health, social care, activities and support available locally through the Trafford SEND Local Offer.

Where appropriate, school can help families to identify relevant services and understand how to access local support. This may include signposting to Trafford services, health services, TASC or TCAS information and support, SENDIASS and other organisations relevant to the individual needs of the child or family.

Current contact details and information about Trafford SEND services are available through the Trafford SEND Local Offer and SENDIASS.