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| **Urmston Primary School** |

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

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

**Questions**

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

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| 1. **What kinds of special educational needs does the school provide for?**
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| Urmston Primary School is proud to be a fully inclusive school and provides support to children with a range of Special Educational Needs. The most common types of need identified in our school include Speech and Language Difficulties, Social and Communication Difficulties (including Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder - ADHD) and Mild/Moderate Learning Difficulties. We cater for children with Physical and Medical Needs, Sensory needs, Social, Emotional and Mental Health Needs (including behavioural difficulties and anxiety) and Specific Learning Difficulties (including Dyslexia and Dyscalculia).We aim to identify any barriers to learning quickly so that every child is able to reach their full potential, enjoy their time at school and develop a love of learning. We work closely with other professionals to ensure we provide the best provision available and their needs are met.We do not consider children for whom English is not their first language as having SEN, but we do aim to provide special provision to enable them to access the curriculum. |

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| 1. **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?**
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| We have a rigorous and robust internal tracking system which allows us to closely monitor the progress of our pupils individually. This ensures that pupils’ needs are being met and any children who require additional support are identified early so that interventions or specialist resources can be implemented quickly and effectively – giving the ‘right support, right place, right time’ (Green Paper – 29.3.22). Any concerns which staff have about the child’s development or progress will be discussed with parents / carers and next steps identified together. We operate an ‘open-door policy’ in which parents / carers are actively encouraged to discuss any concerns they have with their child’s class teacher, with the SENDCO available for additional advice and support. We have regular Parent SEN forums to discuss needs and share ideas, including speakers and workshops.The school has developed strong links with external agencies that work with the school to identify and support children who have special or complex additional needs. We work closely with parents and other professionals to ensure the best possible outcomes for all our children. |

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| 1. **How will both you and I know how my child/young person is doing?**
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| At Urmston Primary School children with SEN (as part of our vulnerable children group) are closely monitored. This could be through:* Regular and systematic tracking of pupil assessment
* Termly pupil progress meetings between the class teacher and the senior leadership team
* Termly pupil progress interviews between the class teacher and the pupils
* Standardised testing and assessments (spellings / reading ages, precision teaching)
* Monitoring of progress towards the outcomes set on their APDRs (Assess, Plan, Do, Review plans)
* Regular SEN reviews with SENCO, class teacher and teaching assistant.
* EHC review meetings annually.

As part of our parent pledge, we keep parents fully informed of their child’s progress and work in partnership with them to achieve the best possible outcomes for their child. Parents /carers are welcome into school at any time. We also have formal meeting times throughout the year.* Parent’s Evenings (October / November and February / March)
* Annual end-of term reports to parents
* Termly target letters
* APDR up-dates (termly).

We also hold regular open days and workshops (including our SEN parent forum) so parents/carers are able to join the children in the learning process and see the high standards we set for all of our children. |

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| 1. **How will the curriculum be matched to my child/young person’s needs?**
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| Urmston Primary School has developed our own bespoke, knowledge and skills-rich curriculum (using the National Curriculum as a basis) where our inclusive practice is embedded through High Quality Teaching and Ordinarily Available Inclusive Practice (OAIP). Every subject across the curriculum has support and challenge to allow all children to access the learning through the principles of adaptive teaching. This means removing barriers to learning, getting to know and understand individual learners, using a graduated approach. All lessons incorporate various learning and metacognitive techniques: visual, auditory and kinaesthetic learning. Whilst the initial key may be quality first teaching and strategies that are adaptive to meet the needs of all children within the class, for a child who has SEN/neurodiversity, the curriculum will be adapted, where appropriate, as will their learning environment. Below are some examples of how this may happen:* Learning buddies
* Use of simplified language / questioning
* Listening checklists
* Use of writing frames / mind maps
* Less complex calculations / simplified word problems
* Extra time to complete a task
* A shorter task with the same level of difficulty as their peers
* Personalised interventions
* Extra staff support
* Use of resources (word mats, alphabet, personal word books, maths apparatus, times tables squares etc)
* Coloured overlays, visual timetables
* Special pencil grips, writing slopes, ergonomically-designed furniture
* Access to lap-tops, Learn Pads, - specific software – Clicker 6, spell checkers, i-pads, personal lap tops, talking postcards
* Visual support
* Incentives for effort and achievement
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| 1. **How will school staff support my child/young person?**
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| All teachers at Urmston Primary School understand that it is their responsibility to address the needs of the children with SEN on a daily basis. Your class teacher will plan lessons according to the needs of all their children. The class teacher will monitor every child to ensure that optimum progress is made. If there are any concerns, the class teacher will raise these with you, the parent / carer and with the SENCO. A plan of action will be put in place – where you and the school will work together to support your child. This could include:* Activities sent home
* Small group support
* One-to-one support
* Specialist support from outside agencies
* Further differentiated activities
* Over learning/ precision teaching
* Intervention programmes
* Home / school communication book

All support is regularly monitored, reviewed, evaluated and adapted to ensure maximum impact.Teachers, specialist HLTAs and TAs are regularly trained to keep up-to-date with current educational research to best meet the needs of our vulnerable children. |

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| 1. How is the decision made about what type and how much support my child/young person will receive?
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| The decisions are made following discussions with staff, parents / carers and pupils. We have several successful interventions relating to specific needs which run for set periods of time as well as a range of resources which can be adapted to suit the needs of individual children to encourage independence within the classroom. Initially children who are not reaching their potential are closely monitored. Trafford’s Graduated Approached is referred to. Decisions are also based on discussion and recommendations from other agencies.The categories of SEN that we have in school are:SEN Support: A child may be placed on SEN support if they are working below the level expected for their age, making slower progress than expected or experiencing significant difficulties which cause a barrier to their learning. The child is now on the SEN register. A formal plan is written (APDR), a Pupil Profile is set up (sets out how the child learns best) and additional provision is put in place.Education, Health and Care Plan (EHC Plan): A child who has long term special educational needs which affects their access to mainstream education, may be issued with an EHC Plan. They are also on the SEN register. Children with an EHC Plan often have one-to-one support.The Equality Act 2010 requires schools to make reasonable adjustments for children with SEN / Disabilities where the person would be disadvantaged in undertaking an assessment. We follow the Access Arrangements set out by JCQ (jcq.org.uk). All support is regularly monitored, reviewed, evaluated and adapted to ensure maximum impact.If you have any concerns about the support your child is receiving, your first point of contact is the class teacher. If you feel any issues have not been resolved then please request a meeting with the SENCO (j.helyar@urmstonprimaryschool.com). UPS states that parents and carers know their children best and so an open and communicative relationship is key to our children getting the best support possible. |

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| 1. How will my child/young person be included in activities outside the classroom including physical activities and school trips?
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| Urmston Primary School is a fully inclusive school and therefore your child will be involved in all aspects of school life regardless of SEN, disability or medical conditions. We will make reasonable adjustments to ensure your child can access all aspects of the activity.If your child has a physical or sensory impairment, an individual risk assessment may be made for your child. Risk assessments are also made for each school trip and provision put in place to ensure accessibility and inclusion. Extra adult support can be provided to offer increased supervision. We will consult you, and your child, to ensure every step is taken to fully and safely enjoy and benefit from the activity.**8.** |

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| 1. What support will there be for my child/young person’s overall wellbeing?
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| We pride ourselves on our caring school. Our children are encouraged to talk to their class teacher or our pastoral team if they are worried. Our school values encourage each child to be happy, respectful, kind, responsible, proud and resilient and these values are fully endorsed around school. These values run through our school and we live by our motto, Growing Together. Empowered to be more. We pride ourselves on our pastoral support and high attendance. Imaginative teaching and learning ensures pupils are motivated to attend lessons. Praise and rewards are central to developing self-esteem. We pay attention to the wellbeing of all our children, especially our children with SEN and vulnerable children. Any concerns may be addressed through circle time, social stories, nurture groups etc, or critically, a listening ear whenever it is needed. In some circumstances children, with parental permission, will work with our pastoral team or referrals may be required to engage support from specialist providers such as Place2Be, CAMHS, Early Help or Longford Park School. Since Covid, there is an imperative need to be vigilant for signs of stress and anxiety amongst our school community. Mrs Billingsley, our Senior Mental Health and Well-being lead, provides a whole school approach to promoting positive metal health and Mrs Ball (Emotional Learning Support Assistant) is available and liaises with parents, children and staff.At UPS, we have VIPs (Values in Practice) – Year 5 and 6 children who help promote the school values; Year 6 play leaders – who support children in all year groups at playtimes and Pride Ambassadors, who encourage good presentation. All promote and encourage good mental health and are able to signpost those who may need support, to the teachers. There is a graduated restorative and relational approach, based on attachment theory, (PLACE – Playfulness, Love, Acceptance, Curiosity and Empathy) to support appropriate behaviour, which is outlined in the school’s Relational Behaviour and Regulation Policy (previously known as Behaviour policy), and staff work alongside parents to provide a united approach. Any child with a long-term medical condition, who may require personal care or administration of medicines in school, will have their needs met through the implementation of an Individual Healthcare Plan (IHP). This is written collaboratively with the school, child’s parents, child (if appropriate), school nurse and other necessary health professionals. If staff have serious concerns regarding the safety and wellbeing of a child, they understand that they have a responsibility to voice these concerns to our Child Protection Lead in school - Mr. Parker (Head) or Mrs. Marsland (Deputy) |

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| 1. What specialist services and expertise are available at or accessed by the school?
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| Where there is a need for further specialist help and support the SENCO (with your permission) may contact additional services. These include:* Trafford SENAS (Special Educational Needs Advisory Service)
* Educational Psychologist
* School Nurse
* CAMHS (Child and Adolescent Mental Health Services)
* Speech and Language Therapy Service
* School Nurse Team
* Occupational Therapy
* Sensory Therapy
* Longford Park School
* Local primary schools to share good practice
* Local secondary schools to provide additional and personalised transition for vulnerable pupils.
* TASC Pathway (Autism)
* TCAS Pathway (ADHD)
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| 1. What training have the staff supporting children/young people with SEND had?
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| Our SENCO, Mrs. Helyar, holds the NASENCO award. She attends the termly SENCO forum and attends relevant training. Teaching staff and TAs attend relevant courses to enable them to refine their quality first teaching and their intervention work. These courses include:ACERsSpeech and LanguageDyslexiaELKLAN speech and languageELSA (Emotional Literacy Support Assistant)Writing workshopsReading workshopsBoosting Reading Potential trainingSharing good practice with each other and local schoolsAutism Spectrum Condition trainingLexia trainingPrecision Teach trainingEmotional Coaching trainingSign languageLongford Park OutreachEpi Pen training/ Diabetes awareness training |

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| 1. How accessible is the school environment?
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| In the Infant Department, it is accessible by a ramp into the building which is on one level. A separate accessible toilet and washbasin with handrails and space for a wheelchair is available. An improved auditory system is installed in the school hall so that the sound is amplified. The classrooms are fitted with Smartboards which allow for enhanced visual and auditory learning to take place. We strive to be a dyslexia friendly school: adapting the resources and learning environment to enable all children to learn.All our classroom entrances are wide enough for wheelchair access, and the designated points of entry also allow for access. The Hornby building has a wheelchair lift and the sound system in the Junior hall is fitted with a loop system to support those with a hearing impairment. There is a wheelchair accessible and adapted toilet.Teachers modify teaching and learning as appropriate for these children. For example, they may be given additional time to complete certain activities and subtitles are used for visual media. Teachers ensure that the work for these children:* Takes account of their pace of learning and the equipment they use
* Takes account of the effort and concentration needed in oral work and visual work
* Is adapted or offers alternative activities where children are unable to manipulate tools or equipment, or use certain materials
* Allows opportunities for them to take part in educational visits and other activities linked to their studies
* Enables the use of resources and teaching and learning styles that allow all children to access the curriculum.

Translator technology is used, when required, to communicate with parents / carers who first language is not English.To meet the sensory needs of our children we provide wobble cushions, weighted blankets, ear defenders, resistance bands, fidget toys, regular breaks etc. We have a loan service where parents can borrow these items to see if their child benefits from them in their home environment, before purchasing them themselves. |

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| 1. How are parents and young people themselves involved in the school?
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| Parents are invited to two Parent evenings; one in the Autumn term and one in the Spring term when your child’s progress and attainment will be discussed with you. Information workshops, evenings, and our website will give you an overview of the topics your child will be learning in the year and ways you can help support your child at home. In KS2, individual progress reports are also sent home termly which state your child’s current levels of attainment along with their targets. They also provide helpful strategies and links so that you can support your child at home. Children with SEN have designated meeting times to plan and review the child’s pupil profile and APDR with parents, class teacher, pupil and, where appropriate, the SENCO. These are up-dated termly. Parents are always welcome to help in school, preparing resources or supporting learning in the classrooms. School trips may require extra parental support too. Regular fundraising events are organised throughout the year by the PTA who are always keen to welcome parents as new members. A variety of events take part during the year, including Christmas concerts and our Harvest Festival. Our Grandparents afternoon and Easter Bonnet Parade are always so well attended as is our Year 6 leavers performance. Children are offered a variety of before school and after school clubs which may include arts and crafts, football, gymnastics, bookbinding, science, and all manner of new Olympic sports such as skateboarding and breakdancing. All children are welcome to join a club. We also have an on-site wrap around club called ‘School of Play’ (paid for separately) as well as walking buses from Playworks and Kidsmix who are also very local.The School Council and Communication Team (voted in by their fellow class members) regularly meet to enhance the enjoyment for all at school and heighten children’s awareness of the importance of the British Value of Democracy. Many Year 6 children are monitors to help the school run smoothly and safely. Playground leaders help keep younger children active and help develop the younger children’s social skills. There are book and library monitors, door monitors and reading buddies, VIPs and Pride Ambassadors. We also have an Equality, Diversity and Inclusion group (EDI) – where children are encouraged to advocate for each other – adding to our pupil voice.The Parent Partnership meet once a term with members of the Senior Leadership Team to discuss issues and ideas for the school. SEN Parent Forums also run termly and meetings / speakers on areas of SEN also take place – please see the school website for minutes which illustrate the importance of the close relationships between our school and parents within our school community.We operate an ‘open-door policy’ in which parents / carers are actively encouraged to discuss any concerns they have with the class teacher, SENCO, Head and Deputy Head. We actively encourage and support parents to work with their child at home to promote their academic, communication, social, emotional and physical/ sensory skills. Home–school books are used for some children where more frequent communication may be needed. These are personalised and relevant to the needs of the individual pupil.Teachers are available before and after school to hold formal and informal discussions. Annual reviews are held once a year, with parents and outside agencies, to assess the progress of children who have an EHC Plan. Our school website, Twitter, parent e-mails, texts, Seesaw and reading records are used to help keep parents informed about the daily activities of the school. |

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| 1. Who can I contact for further information?
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| If your child is already in our school, their class teacher will be the first point of contact. If you have further concerns relating to your child’s progress or attainment, SEN or provision provided for them, please arrange an appointment to see the SENCO.Urmston Primary School – 0161 7484362SENCO – j.helyar@urmstonprimaryschool.comIf you are considering applying to our school and have a query about SEN then please e-mail the SENCO or the Head. Mr Parker (Head) s.parker@urmstonprimaryschool.comPlease make an appointment to come and look around our school and to ask any questions you may have and we would love to show you around.The full Local Offer of services available in Trafford can be found at [www.trafford.gov.uk/localoffer](http://www.trafford.gov.uk/localoffer) or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.ukOther services you may find useful are:Early Help / Sleep Tight Trafford / Trafford Sunrise/ Family Support – https://www.trafforddirectory.co.uk/kb5/trafford/fsd/site.page?id=1p\_ltUbhv1AParent Partnership Services 0161 912 3150SENAS 0161 911 8683Sensory Impairment Support Service 0161 912 5526Educational Psychology Service (EPS) 0161 912 3191CAMHS 0161 860 5157 |

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| 1. 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?
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| We understand that changes in school can be an anxious time for children and as parents, you are actively encouraged to visit school with your child before contacting admissions and meet with the Headteacher (Mr Parker) to discuss the needs of your child. When moving year groups, teacher meetings are held to ensure all relevant information for vulnerable pupils is passed on from the previous teacher. Successful strategies and resources are shared. All pupils participate in the annual ‘shuffle up day’ where they get to spend the afternoon with their next teacher and familiarise themselves with their new surroundings. Some children may need more time to transition with the help of a TA and time is always made to ensure that children feel comfortable and safe when meeting new staff and feeling out their new environment. In Year 6, all special educational needs information is passed on to the relevant person at their chosen secondary school. Additional transition is arranged for the most vulnerable pupils, which often include extra visits, sometimes accompanied by a member of staff from school. Some of our link secondary schools offer a week’s summer school to ensure they are ready for transition in September. For pupils with an EHC Plan, we invite a member of their chosen secondary school’s SEN team to attend the annual review (Summer term) so that the transition can be carefully planned with input from the child’s parent /carer and the child (where appropriate).If a child transfers to or from us during the academic year, we liaise closely with the family and the other school to ensure all information is received. We actively encourage the child to meet the staff and peers in their new class. If we are receiving a new pupil, ‘taster’ mornings and days are arranged before they begin with us full time. |

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| 1. What other support is available?
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| Find out more about the local offer of support which is available for disabled children andyoung people and those who have SEN on the Trafford Service Directory[www.trafford.gov.uk/localoffer](http://www.trafford.gov.uk/localoffer)or by contacting the Family Information Service:Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pmEmail: fis@trafford.gov.ukTwitter: @traffordfisFacebook: [www.facebook.com/traffordfis](http://www.facebook.com/traffordfis)Updated September 2025. |