WELLFIELD INFANT & NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT 2025-2026

The intention of Trafford's local offer is to improve choice and transparency for families. 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.

Wellfield Infant & Nursery School are committed to the inclusion of all learners in all aspects of school life. We recognise that individual needs and abilities of all of our pupils and support them to access the curriculum, engage fully in school life and fulfil their potential. We recognise that some of our pupils need additional support either in school or from other outside agencies and ensure that all of our pupils with Special Educational Needs and Disabilities (SEND) have the additional support they require to thrive in our setting.

All children and young people in Trafford are entitled to an education that enables them to make progress so that they:

- **achieve the best possible outcomes**
- **become confident individuals with a growing ability to communicate their own views**
- **live fulfilling lives**
- **make a successful transition into compulsory education if in early years, or if older into adulthood, whether into employment, further or higher education or training.**

Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources, the full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk.

If you would like to contact the school about this report or any other matter relating to Special Educational Needs and Disabilities (SEND), please email in the first instance the school SENDCO-Mrs M Tucker (sen@wellfieldinfants.com) or contact the School Office on 0161 962 1828.

The SEND Governor Link for Wellfield Infant & Nursery School is – Mrs S Alderson

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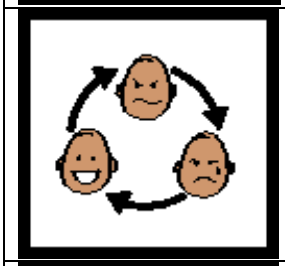
1. What kinds of special educational needs does the school provide for?



At Wellfield Infant & Nursery School, we embrace the fact that every child is unique and therefore the educational needs of every child are different. We uphold high standards of inclusion, achievement and provide opportunities for all students to succeed. We are fully committed to meeting the needs of those students with Special Educational Needs and/or Disabilities.
We can provide an environment and curriculum to meet the needs of children with:

	Communication and Interaction Needs; this area of needs includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
	Cognition and Learning Needs; this includes pupils with Specific Learning Difficulties and Moderate Learning Difficulties.
	Social, Emotional and Mental Health Needs; this includes any pupil who has emotional, social or mental health needs that are impacting on their ability to learn.
	Sensory Impairments and/or Physical Difficulties; This includes pupils with hearing impairments, visual impairments, multi-sensory impairment and physical difficulties

All children are treated as individuals and support is in place through adaptive teaching to meet the needs of each child. We pride ourselves on using a range of adaptations that may benefit the individual child. Below are a range of adaptations we offer, plus many more based on the individual:

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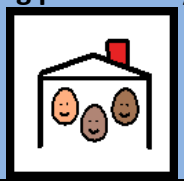
We are also fortunate to have a Small Specialist Class (SSC) for eight pupils, aged 4-7 years old. This class is for children with Autistic Spectrum Condition and/or Social Communication Difficulties who have an Education and Health Care Plan (EHCP). The purpose of the SSC is for pupils to support pupils access the curriculum at their individual level and where possible support them with integration for a range of different curriculum subjects and/or social activities during playtimes and lunchtime with their mainstream peers. The individual pupil is treated as an individual and their needs are supported through a personalised timetable and curriculum based on their academic level. The pupils are taught in multi-sensory lessons and have access to a sensory room and their own outdoor play area. Admissions for this class are managed by Trafford Local Authority and there is a consultation process that we have to follow.

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



At Wellfield Infant & Nursery School, we feel that the early identification of students' individual needs is of paramount importance to the successful implementation of the necessary support the pupil may need. We place great importance on communication between home and school and have an open door policy if parents have any concerns they wish to discuss either prior to the child starting school or during their time in school if any concerns arise. Children can be identified as having SEND through a variety of processes, including the following:

- Prior to starting nursery/school, parents/carers are encouraged to complete the admissions forms, which includes any areas of concerns relating to either a diagnosed area of Special Education Need and/or disability or any concerns you may have regarding your child.
- Through regular discussions and meetings with the class teacher/SENDCO/parents/carers.
- Liaison with the child's previous school or Early Years Setting and any other outside agencies currently involved with your child.
- Liaison with the child's health visitor on entry to Nursery.
- Rigorous monitoring in place tracks the progress of our children in all areas of the curriculum, in line with age related expectations. Staff provide Quality First Teaching to all pupils regardless of need. To enable us to monitor pupils, teachers complete monitoring needs sheets for any pupils that they have concerns about and have regular discussions with the SENDCO to ensure strategies are in place to help support the child, the SENDCO may also come and conduct observations and discuss these with parents/carers. When a pupil is not making the expected progress in a particular area of learning the school will discuss this with the child and parent/carer and if required the need for additional support may be identified. In school pupils may be placed in small intervention groups, on an Individual Education Plan or if it is felt additional external support is necessary from outside agencies then and a referral will be made.
- Liaison with parents about referrals to external agencies e.g. Occupational Therapists, Trafford Sensory Impairment Support Service, Social Care, SALT, Trafford Autism and Social Communication Pathway (TASC), Trafford Combined ADHD Pathway (TCAS), school nurses
- School will use a range of screening and assessment tools to identify SEND. Parental permission will be sought to complete these assessments. When children's needs are considered to be more complex an assessment by an external professional will be pursued e.g. by an Educational Psychologist, Speech and Language Therapist.
- The regular monitoring of progress and behaviour is communicated with parents/carers to celebrate success and to work together to resolve issues.

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



At Wellfield Infant & Nursery School all parents are invited to Parent/Teacher meetings twice per year. If a child is receiving additional support in school, parents/carers are informed of the level of support they are receiving i.e. Intervention groups/Individual intervention and for some pupils they may also have an Individual Learning Plan (ILP) or Individual Support Plan (ISP) put into place. This will outline what the school, the class teacher and/or the SENDCO plan to do in order to help your child make progress in areas that they are finding difficult. This will also include parent/carer involvement as we value collaboration with parents/carers in order to support children in our school. All teachers are fully aware that children learn in different ways and that some children need to "over learn" key facts before they are ready to move on to something new. Short-term (SMART) targets are set for your child, which are linked to their needs, how and when the progress will be evaluated and reassessed, a review of your child's progress will take place three times during the year and you will be invited to discuss progress made with the class teacher. At this meeting it will also be discussed what the next targets should be for the following term.

At Wellfield Infant and School, we also operate an "open door" policy where members of staff and the SENDCO will be more than happy to meet with you either before or after school in order to address any concerns that you may have quickly and sensitively. If you need a meeting during the day (within school hours), this can also be accommodated during the SENDCo's time out of class on a Thursday.

-In Nursery and Reception staff carry out on going assessments/ observations throughout the year. In Reception, all pupils complete the statutory baseline assessment during the first part of the Autumn Term. Reasonable adjustments are made to ensure that pupils can access the baseline assessment, if it is deemed appropriate individual pupils can be disapplied based on the pupil's individual need and at the Head Teachers discretion.

Staff regularly continue to monitor children's progress in the Early Years. In Key Stage One, (Years One and Two), we measure children's progress in learning against the National Curriculum statutory requirements. Staff also use their on-going observations/ assessments to identify any areas of concern in any areas and ensure the necessary support is in place.

-Each child's progress will be discussed at our termly pupil progress meetings. This is a meeting between class teachers and the senior leaders in the school to discuss the progress each child has made over the preceding term. Things that are working well will be noted and any necessary changes to the existing support will also be discussed. If any change is suggested for your child then you will be contacted and informed of these changes and a meeting can be arranged if necessary.

•If your child has individual targets set out in an ILP (Individual Learning Plan) and/or ISP (Individual Support Plan), this is shared with parents and carers who are given a copy. Staff will make regular comments as to your child's progress towards their targets and invite you to do the same. Staff regularly discuss a child's progress towards his/ her ILP targets with him/her and meet with parents/ carers. These are reviewed each term with parents during parent meetings and/or parent's evenings.

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



At Wellfield Infant & Nursery School, we aim to provide every possible opportunity to develop and ensure that the full potential of every child is met. Children with Special Educational Needs and/or Disabilities must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically. They must have access to the whole curriculum and at all times, consideration must be given to enhancing the self-esteem of children with any additional needs. In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and participation. We ensure that all teachers provide Quality First Teaching and where applicable for the individual pupil follow Trafford's Graduated Approach to help support them and ensure the necessary support is in place to do so.

We provide a broad and balanced curriculum for all children. When planning teachers set learning challenges and respond to the children's diverse learning needs. Some children have barriers to learning that mean that they require particular additional support in school to help them overcome these and reach their full potential. All work within class is planned for and activities are differentiated according to each child's level of attainment, as well as adapting the learning activities to match individual children's specific needs, we use approaches that support all of the children's different learning styles. We are aware that some children learn best when they have 'hand on' practical resources to support their learning, some are very visual learners, some benefit from collaborating with others while some prefer to work on their own. As such, we provide a broad and varied curriculum which makes effective use of both the indoor and outdoor environment. We also provide additional resources and specialised materials where required to ensure your child can access the curriculum.

All of our staff are trained in a variety of approaches, which means we are able to adapt to a range of SEND for example: specific learning difficulties including Dyslexia, Autistic Spectrum Condition, ADHD, Speech, Language and Communication Needs and Social, Emotional & Mental Health Needs.

We believe that all children not matter what their needs, are included in all aspects of school life and learning and we thrive to ensure all children reach their full potential.

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



The level of support your child receives will depend on their needs which we know can change over time. It is our aim to be responsive to any developing and emerging needs.

•Many children will have their additional needs met through excellent targeted classroom teaching also known as Quality First Teaching. This means:

•The teacher has the highest possible expectations for all pupils

•Teaching is carefully planned to build on to what the child can already do and understand so as to accelerate progress

•Different ways of teaching are put in place so the child is fully involved in learning

•Specific strategies (which may have been suggested by the SENDCO or another professional) are put into place to support the child's learning

•Some children may take part in specific group work, (intervention groups), with a smaller group of children. Such groups are put together to address specific gaps that have been identified in a child's learning and will be closely monitored to ensure that they are resulting in good progress for the child. These groups may be:

- Taught in the classroom or outside the classroom
- Taught by a teacher or teaching assistant who has had training to run these groups (usually school staff but sometimes from an approved outside agency which would only be done with a parent's permission)

•Some children may have needs that require one to one support. This support may be:

- To deliver a specialist package (for example a programme devised by a speech therapist, occupational therapist, physiotherapist)
- To access certain parts of the curriculum
- Individual teaching programmes to improve literacy or maths skills
- Support with medical/physical needs
- Support to manage social situations and emotional needs

It is at this stage that the child's name will be officially added to the school's Special Needs register and more individualised targets put in place through an ILP or ISP.

For children whose needs are severe, complex and lifelong, parents or the school can request that the local Authority carry out a statutory assessment of the child's needs. This is a legal process, you can find out more about by looking at Trafford's SEND Local Offer or contacting the Family Information Service (FIS).

After a request has been made to the Local Authority they will decide whether they think the child's needs, (as described in the paperwork provided), seem complex enough to need a statutory assessment. If they do they will ask you and all professionals involved with the child to write a report outlining the child's needs. If they do not think this is necessary, they will ask the school to continue with the support they are providing and may make suggestions as to how this can be further improved.

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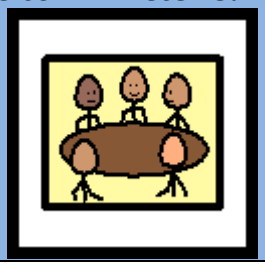
If they do decide to carry out statutory assessment the reports requested by the Local Authority will be carefully collated and a panel will decide if based on the statutory assessment and all the evidence, whether an Education, Health and Care Plan will be issued. If the Education, Health and Care Plan is issued this is a legal document and will outline the support the child will receive from school and any other agencies involved in their care and what strategies must be put in place. It will also have long and short term goals for the child. It will then be regularly reviewed, with you and the child providing input as to how well it is meeting their needs.

Within the Small Specialist Class every child has their own Individual Learning Plan (ILP) with and One Page profile to outline how best to support them. They also have long term and short term objectives outlined in their ILP and EHCP, staff work upon these targets with the individual child.
The staffing ratio in the SSC is currently 3 adults to 8 pupils. Children may be taught 1:1, in small groups or whole class depending upon the activity and the needs of the children. Extra support staff are also deployed for various sessions and activities, depending on the activity needs of the children.
All planning, both, medium term and short term is highly differentiated within the SSC class and each child has a differentiated curriculum at their level to meet their individual needs.
Staff seek to maximise the opportunities for pupils in the SSC to integrate with their mainstream peers. Each pupil in the SSC has an individualised integration programme which is reviewed with parents on a regular basis.

School staff are also supported by a number of outside agencies to ensure that the pupils are supported with their needs e.g. Speech and Language Therapist for those pupils on the school support pathway, Physiotherapists, Occupational Therapists, Educational Psychologists, the School Nurse and specialist teacher advisors where and when appropriate and referrals can be made at any time to these agencies if staff/parents feel that the child/young person needs additional support.

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





It is the responsibility of the class teacher to implement, monitor and review programmes of work for pupils. The class teacher alongside the SENDCO will discuss the child's individual needs and what support would be appropriate. The amount of support and type will depend on the individual child and the level of support needed.

All children are regularly assessed and progress is tracked and monitored. We track all children's progress, using a variety of methods including nationally agreed standards and some pupils will be assessed against Pre-Key Stage Standards f they are not yet working at expected level. We also use B Squared as an assessment tool for pupils working below Pre-Key Stage Standards. Each child's progress will be discussed with parent/carers regularly or at our termly parent/teacher meetings, however if any concerns arise at any point during the academic year, staff will contact parents/carers to discuss this and we have an open-door policy for parents to do the same if they have any concerns regarding their child.

At Wellfield Infant & Nursery School, we follow Trafford's-**Assess, Plan, Do, Review Cycle;**



- **Assess-**Your child's difficulties are assessed so that the right support can be given. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records and other information. This is reviewed regularly so that the support provided continues to meet your child's needs. Sometimes advice or a further assessment is needed from someone like an Educational Psychologist or Speech and Language therapist.

- **Plan-** At this stage the decision will be made about what additional provision is required. The teacher and SENDCO should agree in consultation with the parent and the pupil and the necessary adjustments, interventions and support to be put in place, as well as the expected impact on progress, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be

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recorded on the school's provision map. Parents will be informed and are encouraged to be part of this process.

- **Do-** The school will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENDCO and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.

- **Review-**The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

If your child is receiving additional support in school then teachers will keep parents/carers regularly updated on their progress. The type and level of support is determined by what the level of your child's need and how best we can support them in school. Staff are also advised by the school SENDCO.
We also follow Trafford's Ordinarily Available Inclusive Provision (OAIP) that is a new document, that ensures schools are providing provision to meet the different needs of the pupils.
For some pupils they may be included in half termly intervention groups to help them progress in areas that they are having difficulties and for some this may be enough support to help them make the necessary progress and they no longer require any additional support. Parents/carers will be informed if their child is in an intervention group and staff completing them use an initial baseline assessment and implement targets to work upon to help the children make progress.
If it is felt that a pupil would benefit from an Individual Education Plan (ILP) with outlined SMART targets to work towards then again this will be discussed with parents/carers and these targets are updated and discussed in regular ILP meetings.
If we feel that the pupil needs further support and is not making the progress expected despite having additional support then we would discuss the child going onto SEN support in school and being placed on the Special Educational Needs Register. This may mean that the child is referred to other outside agencies for an assessment on the additional support they may need to help them thrive and reach their full potential. For some pupils they may have a provision map outlining the support they are receiving and how often etc. and this is shared with parents/ carers and regularly updated. For other pupils who may have social, emotional and mental health/behaviour difficulties they may have a one page profile and/or an individual support plan in place with the strategies outlined that best supports them.
If it is felt that despite all of the additional support in place is still not enough and it is felt that the child has severe, complex or lifelong needs and they will continue to need further additional support then the school may also discuss with parents/carers the application for an Education, Health and Care Plan.
Care Plan (EHCP) and both school and parents/carers can apply for an EHCP. Children with an Education, Health and Care Plan will have resources allocated appropriately and carefully depending on the content of the plan. If the plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used

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and we will share all of the paperwork with parents/carers that outline anything to do with the level of support your child is receiving.
At Wellfield Infant and Nursery School we ensure that all pupils are supported at their level using a range of support strategies and we regularly speak to parents about any concerns school or themselves may have, however If a parent wishes to make a complaint concerning the provision their child is receiving, they should arrange to meet with the Headteacher. Full details of our Complaints policy can be found on our website www.wellfieldinfants.com

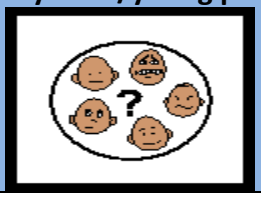
7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?



Wellfield Infant & Nursery School is an inclusive school, which believes that each and every one of our pupils should be included in all aspects of the curriculum and we aim for all children to be included in every aspect of school life. We ensure that any physical activities in school and in out of school clubs are inclusive and make reasonable adjustments to ensure all pupils are fully included. This is also implemented for any school trips/visits, we ensure that they are also accessible to all by making reasonable adjustments and we will provide the necessary support to ensure that this is successful and that the child/young person is able to access all areas of the planned activity both in school and out of school.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Where a child has additional needs or SEND this will be taken into account at this stage and additional control measures put in place to enable them to participate fully.
- For children with significant needs they may require an individual risk assessment. We understand that including parents to ensure that a child is able to take part in any trip or activity successfully may make both the parent and child feel more at ease. We will talk to you about what will work best for your child.

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



Emotional wellbeing of all of our pupils is one of our top priorities at Wellfield Infant & Nursery School and we have a strong pastoral support in place provided by all staff for the pupils.
Our school aims to:

- Provide a safe, secure and caring learning environment in which children feel supported and valued.
- Help pupils to realise that Wellfield Infant & Nursery School is a community in itself and also part of the larger community so that they develop positive attitudes and behaviours towards themselves as well as in their social relationships with others.
- Have key school values that are embedded throughout the school
- Promote a positive Relationships & Behaviour policy which respects the rights and responsibilities of staff, pupils and parents.
- Provide pupils with the personal, social and life skills necessary for a successful fulfilling and happy future.
- Ensure that teaching assists pupils to reach their full potential in curricular or extra-curricular activities.
- Provide the necessary support for pupils who need further input to support their emotional wellbeing, by drawing on the support of the school ELSA or other external agencies (where deemed appropriate).
- Develop effective school-home liaison in order to maintain parental support and co-operation.

Your child's class teacher has overall responsibility for the pastoral, medical and daily care of every child in their class, ensuring that they pupils emotional wellbeing is closely monitored. The class teacher is the parent's first point of contact if parents/carers are concerned about a child/young person's wellbeing and teachers will also discuss with parents/carers if they have any concerns regarding their child's wellbeing, if parents/carers would like further support then the SENDCO will support with this. In school we use our school Emotional Wellbeing Scales and the Leuven Scales to assess a child's wellbeing and closely monitor and assess against these scales. In school we ensure all of the children's wellbeing is met by providing a nurturing, warm, caring environment.
If it has been assessed that a child needs additional pastoral support for their emotional wellbeing then we use a range of different support systems:

- The class teacher will liaise with the SENDCO for further advice and support on emotional wellbeing and mental health and this may also involve liaising with outside agencies, to ensure the necessary support for your child is in place; such as health and social care professionals.
- We also buy into counselling services to support children on a variety of matters and support their social and emotional well- being.

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- We are fortunate to have a High Level Teaching Assistant (HLTA) that is qualified as an Emotional Literacy Support Assistant (ELSA) who works closely with the SENDCO and identify pupils that would benefit from their support and put in place the necessary support either 1:1 or in small group.
- In school we have a number of highly qualified Teaching Assistants who can also be used to provide for Pastoral Support to work directly with individuals or small groups of children to provide support with a range of social, emotional and behavioural issues.
- When a child has a medical need, we will work with you and any relevant medical professionals to put together an Individual Health Care Plan (IHCP) which has an area to focus on emotional wellbeing and level of support and we will review with you at least termly or more frequently if the need arises.

Mrs Tucker, the SENDCO at Wellfield Infant & Nursery School is a designated Mental Health Lead. She is responsible for implementing a whole school approach towards mental health to promote good mental wellbeing and resilience amongst pupil and staff. This role involves overseeing the whole school approach towards mental health and wellbeing, supporting the identification of pupils at risk of, or showing signs of, mental health difficulties. Along with gaining knowledge of the local mental health services and working with clear links into pupils' mental health services to refer pupils where appropriate, she coordinates the mental health needs of pupils and oversees the delivery of interventions where these are being delivered and supporting staff in contact with pupils with mental health needs. There is also a designated section on the school website that has links for parents to support their own mental health or that of their children.

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



At Wellfield Infant & Nursery School we have strong links with specialist services and other outside agencies available in Trafford. We work alongside any external agencies that we feel are relevant to individual children's needs. Relevant agencies include the following:

- Support from Local Authority Special Educational Needs Advisory Team (SENAS – See Trafford Local Offer link)
- Outreach for Autistic Spectrum Condition (Trafford SENAS-Autism and Social Communication Advisor-Jackie Tarpey)
- Outreach for Literacy Difficulties (Specific Learning Difficulties Advisor from Trafford SENAS-Emma Farr)
- Social, Emotional & Behaviour Outreach for a range of behavioural needs (Longford Park Outreach, Alistair Black from Trafford LA)
- Physical & Medical Needs Consultant – (Trafford Advisory Service SENAS-Sara Dale)
- Child and Adolescent Mental Health Service (CAMHS)
- Counsellor
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Social Services
- GP
- Paediatrician
- School Nurse
- Parent Partnership

Any discussions with the above professionals include parents and the child/young person as appropriate. Together we review the child's progress, agree what everyone will do to make learning more effective and set appropriate targets

All information from outside professionals will be discussed with you so you are aware of any recommendations they have made. If you do not have a face to face meeting with the relevant professional and receive a written report instead, the SENDCO will be happy to meet with you and discuss the contents.

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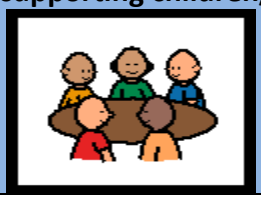
10. What training have the staff supporting children/young people with SEND had?



We have a strong commitment to continuous staff training and development. We consider it very important to keep up to date with the most recent research and its findings regarding SEND.

- Our SENDCO has completed the NASENDCO Award (The National Award for SEN Coordination -a statutory requirement for all SENDCOs -from Manchester Metropolitan University)
- Our SENDCO has worked in a specialist school for pupils with Autism Spectrum Conditions & Social and Communication Difficulties and works within our Small Specialist Class (SSC) for pupils with Autism Spectrum Conditions & Social and Communication Difficulties
- All staff have received training in supporting pupils with Autistic Spectrum Conditions/ Social and Communication Difficulties/Attention Deficit Hyperactivity Disorder/Social Emotional & Mental Health/Dyslexia
- Staff have also attended training from Speech & Language Therapists to ensure that they can effectively assess and deliver any speech therapy programmes individual pupils may be given
- All staff, including midday assistants, are trained in Positive Handling – a proactive course in supportive physical intervention for helping staff deal with challenging behaviour
- All staff have been trained in supporting children with behavioural difficulties
- All teaching assistants have been trained in delivering a range of reading, writing, phonics and maths programmes
- Staff have been trained in basic Signalong
- Some Teaching Assistants have been trained to deliver a range of Speech and Language Therapy Programmes.
- The SSC teacher and SENDCO are trained in the TEACCH programme for supporting pupil with Autistic Spectrum Condition

The above is not an exhaustive list and all staff have received further SEND training or been further trained/updated on staff INSET days on SEND. The school has a continuous programme of auditing the skills and expertise of staff and providing the relevant training to fill any gaps identified

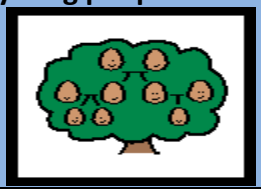
11. How accessible is the school environment?



The physical environment of the school is highly accessible as it is all on one level and is open plan, there are wheelchair accessible ramps at all main entrances. The needs of the children with any additional physical needs are fully met by carrying out risk assessments and making any alterations that may be necessary to fully support the pupil. The school has undergone full risk assessments by specialist advisors from the local authority in order to meet the needs of the children in our care.

- When a child starts school with a disability which may restrict their accessibility to the school environment, parents/ carers meet with us before they start to explore the accessibility of the school with their child's needs in mind. We carry out a risk assessment and we implement any additional changes required as quickly as possible. The school also liaises with Trafford's Advisory service to ensure appropriate adaptations are made.
- Emergency evacuation plans are drawn up for any wheelchair users/people with limited mobility with a designated route and an alternative route clearly identified.
- The Small Specialist Class and the Nursery has a toilet area with a height adjustable hydraulic changing bed and space and facilities to accommodate changing. The children's toilets in school have a larger accessible cubicle in them. There is also a disabled toilet available in the main school entrance and in the POD, which is a pre fab building on the school grounds.
- The changes made to the school environment are carefully reviewed each year when children move classes and further changes/adaptations are made as necessary.
- We regularly audit the school's accessibility with a range of other professionals (e.g. LA architect, physiotherapists, occupational therapists, health and safety officers)

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



The school strives to create an inclusive environment and curriculum. The pupils are encouraged to be independent learners and reach their full potential and we provide a creative curriculum to do this. Children/young people, parents and carers, including those with SEND are encouraged to be fully involved in school life. In order to do this we:

- Hold a meeting for new parents/ carers prior to your child starting our school.
- Have annual Stay and Play sessions for parent's and carers which offer you the opportunity to see your child in action in their classroom
- For some families we use a home/school communication book to communicate with parents/carers on a regular basis about any key information from the day and encourage parents/carers to do the same. All pupils in our SSC have a home/school communication diary.
- We also use See Saw as an online communication tool for parents, pupils and teachers. We encourage parents to share WOW moments from home on See Saw and we do the same in school for the pupils, especially in the EYFS and SSC.
- We hold information sharing evenings* for parents and carers of pupils in the SSC. We invite speakers, parents and professionals to come along to these meetings and share their knowledge.
- We hold regular Parent Workshops* to share information about child development and the curriculum, (see Parents section of our school website for more details)
- We hold Parent/ Teacher Consultation meetings* in the autumn and spring terms and offer a drop in session for parents and carers in the summer term
- We send written reports home at the end of the summer term
- We also hold regular assemblies, school fairs and concerts and other performance and other events to which you are warmly invited. All pupils are fully included in all our school activities. For further information our website is regularly updated with upcoming events or alternatively please contact our school office.
- We have an active PTA which offers parents and carers the opportunity to support the work of the school and hold half termly Parents' Forums meetings, (see Parents section of the website)

*The school can arrange for an interpreter to be present to support parents and carers if requested for these events.

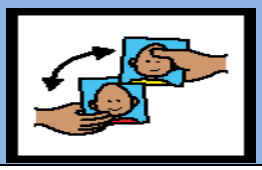
- There is a School Council with representatives from the Small Specialist Class and all mainstream classes from Reception to Year Two. The children are voted in by their peers for this role and the School Council meet with the Headteacher on a regular basis to help to

develop school policies, make decisions about the curriculum and learning environment and support fund raising activities. The School Council also help with activities during Anti Bullying Week each year.

- As well as the School Council, the children in these classes have the opportunity to be selected to join our ECO Warriors group who help with activities linked to caring for and protecting the environment.
- The Senior Leadership Team regularly visit classrooms and carry out observations of lessons. During these they make time to speak to the pupils and find out what they think about their teaching and learning.
- If your child has an EHCP we keep you informed of your child's progress through the Annual Review and by sharing targets through the structured conversation as laid out in Annual Review guidelines.
- Children with an EHCP are invited to contribute to their Annual Review process and are asked their opinions and feelings about their education. This is shared with you and Trafford Local Authority.
- Children on the SEND register regularly discuss their learning and progress with their class teacher. They also work together with staff to set their own targets.

We have an open door policy so anything that parents/carers would like to discuss they are encouraged to contact the class teacher, SENDCO or Headteacher.

13. Who can I contact for further information?



The school SENDCO, Mrs M Tucker would be happy to discuss any concerns or provide any further information. The Headteacher and Deputy Headteacher at school would also be happy to expand further on any of the information given above. Please feel free to contact the school directly with any queries. The Governor with a responsibility for SEN is Sharon Alderson.
The Local Authority Local Offer is also available for families to refer to for other support they may require. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:
Telephone: 0161 912 1053 Monday to Friday, 8.30am until 4:30 pm
Email: fIS@trafford.gov.uk
Twitter: www.twitter.com/TraffordFIS
Facebook: www.facebook.com/traffordFIS

Trafford Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) can also provide impartial information, advice and support to children and young people with SEND, as well as their parents and carers. They can support you with:

- The law around SEND
- Education health care plans (EHCP)
- Resolving any disagreements
- Health and social care in relation to special educational needs provision
- Transition post 16 - Preparing for adulthood
- Personal budgets
- Information on the Local Offer (Services and provision available for those with SEND)

Trafford SENDIASS is available all year-round on 0161 912 3150, the helpline is open from 9am to 12 noon, Monday to Friday.

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/localoffer or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

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?



We aim to ensure that for all pupils they have smooth transitions, either into our school, when transferring to a new school or when moving onto their Junior settings. At Wellfield Infant & Nursery School for transitions we plan the following:

- We encourage all new children to visit the school prior to starting, when they will be shown around and meet the staff.
- Home Visits are offered for children new to Nursery. These visits are carried out by the class teacher and teaching assistant.
- Induction days are planned for pupils and parents/carers for all children starting in Nursery, Reception or transferring from Wellfield Infants to Wellfield Juniors at the end of Year 2.
- We have a transition programme in place with Wellfield Junior School for Year 2 pupils. This includes visits to the Infant School by the staff and the juniors, an assembly at the Infant School led by the Headteacher from the juniors, a visit to watch the Year 6 leaver's production and several visits to their new classrooms. For those children who would benefit for additional transition support we have also used the school counsellor to conduct group sessions around transitions and also created transition books to help support them
- During transition, the class teacher meets or discusses with the relevant member of staff from the previous setting or new setting to ensure that all necessary information relating to the child is passed on.

In addition, arrangements for pupils with SEND may include:

- Home/school visits so the child becomes familiar with their teacher in a familiar setting or their own environment
- Communication passports written in conjunction with Speech and Language Therapist and parents/ carers
- Social stories/Transition Booklets for any children for whom it is considered transition may prove difficult or especially worrying. These include key information about the new setting and relevant photographs of staff and parts of the school building. They will also focus on any key areas of change that may be causing anxiety.
- Meeting with parents/ carers and professionals from other agencies and/ or key worker from your child's previous setting

We recognise that some children, including those with SEND, will need something in addition to our planned transition programme. Such pupils will have an extended transition programme put in place that is tailored to meet their individual needs. This may include additional visits to the school to assist with the child becoming more familiar with their new surroundings and new key adults. Staff will

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accompany children on any of these additional visits to support them and work through any questions or specific issues that arise

(If your child has an Education, Health and Care Plan (EHCP), in Year Two, the new school setting will be invited to attend your child's Annual Review at Wellfield Infants.

15. What other support is available?



Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: **0161 912 1053 Monday to Friday, 9:00 a.m. until 4:00 pm**
Email: **fis@trafford.gov.uk**
Twitter: **@traffordfis**
Facebook: **www.facebook.com/traffordfis**

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/localoffer or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk