

Davyhulme Primary School

Special Educational Needs and Disability SEN Information Report Academic Year 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. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

This report has been co-produced with the School's Behaviour and Pupil Premium, Pastoral Support and Managing Medical Needs Leaders.

1. What kinds of Special Educational Needs and Disabilities does the school provide for?

Davyhulme Primary School is a large inclusive, local authority (LA) maintained school with children from nursery age to Year 6 (3-11 years), where we aim to provide excellent learning opportunities and 'Reaching for the Stars' aspirations for all children, whatever their need or ability. Through our high expectations of every child and the removal of barriers to learning, we enable our pupils to achieve their full potential; whilst feeling a valuable member of our Davyhulme family.

During the Summer Term of 2025, the school was awarded the Quality Inclusion Mark, and was recommended as a 'Centre of Excellence' for inclusion. Below are some of the details from the 15-page report –

'From the moment you step into Davyhulme, you are met with a genuine sense of warmth and welcome from staff, parents and pupils alike.'

'The school radiates a positive and inclusive atmosphere, where staff clearly enjoy working and feel valued.'

'A strong sense of trust exists across the team and in the leadership of the school, creating a collaborative environment where people feel supported and empowered.'

'Davyhulme Primary School is a shining example of an inclusive school, demonstrating a profound commitment to nurturing every child.'

'Their inclusive curriculum is thoughtfully designed to meet diverse learning needs, ensuring all pupils can access and thrive within their educational journey.'

'Davyhulme Primary takes immense delight in the achievements of all children, celebrating every milestone, especially those reached by children with significant additional needs.'

'This inclusive ethos extends to their strong relationships with families, as they work very closely with parents to create a collaborative and supportive environment for every child's development.'

A child is classed as having Special Educational Needs and Disabilities (SEND), if he or she has learning difficulties or a disability that call for special educational provision to be made. Our Special Educational Needs and Disability Policy ensures that the identification, assessment and curriculum provision for children with additional educational needs takes into account the type and extent of the difficulty experienced by the child.

The SEND Code of Practice 2015 does not assume that there are explicit categories of Special Educational Needs and Disabilities, but recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction (speech and language difficulties or social communication challenges, such as Autism)
- Cognition and Learning (general or specific to an area – such as dyslexia, dyscalculia or dyspraxia).
- Social, Emotional and Mental Health Difficulties (these may result in a variety of behaviours. Can also include ADD – Attention Deficit Disorder, ADHD – Attention Deficit Hyperactivity Disorder and Attachment Disorder)
- Sensory and/or physical (hearing/visual impairment, physical disability and/or medical needs).

Special Educational Needs and Disabilities can be varied. For example, your child may be having difficulties with reading, phonics or maths, which school can help with by putting extra support in place if necessary and by working in partnership with parents. Sometimes, children's learning difficulties are caused or compounded by a medical or physical or a specific learning disability. The emotional and behavioural needs of your child may also affect their potential to learn. Our school has a relational inclusion Policy, formerly our Behaviour Policy, which provides guidelines for strategies and procedures to be used with children displaying behaviour needs. For some children SEN may be a temporary difficulty, while others may have a long term need for additional help.

Learning differences experienced by a child may fall into one or more of these categories and can all be provided for at Davyhulme Primary School. We welcome all pupils, including those with SEN and/or disability, in line with The Equality Act 2010, and our Governing Board have adopted the Trafford Local Authority Admissions Policy.



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?

The SEND Code of Practice identifies that a child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind that are generally provided for children of the same age in mainstream schools within the Local Authority.
- c) Is under compulsory school age, and is likely to fall within the definitions above (a or b) when they reach compulsory age or would do so if special educational provision was not made for the child.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

The first person to identify that a child has a learning difference may be:

- a parent or carer
- the class teacher
- a health visitor
- a medical professional.

In line with The SEND Code of Practice, all teachers at Davyhulme Primary have responsibility for identifying pupils with SEN. In collaboration with the SENDCo (Special Educational Needs and Disability Coordinator), they will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision. Our school will use appropriate screening, assessment tools and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment/ using Trafford's Graduated Approach document and/or 'Cause for Concern' form.
- Pupil performance judged against National Expectations
- National Curriculum results, NFER Tests, Reading/Spelling Age Tests, Phonics Screening, Early Years Baseline & Assessments
- Pupil progress in relation to objectives in English and Mathematics.
- Standardised screening or assessment tools
- Screening /diagnostic tests, with advice from the LA
- Medical information/reports
- Information or reports from other professionals
- Records from a previous school
- Information from parents or carers

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Should you have any concerns regarding your child's progress, in relation to any of the special educational needs identified above, you should contact your child's class teacher in order to discuss these. If it seems that your child may have a learning difference, your child's class teacher or the Special Educational Needs and Disabilities Co-ordinator (SENDCo) will consider, often alongside external agencies:

- your child's strengths and areas they need help with
- what your child would benefit from learning
- how best to help your child learn and develop.

Once your child is confirmed to have a learning difference, personal targets are set and information about intended outcomes of any additional support provided will be recorded on your child's 'Pupil Passport'. This information is shared with parents/carers and your child will be placed on the school's SEND register and receive one / a combination of the following levels of support:

1. Universal Provision - Quality First Teaching (QFT) provided by the class teacher, where learning is differentiated in order to ensure full access to the curriculum.
2. SEN School Support Level – Special Educational Needs with Additional Support, in school support provided from specialist teaching assistants within the school or from outside agencies involved by the SENDCo. For example: Speech and Language Therapy Service, Behaviour Outreach Service. This also includes SEN High Needs, where school are providing £6000+ support to meet an individual child's needs.
3. Enhanced Funding – where the need is high, additional funding (an amount added to the high needs support - £6,000 - already provided by the school) can be applied for from the LA and additional provision initiated. This is reserved for "high need, low incidence" cases within the Borough.

The level of support provided for your child may change throughout their time at school. School staff will discuss their concerns with you and whether the level of support offered to your child needs to be increased or decreased. Views of parents or carers are sought and respected during each part of the process.

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

When your child is included on the SEND Register and personal targets (as recorded on their 'Pupil Passport') are set, they are reviewed termly. 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. When a Pupil Passport is put in place for your child, it will include:

- Short term (SMART) targets for your child which are linked to their needs.
- Intended outcomes from the support put in place (what we would like the child to be able to do after the support has been put in place).
- The person/people who will provide the help for your child.
- The type and frequency of the support for your child.
- Any additional resources put in place to support your child.

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- How and when the progress will be evaluated and reassessed.

The Pupil Passport is part of the Trafford Graduated Approach (ASSESS - PLAN – DO – REVIEW, ADPR), which all members of staff follow. Further information about the Graduated Approach can be found on the Trafford Directory website in the SEND Local Offer section.

If your child's class teacher, in consultation with yourself, concludes that your child may need further support to help their progress, (beyond the 1st level of provision – QFT – Quality First Teaching) the teacher will seek the advice of the SENDCo. The SENDCo and teacher will review the approaches adopted and the progress of the child, where support additional to that of normal class provision is required, it will be provided at the 2nd level of provision – SEN School Support Level. This may include support from a teaching assistant on a 1:1 basis, in a small group intervention or an educational specialist, for example: teaching from our Speech and Language Specialist Therapist.

During the continual process of Assess, Plan, Do, Review (APDR) your child's progress and provision is monitored to measure the impact on their learning. If a child is not responding effectively to intervention and there is limited impact on their progress, then the provision is amended – this could include revision of groups, a different type of intervention programme, new methods or an increase of provision, where possible. When accelerated progress has occurred it may be appropriate to reduce your child's provision and/or remove your child from the SEND Register.

Your child's progress is reviewed termly (by the class teacher with senior leaders and the SENDCo) and you will be given the opportunity to discuss progress made with the class teacher. Discussions include the next targets and provision. This usually occurs during Parents' Evening, although more frequent communication can occur as/when needed with class teachers through Seesaw – the school learning and communication platform. School have recently introduced SEND Parent Sessions – whereby the appointment times are longer, and parents can choose if they would prefer to attend one of these slots in order to discuss Pupil Passport Targets, and overall progress etc. For further information or an additional meeting with your child's class teacher or the SENDCo, you can use Seesaw to make the request or telephone/email 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, during or after school in order to address any concerns that you may have in a sensitive and timely manner. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting your child's needs.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment for an Education and Health Care Plan, (EHC Plan). This is the 3rd level of provision. Parents will be fully consulted at each stage.



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

At Davyhulme Primary School, we aim to provide excellent learning opportunities to fully develop the potential of every child. Children with learning differences must be valued as individuals and have access to the whole curriculum. Through quality learning experiences, they should be encouraged to integrate fully with their peers, both socially and academically. We have high expectations for every child 'Reaching for the Stars' and understand that by removing any barriers to learning and participation, this is possible for all pupils.

We provide a broad and balanced curriculum for all children however, we recognise and respect the fact that children:

- have different learning, social, emotional, physical and medical needs
- require different strategies for learning
- need a range of different teaching approaches and experiences
- acquire, develop and communicate knowledge and skills at different rates
- require a recovery curriculum in the present situation, with a focus on wellbeing

Our school understands the importance of adaptation in enabling children to access the curriculum depending upon their personal needs. Through careful planning and assessment, teachers set appropriate learning challenges and respond to children's diverse learning needs. In addition to quality first teaching, this can be done by:

- adaptation of a learning task
- provision of specialist equipment (for example: coloured overlays for children with a specific learning difficulty or a textured chew necklace for a child with sensory needs)
- supported learning materials (eg. scaffolding writing resources)
- discreet group support in/outside of classes
- use of specific IT software or app (eg, IDL to support writing or Nessy to help improve spelling)
- Class teacher and/or teaching assistant support (on a 1:1 basis or in a group intervention)
- Personalised support (eg, Forest Schools) where applicable.
- The curriculum will be adapted, where required
- Adaptations to the learning environment or class equipment (eg, accessible entrances, desks, classrooms, toilets)
- Changes in the timetable to meet a child's needs.

It is important to make these adaptations and remove the barriers to learning to enable a child with learning differences to fully access the curriculum, enhance their self-worth, confidence and feel a valued part of their class and school.

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

Our school believe the provision for children with learning differences is a matter for the school as a whole. The **Governing Board** at Davyhulme Primary has a designated member for the oversight of the school's arrangements for SEN and disability, Ms Julie Grindley. The Headteacher and senior leaders together with the SENDCo regularly review how expertise and resources that are used to address SEN, can be used to build the quality of whole-school provision as part of our approach to school improvement. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with additional needs. This also involves pupils who access support from teaching assistants or specialist staff.

All staff should be aware of their particular responsibilities with respect to the SEN Policy. They should seek advice from the SENDCo whenever necessary.

The Role of the SENDCo

Special educational needs and disability arrangements are coordinated by the Special Educational Needs and Disabilities Coordinator, whose role includes:

1. Overseeing the day-to-day operation of the school's SEN policy.
2. Liaising with and advising teachers, TAs and Key Workers, to enable them to set, apply targets for and make appropriate provision for identified pupils.
3. Observing and assessing pupils.
4. Responsibility for the SEN documentation, including: EHC Plans, EHC Annual Reviews, Referrals to outside agencies, Trafford Graduated Approach paperwork, Pupil Passports.
5. Organising, attending and documenting EHC/ SENAS (high need) review meetings, contributing to other reviews when required.
6. Keeping the head teacher and senior leaders informed about provision, pupils' needs and changes to statutory requirements.
7. Informing the Governing Board of the school's arrangements for SEN and disability
8. Identifying and monitoring areas of need and provision across the school, reporting to the head teacher.
9. Audit, advise and purchase appropriate teaching and learning resources to meet the identified needs of particular individuals or groups of children.
10. Liaising with the pastoral team, as well as with parents of children with learning differences where necessary.
11. Promoting/ leading in-service training of staff, (both in-house and external).
12. Liaising with external agencies including the Educational Psychology Service, Outreach Behaviour Support Service, Speech and Language Therapists, Health Services, SENAS (Special Educational Needs Advisory Service), Social Services and the schools to which pupils transfer to enable the best provision and outcomes for pupils.

The role of the teachers

1. Identify pupils of concern and liaise with SENDCo.
2. Ensure first quality teaching takes account of pupils with learning differences.
3. Plan work, with advice from the SENDCo where necessary, for pupils on the SEND register.
4. Adapt work and the curriculum on a day-to-day basis as identified in **Section 4**.
5. To set targets, review, (supported by SENDCo when required), in line with the Trafford Graduated Approach – Assess, Plan, Do, Review process.
6. Direct the support and intervention provided by teaching assistants.
7. All staff are expected to keep up-to-date with information about children with learning differences that they teach.

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8. Liaising with parents and sharing the child's Pupil Passport of children with additional needs.
9. To share the Pupil Passport and provision (in an age-appropriate way) with the child and seek their views.

Every member of staff, both teaching and supporting, has responsibility for meeting the needs of the children with learning differences within their care. All pupils have access to a broadly based and balanced curriculum and regular INSET is held to update staff on issues and initiatives. It is expected that all INSET will have regard to SEN.



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

Davyhulme Primary School follows the Trafford Graduated Approach (involving the Assess, Plan, Do, Review cycle) to learning needs and believes that decisions surrounding the type and amount of support your child will receive are most successful when a holistic approach is adopted. SLT, the SENDCo, and the Pastoral Team work closely together, and hold at least half-termly meetings to review needs and current provisions. The following factors are considered:

- an existing diagnosis
- reports/information from educational or medical professionals
- discussions with parents or carers, class teachers, teaching assistants, professionals
- attainment and progress results from assessments or tests
- observations
- National Curriculum levels or ELG achieved
- behaviour reports
- additional circumstances, for example, attendance, bereavement, separations and home circumstances
- a Health Care Plan (for children with a medical condition)
- an EHC Plan with specific needs, provision, outcomes and funding identified.

Although not all pupils progress at the same rate, whether or not a pupil is making adequate progress, is seen as a significant factor in considering the type and quantity of SEND provision. Adequate progress can be identified when:

- the attainment gap is closed between a child and their peers
- the attainment gap is prevented from growing wider
- the rate of progress is similar or better than the child's previous person progress

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- the rate of progress is similar to that of peers starting from a similar attainment baseline, but less than that of the majority of their peers
- progress which ensures the child can access the curriculum
- a child shows an improvement in their self-care, social or emotional skills
- a child demonstrates an improvement in their behaviour

Where progress of the individual child is not adequate it may be necessary to take additional or different action to enable the pupil to learn more effectively. Outside agencies may also be involved, especially when further assessment is required, for example school's Educational Psychologist, Kiv Legate, and Speech and Language Therapist, Mrs P. Moran. Parents will be involved at all stages of the graduated approach (APDR cycle) with provision being monitored regularly and any concerns can be raised with the staff involved.

The SEND register at Davyhulme follows the 3 stages, which offer increasing levels of provision from 1 →3. Pupils may be moved on or off the register at any point in line with the Trafford Graduated Approach guidelines.

1. Universal Provision

This is for children who are likely to be 1 academic year below their peers and are not making adequate progress. This approach starts with the class teacher employing Quality First Teaching, including:

- Teaching includes demonstration, modelling skills, prompts (verbal/visual) and opportunities for practice
- Adaptation in presentation, pace, task, resources and outcome
- Co-operative learning in mixed ability groups
- Specialist resources available where required (eg coloured overlays for children with Dyslexia)
- Pupils' learning styles are identified and addressed (e.g. visual cues, visual timetables, tangle toys to aid listening)
- Alternatives to copying from the board are in place
- Helpful resources to promote confidence are in place
- Some small group teaching support may be initiated at some points
- "Catch-up" interventions used when/where necessary.
- Progress monitored carefully through class based assessments.
- Use of IT to promote learning and remove barriers
- Where specialist advice exists (eg speech and language plans) these are implemented within the classroom.

2. SEN School Support Level– (Special Educational Needs with Additional Support)

This is for children who are likely to be 2+ academic years below their peers, are not making adequate progress or require additional support to access the curriculum. They may also need professional educational support from an outside agency for a specific need, for example, Speech and Language Therapy. There will be a range of needs within this area of the SEND register which require different degrees of support. A pupil moves to SENAS if, despite receiving outstanding Quality First Teaching, they continue to make little or no progress. Some pupils will receive their additional

provision from teaching assistants within school – see provision to enable pupils to access the curriculum in **Section 4**. All provision is linked specifically to their personal needs and recorded on the child’s Pupil Passport and if this increases to 10 hours of support a provision map is created to match their higher needs. The provision map, completed by the SENDCo and teacher includes a detailed breakdown of needs, intervention/support and costings.

Other pupils who continue to make limited or no progress may need a referral to an outside agency for further assessment. The SENDCO works with the class teacher and TA to complete forms for this referral to outside agencies. The school encourages parents to consult with specialists and outside agencies and then seeks to ensure that there is good liaison between the school’s provision and that recommended or provided by the outside agency. Meetings are arranged with parents/carers, school staff and outside agencies after an assessment to discuss the outcomes. The class teacher, the SENDCO and TA work closely together with any professionals involved to provide a comprehensive support programme for the child, recorded on the child’s Pupil Passport and (where required) the provision map. These are reviewed and updated on a regular basis.

Where **SEN school support** intervention proves successful, the child may revert back to *Universal Provision*. The views of the pupil and parents/carers will be taken into account and parents’/carers’ wishes will be respected.

3. **Enhanced Funding**

For a very small number of pupils, progress at SEN School Support (with a higher level of support) may still not adequately support their needs. At this point an EHC Needs Assessment from Trafford Local Authority can be requested, preferably with the support of the staff and following consultation SENDCO and/or Head Teacher. The SENDCO, with the advice of all staff involved with the child, will fill in forms outlined by the authority, collect all additional documented evidence and will liaise with the parents and the authority about assessment criteria. The school will need to take advice from specialist outside agencies such as the Educational Psychologist, SEN Advisory Service or SALT. Enhanced funding is deemed necessary when the pupil is working at a significantly lower level than most of the class and the gap is widening – e.g. the pupil is working at 3 National Curriculum Levels lower than most of the class and 1 sub-level progress has been made per year in the last three years despite intervention at **SEN school support**.

A child issued with an EHC Plan (approximately 4-5% of the population) may receive enhanced funding above the initial £6,000 put in place by the school. Their plan will identify their needs in significant detail after all the documentation has been moderated, verified and evaluated by Trafford LA professionals. Outcomes, provision and support will be specified and an additional amount of funding attached. This will be reviewed, amended and updated annually.

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

All reasonable adjustments will be made to ensure that children with additional needs or disabilities are included in any activities outside of the classroom and a full risk assessment will be undertaken should there be any concern regarding the wellbeing, special educational need(s), disability or medical conditions of the child in question. We have a 'Supporting Pupils with Medical Needs' Policy, and use Medical Pupil Passports to share information with all appropriate staff. We always seek consent prior to any activity taking place from parents and carers. Parents/carers will be invited in to discuss the trip prior to it taking place. Davyhulme Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil.



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

Davyhulme Primary School has a wellbeing team in place in the school who are responsible for overseeing the provision for the emotional well-being of children and staff, led by Miss Brookes the headteacher. We place great emphasis on the care and wellbeing of our pupils. There is close liaison with the Pastoral Team, and other agencies concerned with health, attendance and general welfare - e.g. the School Nurse – Olivia Williams.

Our school have Pastoral Support Team – Eve Warwick EYFS / KS1, Beth Williams – KS2, as well as Sharon Speake, our school's ELSA TA, and Kay Gallimore, our EYFS ELSA. (Emotional Literacy Support Assistant.) We place great value on pastoral care, and this team enables support to both parents and children regarding their social and emotional wellbeing. They can work alongside children and families who may be experiencing parenting difficulties, ongoing educational or social issues or temporarily experiencing family troubles, such as bereavement. Teachers can suggest that a child spends some informal time chatting through check-ins and sharing feelings with our pastoral workers, or an appropriate intervention, on an individual or small group basis. This allows the child some time to focus holistically on their wellbeing, as well as considering their learning and achievements. Davyhulme Primary School's pastoral workers are also able to give professional guidance surrounding local services available around the community, when needed. Parents can be assured that personal matters will be dealt with in a sympathetic and confidential way and are encouraged to discuss matters arising outside school which may affect a child's work or behaviour with the Head Teacher, the child's teacher or the Pastoral Support Lead.

In providing support for children's wellbeing, Davyhulme Primary School aim to:

- provide a safe, secure, healthy and caring learning environment in which children feel supported and valued
- help pupils realise that school is a community in itself and also part of the larger community so that they develop positive attitudes and behaviours towards themselves and in their social relationships with others
- develop effective school-home communication in order to maintain parental/carer support and co-operation.
- promote a positive discipline 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

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- anticipate and deal with behaviour or issues which individual pupils might exhibit or experience in school
- ensure that teaching assists pupils to reach their full potential in curricular or extra-curricular activities
- enable pupils to learn to identify and regulate their own emotions as part of the Zones of Regulation
- provide the necessary support for pupils who experience any difficulty, involving the support of external agencies where appropriate

Davyhulme Primary school have a number of children whom we administer medicines to. These are dealt with on an individual basis, in terms of who is best placed to administer the medication – dependent on need (e.g. time of day, training required etc). Parents have to complete a medication form which specifies all the specific details and this is returned and kept in school. Those with a higher level of medical need, who require a medical emergency action plan as such, are placed on a Medical Pupil Passport. These are co-completed with school and parents, and are to be shared with the school nurse once they have been agreed upon. These then get shared with all appropriate staff – teachers and TAs / Key workers, admin staff, lunch staff and any external teaching staff who need to be aware of the particular child’s needs. First aid training takes place for support staff, including the administration team – this is held on 3 year cycle.



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

Davyhulme Primary School is able to access a number of specialist services through Trafford Local Authority buy-back services, (Service Level Agreement) upon demand/ individual need. For example – Speech and Language Therapist, Educational Psychologist, Behaviour Support Service. Our school SENDCo and Pastoral team work full-time in their roles, as we recognise the importance, and increased need for this support.

When referred to, outside support agencies may include any number of the following;

- SENAS (Special Educational Needs Advisory Service – supports a variety of needs including autism, dyslexia, hearing/visual impairment and more.)
- Educational Psychology Service
- Behaviour Support Service
- Speech and language Therapy Service – including a morning per week for designated SAL Therapy and assessments with Mrs P.Moran
- Trafford Teams Together / Early Help
- Educational Welfare Services
- Social Services
- CAMHS (Children and Adolescents Mental Health Services)

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- School Nursing Services (eg, NHS Diabetic Support)
- Voluntary Agencies and Organisations

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

During the past academic year, 2024-2025, staff have carried out considerable training in relation to inclusive practice for all children, including those with SEND. All staff took part in Relational Inclusion self-awareness and theory sessions, as led by Sonja Evason. This CPD has had a positive impact upon the SEMH of pupils, parents and staff, and has been vital in developing our relational approaches around school. Two 'Relational Inclusion Champions' have been selected – Helen Coates, Teacher in KS2, and Becky Griffiths, Teacher in EYFS, and they are continuing to receive training on how to develop interventions across the school in line with our relational learning and practices. All staff carried out 'Mental Health Champions Foundation - Teachers and school staff' course, as provided by 'Place 2b'. All staff were given dedicated time to carry this training out, and again this has helped support all children, and in particular those with SEND needs.

The SENDCo revisited Zones of Regulation for all staff during a staff meeting, to ensure consistency across the school, and to promote the daily use of this with pupils. Each member of staff has a 'Mini Zones booklet' on their staff lanyard to refer to, which has been useful in incorporating emotion language and suggested strategies across the school. We have also introduced 'Regulation Stations' around the school, whereby pupils from EYFS up to Year 6, can access a quiet purpose-built area outside of the classroom, with tools to help calm, and regulate. During our recent Inclusion Quality Mark assessment, these were highly complimented as a useful space for all children, especially those with additional needs. Further development of these is being carried out in relation to these spaces throughout this current academic year.

Within the past couple of years, SLT have noticed an increased need in parent and pupil support in relation to pastoral needs, and more and more we have been involved in coordinating or providing collaborative support with parents and external agencies to help with various behaviours and experiences at home. As there have been recent changes to services within the local area, we recognise that school is often the centre of help and support for pupils and families. In response to this, we have developed our pastoral team and have 2 TAs working full time as pastoral leads – one in KS1, Miss Warwick, and one member of staff in KS2, Miss Williams. Mrs Speake is school's ELSA – emotional literacy support assistant, and Mrs Gallimore, one of our TAs in EYFS, has carried out training in EYFS ELSA, and works with selected children on a weekly basis in her designated ELSA Room.

The SENDCo took part in Sleep Champion training, as provided by the local authority, and both members of the pastoral team are attending this training in the Autumn term 2025. Again, this is in response to increased need and working collaboratively with parents.

Across the school, certain staff has accessed training in relation to individual or whole class needs – Tourettes training and Autism friendly classrooms for example. The SENDCo gathered information

This year, one of our key areas of development, as outlined within our SDP (School Development Plan) is to develop our knowledge and use of assistive technology across the school. Mr Parkinson will be carrying out training with staff, as well as working with classes to show how assistive technology can aid in the classroom. We trialled this last academic year with a number of children on EHCPs who were experiencing certain barriers to learning. The positive impact this had upon learning, for example reading comprehension, has been great, and as a school we are looking forward to developing this further.

In previous year, all staff took part in 'Sensory Circuits' training led by Jackie Tarpey (Trafford SENAS consultant). Through this training, staff learnt about the

different needs that children with sensory processing difficulties may have, and how to meet these needs in school through a range of strategies, such as; sensory circuit / diet activities. The aim of a Sensory Circuits programme is to facilitate sensory processing and sensory integration, and to allow children to be in the optimum state of alertness, regulated and ready for learning. Now we are training staff in-house, by carrying out peer observations among staff.

Staff have also been involved in 'Lego therapy' training with Speech and Language therapist; Penelope Moran. Lego therapy is an intervention that supports the language and social development progression of children and young people. Staff are now implementing this training by carrying out regular Lego Therapy interventions with children in our school who are struggling with language and social development. EYFS teaching assistants also took part in Social Communication group intervention training for the Early Years.

In recent years, all teaching and support staff have had in-house training in Dyslexia, Attachment Theory and Autism awareness. Whilst this is general training, the courses provide many practical suggestions of how to cater for such needs within the classroom and how to identify such characteristics. The school's Speech and Language Therapist, Penny Moran, trained teachers and TAs to develop their knowledge and awareness of the various aspects of communication and interaction. She also gave training on suggested interventions and strategies to implement in the classroom to support various Speech and Language needs.

First aid training continues on a 3 year cycle for support staff, administration and lunchtime staff, as identified in **Section 8**.

Staff supporting children with specific medical needs and disabilities have attended training linking to the individual needs of the child in their care. For example; staff supporting children with a gastrostomy tube have attended the relevant training and staff supporting our children with Diabetes have attended training to gain the expertise on how to meet their individual medical needs.

The school SENDCo has the National Award for Special Educational Needs Co-ordinator qualification, and has also attended the termly SENDCo Area Cluster and SEND Forums to share information and processes. The Pastoral Lead has completed a foundation degree in SEN in addition to Trafford SEND training and Parent Partnership training.

Training and CPD is highly regarded at Davyhulme Primary School and this is seen as an ongoing process.

11. How accessible is the school environment?

As our ethos is to be fully inclusive for all children attending school, we believe it is important to treat all children equally and challenge discrimination. Education and building an understanding surrounding needs and difference is important for young people and such learning is offered through PSHE and Values lessons across the school. Teaching styles, resources and curriculum are tailored to meet the needs of all pupils.

Any specialist equipment will be considered on an individual basis, for example the provision of height-altering desks, personalised chairs, wobble cushions, wedge and cushioned-carpet mats. The SENDCo will work in liaison with parents/carers, teaching staff and other professionals to make reasonable attempts to identify and source any additional equipment and facilities required.

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The physical environment of the school is highly accessible as it is all on one level and the needs of the children with additional physical needs have been met fully through appropriate alterations e.g. the accessible toilet, changing facilities in the entrance and EYFS, specialist carpeting to deaden noise, disabled parking, hearing loop installed in the hall (please see our Accessibility Plan and Policy).

For any parents whose first language is not English, school can seek assistance in translation facilities.

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

Home-school communication is regarded highly at our school. Every child is given a planner at the beginning of each academic year. This is to be brought into school every day and is used as the key point of contact between children, families and staff. This planner is checked each week by the class teacher and notes can be written in here when necessary. Information is shared about school and a child's class/work through the school learning platform – Seesaw. Parents and carers can also message the teacher privately on Seesaw and vice versa. Appointments can be made with the class teacher/head teacher when required and the school SENDCO is able to meet with parents too, when needed. As many parents and carers work, communication can also be via phone or email, **see Section 14**.

There are two standard Parents' Evening throughout the year, which allows teachers and parents to discuss progress and any issues. If a child has an EHC Plan, an Annual Review meeting will be held with all those involved in the child's education/progress. This ensures, the school is catering for the child in the best ways possible, as well as an opportunity for different professionals and parents to discuss thoughts and ideas. Key SEND information can be found on the school website. There are also two SEND Parent Afternoons scheduled just after the standard meetings. These take place during the afternoon, and give parents and carers of those with SEND needs a longer appointment time (10 minutes instead of 5-minute slots), to discuss Pupil Passport targets etc. This supports both the parents and staff. We have found this a really beneficial system over the past couple of years.

'Pupil Passports' involve personal targets given to children on the SEND register. The first section: 'All About Me' identifies a child's strengths, what people admire about them and how they feel they are best supported. This is an essential part of the pupil passport valuing their views. This document includes manageable targets as set by the class teacher and teaching assistants. As the children advance through the school, they are more aware of their own goals, how to achieve them and the level of progress they are making. It is crucial to involve children, as well as parents, in their own learning as much as possible and are actively encouraged to be independent learners and to decide for themselves how they learn best. Staff are dedicated to creating safe learning environments, where all children are happy to learn and feel safe which allows them to take risks; this results in all children maximising their potential in 'Reaching for the Stars'.

Enrichment activities and events are shared through Seesaw, the school website, Facebook, school newsletters and letters. Celebrating our children's talents and abilities throughout school and the community promotes pride and self-esteem and gives people a flavour of life at Davyhulme Primary School and how our pupils are 'Reaching for the Stars'. We encourage our children to get involved in clubs, teams, extra-curricular activities, events, performances and to participate fully in school life to help them develop in to a well-rounded citizen of the future.

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The children at Davyhulme Primary School understand that their “voice” is very important; pupils have the opportunity to participate in the School Communications Team. They meet frequently with the teacher who organises the Student Communications Team, Mrs Osler, to discuss school development, share ideas and plan projects. Each comms member informs their class, collates opinions and suggestions; reporting back to the council to plan next steps. This has continued on the school learning platform, Seesaw with weekly questions posed for class discussions and feedback. There are numerous extra-curricular activities which provide the opportunity for children to participate fully in all aspects of school life. The children are regularly given the chance to reflect on their learning and how they can move forward. They are encouraged to work collaboratively and use peer assessment as a frequent tool for sharing ideas and bridging gaps in their knowledge.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Referrals can be made by the Pastoral Team and/or SENDCo, where it is felt necessary, to a variety of different agencies and specialists to conduct additional assessments. Parents/carers are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given. If a specialist requires a meeting with a parent, Davyhulme Primary usually hosts this meeting, with the class teacher and/or school SENDCo present; as appropriate. Our pastoral lead can also attend these meetings to support families. Specialist advice is welcomed and any recommendations are implemented fully where appropriate.

14. Who can I contact for further information?

If you have concerns regarding your child, the first point of contact should be the class teacher via your child’s planner, Seesaw or conversation. If you have any concerns surrounding SEND, the class teacher may refer you (sometimes along with themselves) to the school SENDCo – Miss Burns. Contact can be made by phoning the school office, [0161 748 3392](tel:01617483392) or email miss.burns@davyhulmeprimary.com or by written communication through the planner.

If you feel these issues need to be discussed with the Deputy Head, Mrs Brundrett or the Head Teacher, Miss Brookes, an appointment can be arranged by contacting the school office.

The same arrangements for the treatment of complaints at Davyhulme are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss concerns with their class teacher in the first instance and the SENDCo. Please refer to our Complaints Policy and contact the school office for further information.

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Trafford council also provide other services that may be of use to you, for instance, Parent Partnership Service, SENAS team and Educational Psychologist. A list of these can be found through the Trafford Services directory website or through Trafford's Local Offer website. If you would like any independent support or advice about any aspect of your child's special educational needs, please contact:

SENDIASS – Special Educational Needs and Disability Information and Advisory Support Service (previously - Parent and Young People Partnership Service).

Sale Waterside, 4th Floor

Waterside House, Sale

M33 7ZF

T: 0161 912 3150

E: sendiass@trafford.gov.uk

15. 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 encourage all parents thinking of choosing Davyhulme Primary School for your child's education to visit school and see what we offer. Appointments can be made to discuss your child's place and possible provision with the SENDCo. We welcome children with special educational needs and disabilities, who should apply to the local authority admissions to request a place. On entry to EYFS (Early Years Foundation Stage) in both Nursery and Reception, families are involved in the 'All About Me' booklet to share relevant information about their child. Information including photographs of the staff and setting are shared to encourage discussion about what the children will expect on entry to school. Home visits/ Zoom calls help to develop the information sharing process between staff and families. Stay and play sessions are organised for parents and carers to attend with their children, a separate session for the adults to visit the setting and an open evening are also arranged. Children are introduced through a staggered entrance procedure in smaller groups, to allow relationships to build with staff and familiarity with the environment to grow.

School has good links with TEDS, (Trafford Early Development Service) and SENAS (SEN Advisory Service), who notify school about children with additional needs that have been identified before they start in Nursery. Staff from TEDS / SENAS continue to offer school support once the child is in Nursery/Reception education. The Nursery/Reception teacher meets with parents/carers in advance of all pupils starting at the school to discuss the child, their strengths, activities they enjoy and any possible additional needs.

The Nursery teacher works closely with the reception teachers during the summer term as part of the transition process for those pupils moving from Nursery to Reception. Visits to the Reception classes are arranged to help the Reception child develop an understanding of what their new class, teacher, teaching assistants, class room, shared areas and playground will be like. Story sessions enable the children to spend further time with their new teachers in their new class rooms. The EYFS lead visits to private nursery settings for children entering our Reception to ensure valuable information is shared. This transition process from Nursery to Reception is also replicated for reception children moving into Year 1 (Key Stage 1 phase). We do have an enhanced transition package for those who would benefit from additional visits etc when moving classrooms / year groups, and details of this is shared on our website.

The Year 6 - 7 transition process for pupils with an EHC Plan starts at their Year 5/6 Annual Review, where the SENDCo of the prospective high school is invited. This gives the pupil, parents and professionals involved the opportunity to discuss the strengths, needs, provision and aspirations. The majority of pupils attend Wellacre Boys School, Flixton Girls School and St Anthony's Roman Catholic School and we have good links with their respective SENDCo. The SENDCo's are also invited to Year 6 annual reviews, where the key aspects of the transition process are discussed in more details. Year 6 pupils with an EHC

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Plan or at SENAS on the school SEND register carry out the activities in the SEN Transition Booklet. Transition can include additional visits, orientation activities, meeting key staff members and pupils. In addition to pupils with an EHC Plan, this support is in place for any SEND child within the school who is considered vulnerable or may become anxious about the transition to their secondary school.

The SENDCo ensures that all documentation for any child on the SEND register is passed on to the new school and that a detailed conversation takes place with the SENDCo of the new school in order for any transition to be as smooth as possible. School has good multi-agency links with all outside agencies in order to ensure that the additional needs of any child are met during the transition to a new school.

16. 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, 8.30am until 5pm

Twitter: @traffordfis

Email: fis@trafford.gov.uk

Facebook: www.facebook.com/traffordfis