Oldfield Brow
Primary School

SEND Information Report

Approved by:	Governing Board	**Date:**	October 2022
Last reviewed on:	October 2026		
Next review due by:	October 2027		

Aims:

At Oldfield Brow, we advocate that all children are exceptional. We fully believe that all children can and will learn despite their barriers to learning. Our whole school ethos is to "**Inspire the exceptional potential of all members of our school community by empowering confident, independent learners who have the right attitude and knowledge to thrive in a changing world."**

Our inclusion Leaders, **Miss Amy Torkington** and **Mrs Laura Heffernan,** ensure that all our school staff can help children overcome any potential barriers and reach their full potential. The school achieves through:

- **Safeguarding**: A strong commitment, first and foremost, to our children's safeguarding and well-being.
- **Vision**: A strong belief that every child is exceptional and that all children can, do and will learn with the correct support in place.
- **Early Identification**: A clear system of early identification of need leading to early support for learners.
- **Leadership**: Dedicated and fully qualified Inclusion Leaders who are part of the school's Senior Leadership Team (SLT).
- **Teaching**: A clear commitment to the embedding of Inclusive Quality First Teaching across the school, based on the use of assessment to inform adaptations to teacher approaches and curriculum sequences.
- **Staff Development**: Supporting all staff with the most recent professional development.
- **Intervention**: Only using research-informed interventions with proven results (e.g. Reading Catch Up Tutoring, Freshstart, Wellcomm, NELI and ELSA)
- **Graduated Approach**: Using the graduated approach as set by Trafford Local Offer: **Approach (CLICK HERE)**
- Efficiently documented Assess, Plan, Do cycles (SMART targets on individual provision maps for those children identified)
- **Parental Partnership**: Liaising with parents and pupils to ensure effective co-construction of plans to support learners.
- **Learner-focused:** Pupil voice informs target setting and evaluation.

This report is produced in accordance with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0-25 Years (2015). It should be read alongside the school's SEND Policy, Accessibility Plan and Trafford Local Offer.

Ofsted 2026 Framework Alignment:

SEND provision is evaluated through Ofsted's inspection framework, with particular consideration given to the quality of education, behaviour and attitudes, personal development, leadership and management, attendance, inclusion and pupil outcomes. Evidence is gathered through pupil voice, parental feedback, progress information and quality assurance activities.

Early Intervention and Screening:

The school uses early screening tools such as NELI (Nuffield Early Language Intervention) to identify and support pupils with speech and language needs.

SEND Workforce Development:

All staff receive ongoing CPD in SEND. Staff receive a structured programme of SEND professional development throughout the year. Training priorities are identified through school evaluation, pupil need and emerging national guidance. The impact of SEND training is evaluated through learning walks, lesson visits, provision reviews, staff feedback and pupil outcomes. Our Inclusion Leaders hold the mandatory qualification and leads workforce development in line with the national SEND strategy.

Expanded Accessibility and Equity:

SEND pupils are actively involved in leadership roles, enrichment activities, and feedback processes to ensure equity of access. Reasonable adjustments are made in accordance with the Equality Act 2010. The school maintains an Accessibility Plan which is reviewed regularly by leaders and governors. The plan identifies priorities for improving access to the curriculum, physical environment and communication for disabled pupils, staff and visitors. The Accessibility Plan is available on the school website.

Using the guidance set out by the authority and Ofsted, Oldfield Brow offers the following provision for pupils with SEND:

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

Oldfield Brow Primary School is an inclusive mainstream setting that supports children with a wide range of Special Educational Needs and Disabilities (SEND). We make reasonable adjustments to help children overcome barriers to learning, including needs related to:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or Physical conditions**

Our staff receive regular training, both internally and externally, to enhance their knowledge and skills in supporting children with diverse needs. We deliver high-quality **Inclusive Quality First Teaching**, ensuring that most pupils can access learning without the need for additional support.

In addition to our mainstream provision, we are proud to introduce **The Discovery Hub from September 2025,** a newly opened, specialist 20-place unit designed to support children with:

- **Autism**
- **Speech and Language Difficulties**
- **Other complex needs**

All children accessing The Discovery Hub have an **Education, Health and Care Plan (EHCP)**. Places are allocated by the **Local Authority (LA)** in full consultation with the school. The Hub offers a nurturing, structured environment tailored to individual needs, promoting both academic and personal development.

The Discovery Hub is led by **Miss Amy Torkington**, who can be contacted at inclusion@oldfield-brow.com.

How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs?

At Oldfield Brow Primary School, early identification of Special Educational Needs and Disabilities (SEND) is a priority and forms part of our commitment to inclusive education and safeguarding. In line with the **SEND Code of Practice** and **Ofsted's 2025 Framework**, we ensure that all staff are trained to recognise emerging needs through:

- **High-quality formative assessment**
- **Effective diagnostic assessments focusing on early language, number, reading and writing skills.**
- **Ongoing observation and pupil tracking**
- **Strong relationships with pupils and families**
- **Half-termly Pupil Progress Reviews**

Teachers and support staff use a range of tools and strategies to identify needs early, including screening tools, pupil progress meetings, and feedback from parents and carers. Where concerns

arise, staff follow Trafford's **Graduated Approach,** Assess, Plan, Do, Review, to ensure timely and appropriate support.

Oldfield Brow operates a graduated model of support:

- **Universal Provision**
  Inclusive Quality First Teaching available to all pupils.
- **SEN Support**
  Additional to or different from provision provided through classroom teaching and recorded through Individual Support Plan (ISP)
- **Specialist Support**
  Advice and intervention from external agencies such as Educational Psychology, SALT or Occupational Therapy.
- **Education, Health and Care Plan (EHCP)**
  Requested where evidence demonstrates that needs are significant, long-term and require provision beyond resources routinely available within school.

If you believe your child may have SEND, your first point of contact should be your child's **class teacher**. You may also contact our **Inclusion Team**:

- **Mrs Laura Heffernan** (Assistant Headteacher)
- **Miss Amy Torkington** (Inclusion and Discovery Hub Leader)

We will work in partnership with you to build a holistic understanding of your child's strengths and needs. This may involve informal observations, targeted assessments, and where appropriate, referrals to external professionals. All decisions are made collaboratively, with the child's voice and family input central to the process.

This approach ensures that support is not only timely but also tailored, evidence-informed, and aligned with national expectations for inclusive practice.

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

At Oldfield Brow Primary School, we are committed to ensuring that every child's progress is closely monitored and effectively communicated. In line with the SEND Code of Practice and Ofsted's 2025 Framework, we use a combination of formative assessment, pupil tracking, and structured planning to support children with SEND.

Most children benefit from our Inclusive Quality First Teaching, which includes reasonable adjustments to meet individual needs. For pupils requiring additional support, we implement targeted, evidence-based interventions such as Read Write Inc Fresh Start.

To enhance our provision and communication, we have recently launched the TES Provision Map platform. This powerful tool allows us to:

- Create and manage individual learning plans and SMART targets
- Track progress through the Assess–Plan–Do–Review cycle
- Share updates with parents, staff, and external agencies in real time
- Generate instant reports on outcomes, interventions, and pupil profiles
- Improve consistency and transparency across the whole school

Children with identified SEND are added to the SEND register, and their provision is documented using TES Provision Maps. These maps are updated termly and shared with parents, who are encouraged to meet with teachers to discuss progress and next steps.

The impact of support is reviewed at least termly through:

- progress towards SMART targets

- attainment and progress data
- attendance
- engagement and participation
- pupil voice
- parental feedback
- outcomes from external professionals

Provision is adapted where progress is less than expected.

This system significantly improves communication between school and home, ensuring that everyone involved in the child's education has access to the most up-to-date information. It also supports joined-up working with external professionals, helping us to build a comprehensive picture of each child's strengths, barriers, and progress.

We recognise the importance of working as a team with families and outside agencies to achieve the best possible outcomes for every child.

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

At Oldfield Brow Primary School, we believe that every child deserves access to a curriculum that is ambitious, inclusive, and tailored to their individual needs. Our approach is grounded in Inclusive Quality First Teaching, supported by evidence-based strategies that promote deep learning and long-term success.

We embed the principle of "go slow now to go faster later" across Phase 1 and Phase 2, recognising that small, secure steps of progress lay the foundation for accelerated learning over time. This approach is particularly effective for pupils with SEND, allowing them to build confidence and mastery at a pace that suits their cognitive development.

Our curriculum design is informed by cognitive load theory and an understanding of working memory limitations. Lessons follow a consistent structure, with explicit teaching of vocabulary and concepts to reduce cognitive overload and support retention. Scaffolding, modelling, and retrieval practice are used to reinforce learning and ensure that all pupils can access the same high expectations.

As a Voice 21 partner school, we place a strong emphasis on Oracy development. Structured talk opportunities are embedded across the curriculum, helping all learners, especially those with communication and interaction needs, to articulate their thinking, build social confidence, and deepen understanding.

We are committed to securing foundational knowledge for every child. This includes the use of manipulatives, assistive technology, and alternative recording methods for pupils who face barriers to traditional learning formats. Classrooms are equipped with accessible resources that children are encouraged to use independently.

To further personalise learning, we use TES Provision Map, a powerful platform that enables us to:

- Create individual learning plans with SMART targets
- Track progress through the Assess–Plan–Do–Review cycle
- Share plans and updates with staff, parents, and external professionals
- Ensure consistency and transparency across the school

This joined-up approach ensures that every child receives the support they need to thrive, while maintaining high expectations and a rich, inclusive curriculum. The effectiveness of adaptations is reviewed through lesson observations, pupil work, assessment information and pupil voice activities to ensure that support remains effective and proportionate.

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

At Oldfield Brow Primary School, decisions about support are made through a collaborative, evidence-informed process that places the child's needs at the centre. In line with Trafford's Graduated Approach and national SEND guidance, our staff use effective formative assessment to anticipate learning needs and adapt teaching accordingly.

Teachers regularly assess pupils' understanding through observation, questioning, and low-stakes assessment. This allows them to identify gaps early and implement pre-teaching strategies to build foundational knowledge before new content is introduced. Lessons are designed and adapted to need through flexible grouping, enabling pupils to work in varied peer combinations based on need.

When a specific need is identified, staff work with parents to build a holistic profile of the child. This includes strengths, barriers, and preferred learning approaches. Support may include:

- Scaffolding within lessons
- Targeted interventions
- Use of assistive technology
- Adapted resources and recording methods

All support is documented using TES Provision Map, which allows us to create personalised plans with SMART targets, track progress through the Assess–Plan–Do–Review cycle, and share updates with families and professionals. Class teachers remain responsible for the progress and attainment of all pupils in their class, including those receiving SEND Support or holding an EHCP. The Inclusion Team provides advice, quality assurance and specialist guidance. Senior Leaders and Governors monitor the effectiveness of provision across the school.

If a child's needs exceed what can be met through Inclusive Quality First Teaching, we may seek advice from external specialists such as:

- Educational Psychologists
- Speech and Language Therapists
- Trafford Combined ADHD Service (TCAS)
- Trafford Autism and Social Communication Pathway (SCP)

This joined-up approach ensures that support is timely, proportionate, and responsive to the child's evolving needs. Parents are involved throughout the process, and decisions are made collaboratively to secure the best outcomes for every learner.

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

At Oldfield Brow Primary School, we are committed to ensuring that all children, including those with SEND, are fully included in every aspect of school life, both inside and outside the classroom. This includes access to:

- Educational visits and residential trips
- Sports and physical education
- Enrichment activities such as drama, music, and STEM clubs
- Whole-school events and celebrations

We take a proactive approach to inclusion by making reasonable adjustments and planning ahead to meet individual needs. This may include:

- Additional adult support during trips or activities

- Modified transport arrangements
- Pre-visit familiarisation (e.g. photo books, social stories)
- Alternative formats or equipment for physical activities
- Quiet spaces or sensory breaks during busy events

For example, a child with sensory processing difficulties may be offered noise-cancelling headphones and a quiet zone during a theatre trip. A pupil with mobility needs may be supported with accessible transport and a tailored activity plan during a residential visit.

We work closely with parents, carers, and external professionals to ensure that all staff involved in the activity are fully aware of the child's needs and the strategies that support them best. Risk assessments are personalised and reviewed collaboratively to ensure safety and comfort.

Our inclusive ethos means that no child is excluded from opportunities due to their needs. We believe that participation in wider school life is essential for building confidence, independence, and social skills—and we are committed to making this a reality for every learner.

What support will there be for my child's overall well-being?

At Oldfield Brow Primary School, we are deeply committed to supporting the **whole child** academically, socially, emotionally, and physically. We recognise that well-being is central to learning and development, and we embed this belief across our curriculum, pastoral care, and wider school culture. Our approach includes:

Emotional Literacy and Mental Health
We promote emotional literacy and positive mental health through our **No Outsiders curriculum**, assemblies, and daily interactions. Staff use **emotion coaching** and a **restorative approach** to help children navigate social challenges and build resilience.

Therapeutic Support
We offer access to **ELSA (Emotional Literacy Support Assistant)** sessions for children who may need additional help with emotional regulation, anxiety, bereavement, or social skills. These sessions are delivered by trained staff in a safe, nurturing environment.

Where appropriate, we also work with external professionals to provide:

- Play therapy
- Counselling
- Behaviour support
- Family liaison services

Medical and Health Needs
For children with medical conditions, we work closely with healthcare professionals to develop a **Health Care Plan**. This ensures that all staff are aware of the child's needs and know what to do in an emergency. Plans are co-created with parents and reviewed regularly.

Staff Collaboration and Communication
All staff are trained to recognise and respond to well-being needs. Information is shared sensitively and appropriately to ensure consistency of support across the school day—from classroom to playground. Children are encouraged to speak to the adult they feel most comfortable with, whether that's their teacher, teaching assistant, midday supervisor, or a member of the leadership team.

Positive Behaviour and Celebration
We promote positive behaviour through our **Behaviour Regulation Ethos**, which celebrates children's successes and reinforces high expectations. Children are recognised for kindness, effort, and achievement in a variety of ways, including assemblies, certificates, and class

rewards. Structured reflection is at the heart of our approach; supporting learners to reflect on behaviour/reactions and self-regulate and discuss how this could be avoided if a similar situation occurs.

Attendance and Engagement

We work with **Trafford Education Authority** to monitor attendance and offer support where needed. If concerns arise, we work in partnership with families to understand and address barriers to engagement.

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

At Oldfield Brow Primary School, we believe that every teacher is a teacher of children with Special Educational Needs and Disabilities (SEND). Our staff are highly trained and experienced in supporting a wide range of needs, and we are committed to continuous professional development through both internal training and external partnerships with Trafford Education Services.

Our Inclusion Team, led by qualified SENDCOs who hold the National Award for Special Educational Needs Co-ordination, ensures that our practice is aligned with the latest SEND Code of Practice and reflects current national expectations.

We work collaboratively with a wide range of specialist services to ensure that children receive the support they need. These include:

- **Speech and Language Therapy (SALT)** – supporting children with communication difficulties
- **Occupational Therapy (OT)** and **Physiotherapy** – helping children with motor coordination, sensory integration, and physical needs
- **Trafford SENAS Team** – providing advisory support for complex SEND cases
- **Educational Psychology** – offering assessments and strategies for learning and emotional needs
- **Trafford Combined ADHD Service (TCAS)** and **TASC (SCP Pathway)** – supporting neurodivergent learners
- **Trafford Sensory Impairment Team** – supporting children with visual and hearing impairments
- **School Nurse and Health Visitors** – contributing to health care planning and wellbeing
- **Social Services and Early Help** – supporting families with wider needs

In addition to these external services, we offer **in-school therapeutic support**, including:

- **ELSA (Emotional Literacy Support Assistant)** sessions for children experiencing anxiety, bereavement, or emotional regulation challenges
- **Small group interventions** focused on social skills, resilience, and self-esteem

We also use tools such as **TES Provision Map** to coordinate support, track progress, and share information with families and professionals. This ensures a joined-up approach and helps us build a comprehensive picture of each child's needs and strengths.

Our commitment is to ensure that every child receives the right support, at the right time, from the right people, so they can thrive both in school and beyond.

How accessible is the school environment?

Our school is committed to creating an environment that is **inclusive, safe, and accessible** for all pupils, including those with disabilities and special educational needs. We recognise that accessibility goes beyond physical adaptations and includes emotional, sensory, and cognitive access to learning and school life.

Physical Accessibility

- The school building includes **accessible toilets** and a **lift** to ensure wheelchair access to upper floors.
- Classrooms and shared spaces are arranged to allow ease of movement for pupils with mobility needs.
- We work closely with **Trafford SEN Support Services** and the **Community Nursing Team** to ensure physical adaptations are in place where needed.

Learning and Sensory Accessibility

- Classrooms are equipped with **visual supports**, **calming areas**, and **sensory tools** to support pupils with sensory processing needs.
- Pupils with hearing or visual impairments are supported through **Trafford's Sensory Impairment Team**, and resources are adapted accordingly.
- Assistive technology is used, where appropriate, including speech-to-text tools, reading pens, and visual timetables.

Communication and Language Accessibility

- For families where **English is not the first language**, Trafford Council provides **translation and interpretation services** on request.
- School communications can be adapted into alternative formats (e.g. large print, simplified language) to ensure clarity and inclusion.

Admissions and Transition

- Children with SEND are welcomed through Trafford's Admissions process, with additional transition support available.
- Parents are encouraged to **visit the school** and discuss their child's needs with the Inclusion Team prior to admission.
- Transition books, photo guides, and phased visits are used to support children joining the school or moving between phases.

To further enhance accessibility, our school also:

- Conducts an **annual accessibility audit** with input from parents and pupils
- Has a **digital accessibility policy** for online learning and communication platforms
- Provides **staff training** on hidden disabilities and inclusive classroom design

How are parents and children themselves involved in the school?

We believe that strong partnerships with parents and active pupil voice are essential to creating a thriving, inclusive learning community. We are committed to ensuring that both parents and children are meaningfully involved in shaping school life.

Parental Involvement

Parents are encouraged to share ideas, feedback, and concerns directly with staff through informal conversations, scheduled meetings, and structured feedback channels such as:

- Annual parent questionnaires
- Inclusion Coffee Mornings
- Parent workshops on SEND, phonics, emotional wellbeing, and curriculum updates

We hold two formal Parents' Evenings each year, and provide a detailed End-of-Year Report in July, with opportunities to discuss progress and next steps. For children with SEND, we offer additional review meetings involving parents and external professionals to co-produce support plans and monitor progress. Parents are invited to contribute to target setting, review outcomes

and provision planning through the Assess-Plan-Do-Review cycle. Their views are formally recorded and considered when evaluating provision.

Parents also play an active role in school life through:

- Friends of Oldfield Brow (PTA) – open to all, meeting regularly to plan events and fundraisers
- Special activity days where parents join their children in learning and play
- Volunteering at school events, assemblies, and drama productions

Pupil Voice and Leadership
Children are encouraged to take ownership of their school experience through a wide range of opportunities:

- Class assemblies and performances, including the Summer Show and Nativity
- School MPP (Members of Pupil Parliament) – pupils meet regularly to share ideas and influence decisions alongside staff and the Headteacher
- Leadership roles such as:
    - Playground Leaders
    - Sports Leaders
    - House Captains
    - Class Monitors

We also involve pupils in curriculum planning, school improvement discussions, and peer mentoring, ensuring that their voices are heard and valued.

This inclusive approach to parent and pupil engagement helps us build a school where everyone feels connected, empowered, and part of a shared journey.

How do you involve other agencies in meeting the needs of children with SEND and in supporting families?

We take a **multi-agency approach** to supporting children with SEND and their families. We recognise that effective collaboration between education, health, and social care professionals is essential to meeting complex needs and securing positive outcomes.

Working in Partnership
Our **Inclusion Team** and class teachers work closely with parents to build a holistic understanding of each child's needs. Using Trafford's **Graduated Approach** (Assess–Plan–Do–Review), we gather evidence of impact and adjust provision accordingly. This process helps us identify when additional support or specialist input may be required.

Specialist Services We Work With
We regularly liaise with a wide range of external agencies, including:

- **Speech and Language Therapy (SALT)** – supporting communication and language development
- **Occupational Therapy (OT)** and **Physiotherapy** – addressing sensory and physical needs
- **Trafford SENAS Team** – providing advisory support for complex SEND cases
- **Educational Psychology Service** – offering assessments and strategies for learning and emotional needs
- **Trafford Combined ADHD Service (TCAS)** and **TASC (Autism and Social Communication Pathway)** – supporting neurodiverse learners
- **Longford Park Outreach Team** – offering behavioural and emotional support
- **Trafford Sensory Impairment Team** – supporting children with visual and hearing impairments

- **School Nurse and Community Nursing Team** – contributing to health care planning and wellbeing
- **Social Services and Early Help** – supporting families with wider needs

Examples of Our Practice

- A pupil with speech and language difficulties may receive in-school SALT sessions, with staff trained to reinforce therapy targets in the classroom.
- A child with sensory processing needs may be supported through OT recommendations, with a personalised sensory diet and adapted learning environment.
- Families experiencing challenges may be offered Early Help support, coordinated through regular Team Around the Child (TAC) meetings.

EHCP Requests and Co-Production

Where a child's needs are complex and long-term, we may seek support from professionals to initiate an **Education, Health and Care Plan (EHCP)**. This process is collaborative, involving parents, school staff, and external agencies to ensure the child's voice and family perspective are central to planning.

We are committed to **co-production**, ensuring that families are active partners in decision-making and that support is tailored, transparent, and responsive.

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?

Transitions can be a significant moment in a child's educational journey. At Oldfield Brow Primary School, we provide structured, personalised support to ensure that every child feels confident and secure when joining the school, moving between year groups, or transitioning to secondary education.

Joining Oldfield Brow

For children joining our school, especially those with SEND, we offer (on an individual basis, based on need):

- **Welcome visits** and **meet-the-teacher sessions**
- **Photo books** introducing key staff, routines, and environments
- **Transition stories** and social narratives to reduce anxiety
- Opportunities for parents to meet the Inclusion Team and discuss individual needs

For example, a child with autism may receive a personalised social story and phased visits to reduce anxiety. Children joining **The Discovery Hub** receive tailored support coordinated with the Local Authority and family, including gradual integration and sensory-friendly introductions.

Moving Between Year Groups

During the **Summer Term**, we run a structured transition programme that includes:

- **Transition books** created by pupils, featuring photos, classroom layouts, and personal reflections
- **Values displays** contributed to by each child, helping them feel ownership of their new space
- **Classroom visits** and time with their new teacher and support staff

Teachers meet to share detailed information about each child's strengths, needs, and successful strategies. Provision Maps and EHCPs are reviewed to ensure continuity of support.

Transition to Secondary School

For pupils in **Year 6**, especially those with SEND, we work closely with receiving secondary schools to:

- Share detailed transition profiles and support plans
- Arrange **additional visits** to the new school, tailored to the child's needs
- Facilitate **meetings with key staff** from the secondary setting
- Provide **transition workshops** focusing on independence, organisation, and emotional readiness

For example, a pupil with SEMH needs may attend weekly visits to meet key staff and explore the new setting gradually. Another pupil may benefit from a visual timetable and a personalised transition booklet with photos of their new classroom and routines.

Family Involvement

Parents are involved throughout the transition process. We offer:

- **Transition meetings** with the Inclusion Team
- Opportunities to visit new settings with their child
- Guidance on preparing children emotionally and practically for change

Our goal is to ensure that every child moves forward with confidence, continuity, and the right support in place—whether they are joining us, moving within school, or stepping into the next phase of their education.

Who can I contact for further information?

The first point of contact if your child is already in our school is your child's **class teacher.** Following this, we may involve the support of Laura Heffernan and Amy Torkington (**Inclusion Leads).** However, all staff involved in supporting your child can help.

The school phone number is **0161 926 8646** and the email address is office@oldfield-brow.com

The Inclusion team can be reached via email inclusion@oldfield-brow.com

The Headteacher is James Cash and he can be reached via office@oldfield-brow.com

Comprehensive information about available services can be found on the **Trafford Local Offer for SEND**

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;
  - **Family Information Service**: 0161 912 1053 between Monday and Friday, 8.30am until 5.00pm
  - **Email:** fis@trafford.gov.uk
  - **Twitter:** @traffordfis
  - **Facebook:** www.facebook.com/traffordfis

How do I arrange admission at the school?

For all children who wish a place at the school, the procedure is the same. Please contact Trafford School Admissions at: https://www.trafford.gov.uk/residents/schools/admissions or telephone: **0161 912 5007.** Applications can be made online.

SEN Acronyms you may encounter:

- ASC/ASD Autistic Spectrum Condition/Disorder
- ADD/ADHD Attention Deficit/ and Hyperactivity Disorder
- CPD Continuous Professional Development
- EAL English as an Additional Language
- EP Educational Psychologist
- EHCP Education, Health and Care Plan
- EWO Education Welfare Officer
- GLD General Learning Difficulties
- HI Hearing Impairment
- HLTA Higher Level Teaching Assistant
- HV Health Visitor
- IBP Individual Behaviour Plan
- IEP/IPP Individual Education Plan
- LA Local Authority
- MLD Moderate Learning Difficulties
- MSI Multi-Sensory Impairment
- NC National Curriculum
- OT Occupational Therapy
- PD Physical Disability
- PMLD Profound and Multiple Learning Difficulties
- SEAL Social Emotional Aspects of Learning
- SEND Special Educational Needs and Disabilities
- SENAS Special Educational Needs Advisory Service
- SENDCO Special Educational Needs and Disabilities Coordinator
- SLT/SALT Speech and Language Therapist
- SEMH Social, Emotional, Mental Health
- SLD Severe Learning Difficulties
- TCAS (Trafford Combined ADHD Service)
- TASC (Trafford Autism and Social Communication pathway)
- TA Teaching Assistant
- VI Visual Impairment
- YOS Youth Offending Service