Elmridge Primary School
BRIGHT FUTURES EDUCATIONAL TRUST

SEND information Report 2026-27

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND).

About our school

Elmridge Primary School is a mainstream school, with Ofsted rating 'good', which provides for children and young people with a wide range of special educational needs including those with:

- Communication and Interaction needs; including children who have speech language and communication difficulties and/or autistic spectrum conditions
- Cognition and Learning needs; including children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; including children who have visual or hearing needs, or a physical disability that affects their learning

About our SENDCo

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Robyn Stevenson. She is a qualified teacher, Vice Principal and is currently working towards completing her National Professional Qualification for SENCo. She works closely with other senior leaders to oversee the provision and monitoring of children's learning and progress throughout the school, as well as supporting the families of those children with special educational needs.

Our SENDCo works closely with the wider EP-SO team at Bright Futures Educational Trust as well as Trafford Local Authority and attends termly SENCo meetings to keep up to date with and share any new initiatives.

Our SENDCo can be contacted by calling the school office:
Phone: 0161 980 4941
E-mail: admin@eps.bright-futures.co.uk FAO: Mrs Stevenson
Our governor with responsibility for SEND is Mrs Layla Kelly.
Our SEND policy and Accessibility Plan can be found on the school website.

How do we identify and give extra help to children and young people with SEND?

The school uses Trafford Council's Graduated Approach to assess potential barriers to learning and plan for reasonable adjustments, before amending and delivering appropriate provision and reviewing progress.

The guidance sets out in detail:

- How we identify if a child or young person has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this

This guidance can be located on the SEND page on our website.

How do we work with parents and young people?

The partnership between school and home is a priority for staff at Elmridge. We will always contact parents if we have a concern that a child may have a special educational need and no

child goes on to the school's Special Educational Needs Register without the consent of the child's parent or guardian.
We work closely with children with SEND and their parents to agree outcomes and plan how we will all work towards these and then to review progress.

This communication happens in a variety of ways:

- Each child on the SEND Register has a Support Plan which puts them at the heart of the assess, plan, do and review process
- Support Plans include the voice of the child and their family, as well as any barriers to learning, positive intervention/strategies in place and some outcomes to support learning
- Support Plans are reviewed 3 times a year - during parents' evenings and at the end of the summer term
- Parents are always welcome to speak to class teachers and should contact them directly, through the school office or via email
- Appointments can be made to see the SENDCo by emailing the school office or through your child's class teacher

Adapting the curriculum
We offer a broad and balanced curriculum for all children and young people including those with SEND. There is further information on our school website about the exciting and engaging curriculum that we offer.

Teachers are responsible for the progress of all learners within their classroom and lessons are always carefully adapted to ensure success and progress for all.
We are committed to encouraging all children to become independent learners and to have a growth mindset with an 'I can' attitude to learning. A variety of resources are used throughout each classroom provision to scaffold learning and encourage independence.

There are opportunities for all children in the school to engage in opportunities to collaborate with other schools across Bright Futures Educational Trust and Trafford Local Authority, to share activities such as maths challenges, sports inclusion festivals and arts festivals. All children are encouraged to join extra-curricular clubs at lunchtime and after school.

We also use many intervention programmes which offer support, in addition to quality first teaching, to accelerate and support children's learning. These interventions are usually delivered by a trained Teaching Assistant or teacher and are monitored by the SENDCo and class teachers. Interventions may target a specific subject area such as comprehension, reading or number skills but there are also social interventions to support and develop children's communication and social skills. We also incorporate Occupational Therapy sessions, to support physical development.

Interventions include:
Little Wandle: A phonics-based intervention with a focus on developing accurate decoding and fluency in reading. These are often referred to 'keep up' or 'catch up' sessions and are offered daily to those that require.

Nessy: A reading and spelling intervention programme that embeds systematic synthetic phonics and reading fluency, via online games and sessions on an iPad. Children consolidate phonic knowledge whilst developing reading and comprehension.
Toe by Toe: A highly structured reading intervention for those with dyslexic tendencies who struggle to decode.
Speech and Language programmes: Targeted intervention for children with delayed language development. This focuses on outcomes and strategies suggested by Trafford Speech and Language Therapists and other surrounding private arrangements.
Colourful Semantics: Supports children to develop understanding of grammar through the meaning of words.
ELSA: Nurture sessions run by our Emotional Literacy Support Assistant (ELSA) that aim to support children who have individual and specific worries about school, home or relationships across the two. Programmes are tailored to meet individual needs of children and support emotional regulation, communication skills, resilience and sense of self/belonging.
Social Groups: A TA run intervention supporting social and communication skills through the use of games and activities.
Mastering Number: An opportunity to accelerate and develop basic maths skills, working alongside the whole class initiatives and year group outcomes.
Fine Motor: Activities focusing on develop the small muscles in hands, fingers, and wrists. These interventions focus on pupils that require support in their writing.
Vocabulary Pre-Teach: Activities to help children learn new words and use them in their writing and speaking. These interventions can include activities that use pictures, symbols, and real objects to help students connect new words to what they already know.
Word Wasp: A highly structured reading intervention for those with dyslexic tendencies who struggle to decode. Word Wasp focuses on reading and spelling.
Zones of Regulation: A programme to support pupils with their SEMH, increasing self-awareness and social emotional skills.
Social Stories: A non-intrusive intervention technique that helps children and adults understand social situations and develop appropriate behaviours.
Occupational Therapy: A structured, personalised programme, taking advice and outcomes from OT's individual assessments. These include a variety of techniques used to help improve pupil's ability to perform daily tasks.

These interventions are designed to support in closing the attainment gap for pupils. Interventions are closely monitored, alongside data, to ensure that support is as effective as possible. Most interventions run for a period of 6 or 12 weeks, and we would expect to see a positive impact during this time. These align with and are personalised, based on individual pupil's Support Plans.

What expertise can we offer?

SENDCo: Mrs Robyn Stevenson	
Designated Safeguarding Lead:	Mr Stuart Nicholls
Mental Health/Behaviour Lead:	Mrs Laura Carter
Emotional Literacy Support Assistant:	Mrs Victoria Lowe
Autism Champion:	Ms Rebecca Hilton

Staff training is linked to the needs of the children to ensure provision and support are appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school and training may include attending external courses or attending in-house training run by the SENDCo or other specialists.

We also have access to a range of specialist support services including:

- Educational Psychology Service
- Special Educational Needs Advice Services (SENAS)
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Bright Futures Outreach Team
- Occupational Therapy services
- Trafford Combined ADHD Service
- Speech and Language
- Trafford Autism and Social Communication Pathway
- Early Help, Trafford Teams Together and Family Support Services

Information about these services and what they offer can be found on the Trafford SEND Local Offer web pages:
https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0

We always discuss the involvement of specialist SEND services with parents first. With the family's permission, we also work with other services and organisations that are involved with a family.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout school through our assessment programme, which is monitored closely by the SENDCo, Principal and Assessment Lead, who report to the governing body. This is also analysed during pupil progress meetings with Class Teachers and SLT. The SENDCo also liaises with Class Teachers, and interventions are put in place to support specific difficulties and consolidate knowledge and understanding. This provision is tracked and monitored by the SENDCo and class teachers.
Our link governor meets annually with the SENDCo and discusses specific targets and outcomes across school.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people are included in activities and trips, including residentials, following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what needs to be in place to support specific needs.

There is information about activities and events for disabled children and those with SEN in Trafford in the Trafford Directory:
https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=RMJRYmYSgBY#Activities
Trafford's relevant Policies and Procedures can be found at:
https://www.trafford.gov.uk/residents/schools/school-admissions/composite-prospectus/Primary/Relevant-policies.aspx

What do we do to support the wellbeing of children/young people with SEND?

All children have the opportunity to share their views through their school parliament representatives, as well as pupil voice surveys carried out regular by subject leads and SLT. We

listen to the views of children with SEND by their participation in these groups and providing opportunities to voice opinions to these groups. Children are also encouraged to talk to their class teacher if they have a problem. Children on the SEND register will have the opportunity to contribute to their Support Plans three times a year when they are being reviewed by class teachers, in partnership with parents or carers.
Bullying is not tolerated, and we help to prevent bullying through our school Values.
Teaching children to be safe on the internet is a priority and staff have attended E-safety training by NSPCC. This training is also offered to parents through workshops.

Joining the school and moving on
We encourage all new children to visit the school before starting, so that they can familiarise themselves with the environment and so that the school can plan support effectively. We endeavour to ensure your child makes a smooth transition between school settings through sharing information, meetings and visits. Please contact the SENDCo directly if you feel your child would benefit from some additional support.

We begin to prepare young people for transition into the next stage of their education or training by close liaison with feeder schools, extra transition visits for the most vulnerable pupils and excellent communication with the SENDCo of the receiving school.

Who to contact?
If you are concerned about your child, we would always encourage parents to first speak to the Class Teacher.
If you'd like to provide feedback, including compliments and complaints about SEND provision, communicate with the Principal in the first instance. We aim to respond to any feedback as soon as possible.

If you'd like impartial advice from Trafford's SEND Information Advice Service (SENDIASS): https://sendiass.trafford.gov.uk/Home.aspx

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN, visit the Stronger Together Empowering Parents offer: https://www.traffordparentsforum.com/pages/step