



Special Educational Needs and Disabilities (SEND)

Information Report

Trafford Alternative Education Provision



Inclusion Team

SENDCo: Hannah McMurray

THS Assistant SENDCo/Pastoral : Casey Bradbury

TMES Assistant SENDCo/Pastoral : Ellis Westwood

SEND Governor: Stuart Beeley

Contact Details:

Hannah.mcmurray@trafford.gov.uk

Casey.Blades@trafford.gov.uk

Ellis.gouldenwestwood@trafford.gov.uk

Approved by: Linda Thompson

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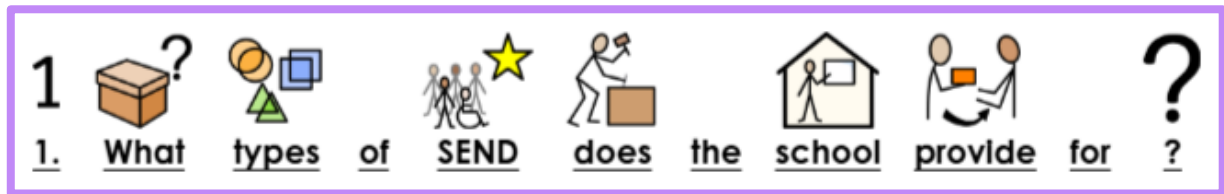
Next review due by: September 2026



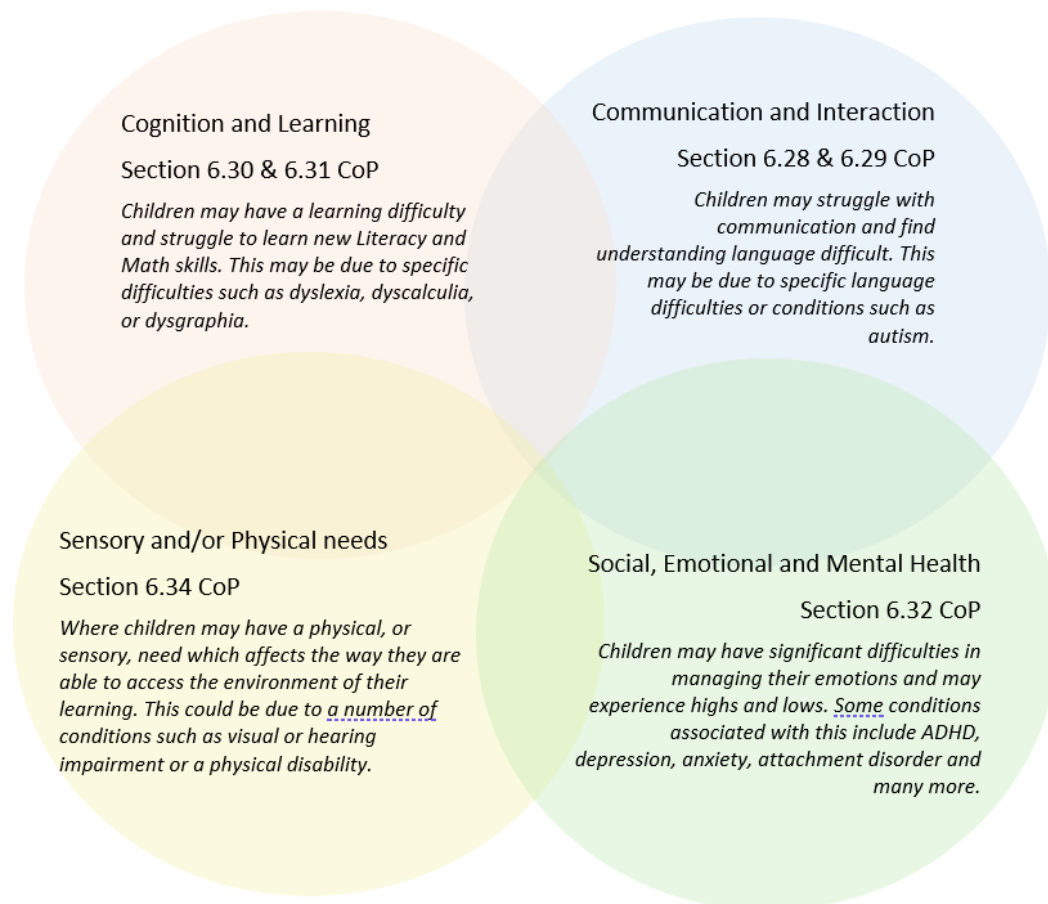
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Trafford Alternative Education Provision (TAEP). Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):









Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).



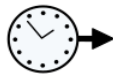





[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362823/SEND_Code_of_Practice_January_2015.pdf)





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2. What is Trafford Alternative Education's vision for SEND?

At TAEP we are dedicated to providing all pupils with access to a diverse and well-rounded curriculum. We are committed to ensuring that every student has the opportunity to excel and to supporting them in reaching their full potential. Our goal is to create an inclusive environment where we tailor provisions to meet the individual needs and abilities of students, regardless of their differences.

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3. Which staff will support my child, and what are their

key responsibilities?

At Trafford Alternative Education Provision all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.



Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Hannah McMurray

Hannah qualified as teacher with specialism in special educational needs. Following this she went on to teach at a primary school then a specialist SEMH setting for pupils with ASC or ADHD, Foetal Alcohol Spectrum Disorder, attachment disorder and other specific learning needs.

Hannah then achieved the PG Cert National Award in Special Educational Needs Co-ordination and went on to become SENDCo at a large mainstream high school with an additionally resourced provision for visual impairment.

Hannah has joined Trafford Alternative Education Provision as part of our senior leadership team in November 2024 and is currently completing a PG Cert in Attachment, Trauma and Mental Health (Children, Young People and Adults).



Class/subject teachers/Teaching assistants/TAs

All of our teachers/Teaching assistants receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. All staff engage in support young people at Trafford Alternative Education Provision. All staff engage in SEND specialist courses from the national college. All staff recognise their responsibility for SEND. Both teachers and teaching assistants deliver bespoke interventions to support the young people at Trafford Alternative Education Provision.


























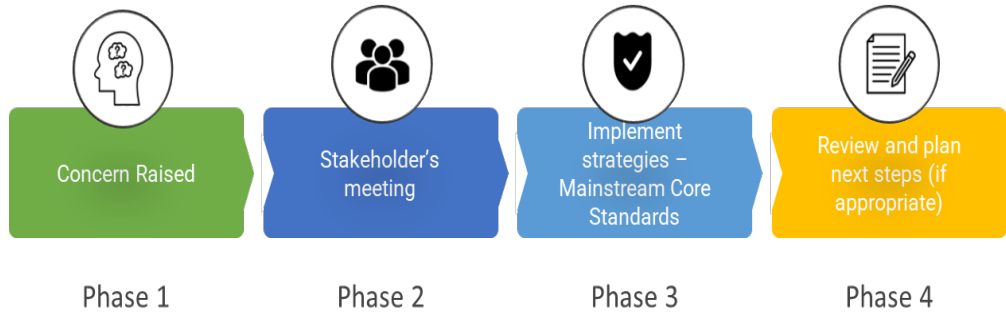
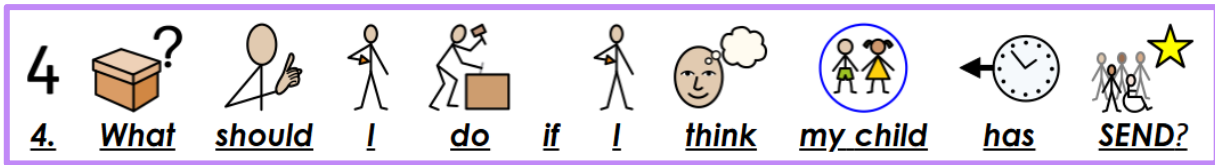
External Agencies



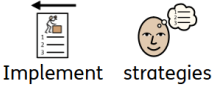
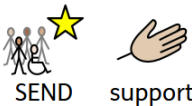
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary/possible we will work with external support services to meet the needs of our pupils with SEND and to support their families.

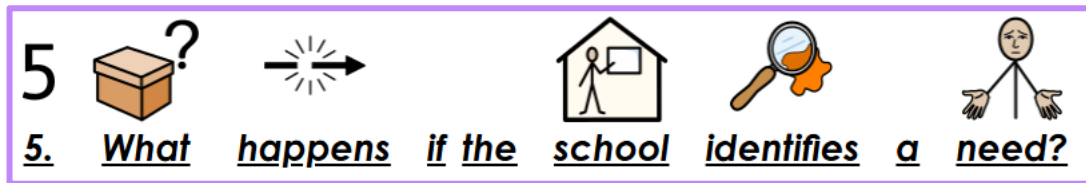
[Trafford Directory](#) | [SEND Guidance for schools](#)

This may include:

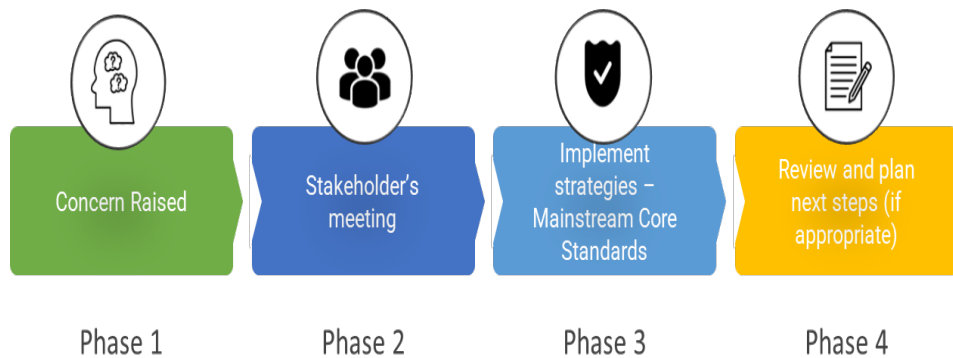
-  and   services (CAMHS) •   
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<p>Phase 1</p>  <p>Call or Email</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>Call the main office on 0161 912 1479 Or email Hannah.McMurray@trafford.gov.uk to book in a meeting.</p>
<p>Phase 2</p>  <p>Meeting</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>  <p>Implement strategies</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details. Trafford Directory Trafford SEND Graduated Approach for Practitioners</p>
<p>Phase 4</p>  <p>SEND support</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>



The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

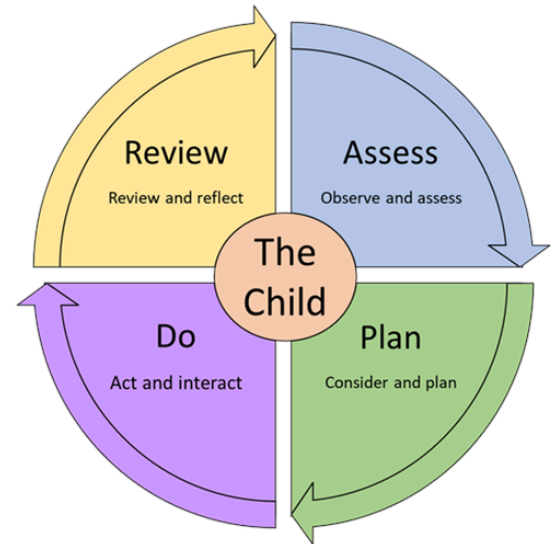
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach.

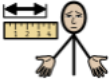



Slow progress and low attainment do not necessarily mean that a child has SEN and equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Assessments should be used to determine whether there are undiagnosed learning difficulties, health/medical conditions or whether causal factors such as domestic circumstances are contributing to the presenting behaviour. Difficulties related solely to limitations in English, from children whose first language is not English, are not special educational needs. SEND Code of practice (6.23)

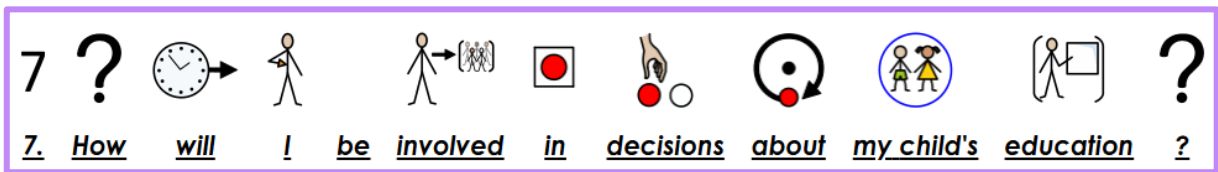


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6. How will the school measure my child's progress?

As young people that attend Trafford Alternative Education Provision all have varied experiences with education and gaps in learning we use a range of assessments dependent on the individual. Including but not limited to CATs tests, lucid assessments, NGRTs. We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



<p>Assess</p>  <p>Assess</p>	<p>If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.</p>
<p>Plan</p>  <p>Plan</p>	<p>In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.</p>
<p>Do</p>  <p>Do</p>	<p>We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.</p>
<p>Review</p>  <p>Review</p>	<p>We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.</p>



We will provide regular reports on your child's progress annually at a minimum. A member of staff who knows your child well will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support.

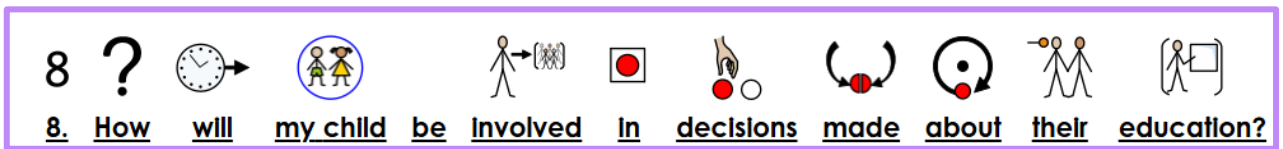
We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact 0161 912 1479.





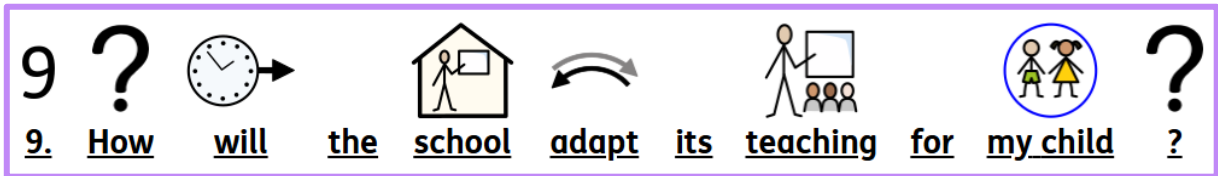
The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

We will follow guidance from the local offer for example [blank_pcr_summary.docx](#)





At TAEP we pride ourselves on high quality teaching adapted to the strengths, interests and needs of the young people. We use group support plans to ensure learning and teaching is adapted.

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.



These adaptations are guided by the local authorities graduated approach and quality first teaching guidance.



➤ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



➤ Adapting our resources and staffing

➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

➤ Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



Scaffolding lesson materials



We may also provide some of the following interventions: Social skills, SULP, Phonics, literacy and numeracy. These are tailored to our cohorts and young people.

10 ? ...

10. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:



Reviewing their progress towards their goals



Reviewing the impact of interventions



Using pupil questionnaires



Monitoring by the SENCO



Holding an annual review (if they have an education, health and care (EHC) plan)



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11. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:



- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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12. How will the school make sure my child is included in activities

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alongside pupils who don't have SEND?

The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips where appropriate and possible.

All pupils are encouraged to take part in all wider curriculum activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.





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13. How will the school support my child's mental health and emotional and social development?

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At TAEP the majority of our students with identified special educational needs primary area of need is social emotional mental health (SEMH).

We aim to create a nurturing environment with a sense of belonging. Where students access bespoke interventions to support their SEMH needs. We also recognise this often presents as behaviour.

“Effective discipline means that we’re not only stopping bad behaviour or promoting a good one, but also teaching skills and nurturing the connections in our children’s brains that will help them make better decisions and handle themselves well in the future.” – Daniel Siegel, 2015

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14. How will the school support if I raise that my child may have traits of ADHD or Autism (ASC)?

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If you have any concerns, the first step is to talk to your child's school SENCO. They will develop a plan with agreed support strategies. The plan will usually to be put in place for around 2 school terms and regularly reviewed.

[Trafford Autism and Social Communication \(TASC\) Pathway](#)

- For ages up to 18
- A SENCO can make a referral to the Trafford Autism and Social Communication (TASC) team if support has been in place for 2 school terms and there are still concerns.
- The referral can include supporting advice from a specialist such as an Educational or Clinical Psychologist, a Speech Therapist or a Community Paediatrician.
- If your child is home-schooled, you should speak to your GP.

[Trafford Combined ADHD Service - TCAS](#)



- For ages 6-16
- The child must be registered with a Trafford GP
- The ADHD pathway is primarily for children aged between 6 and 18 years old.
- Referrals to the service are via the SENCO (Special Educational Needs Coordinator – based within the child’s school), consent must be obtained from parent/guardian.
- If the child is home-schooled, then a referral can come via the GP.
- If the child is younger than 6 years, there are concerns around a child's behaviour or learning then a referral should be made to the family Health Visitor.

Information from Trafford SENDIASS



**Trafford
SENDIASS**

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15. What support will be available for my child as they transition between classes

or settings or in preparing for adulthood ?

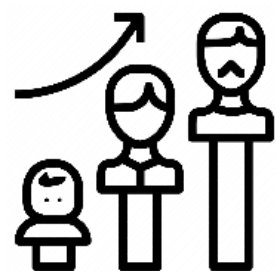
Where possible we seek as much information as we can from previous settings to support the transition to TAEP.

When students move on from us to their new settings we build in a bespoke transition plan. This may include joint visits to the setting, bespoke timetable. Key staff visiting your child at TAEP and building up in small steps to ensure transitions go as smoothly as possible.







In post 16 preparation all of your young people have meetings with our careers advisor link to discuss their aspirations for their future. We will also build in visits to colleges and post 16 venues.

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.





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16. What support is available for me and my family ?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Trafford local offer.

[Trafford Directory](#) | [Trafford SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Trafford SENDIASS](#)

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

Trafford has been making many themed 'Padlets'.

Padlets are for professionals, parents, and young people. They help you find the information you may need in one accessible space.

Padlets are like a themed noticeboard online. Each padlet brings a wealth of resources together in one place around a particular theme.



Start for Life Padlet

The Start for Life Padlet is for families with children aged 0-5. It also includes pre-conception and pregnancy. It shares services and resources to support parents and professionals during this critical period.



[Trafford Start for Life offer - 0-5 years and families \(padlet.com\)](https://padlet.com)

Children's Mental Health and Emotional Wellbeing Padlet

This Padlet covers children's mental health and well-being in Trafford. This is an excellent new resource, packed with useful information, all in one place.



[Trafford Thrive - Mental Health and Emotional Wellbeing \(padlet.com\)](https://padlet.com)

Family Help Padlet

The Trafford Family Help Padlet has services and resources to support families. This includes advice on the cost of living. It includes help for domestic abuse and gambling addiction. It also has tips for reducing parental conflict and much more.



[Trafford Family Help \(padlet.com\)](https://padlet.com)

Special Educational Needs and Disability (SEND) Padlet

The SEND Padlet supports parents and carers of children and young people with SEND as well as practitioners. Splitting the padlet into sub-padlets makes it more accessible. These support specific SEND needs, including Autism, ADHD, and Sleep.



[Special Educational Needs and Disability \(SEND\) Padlet](https://padlet.com)

17. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams



Annual review – an annual meeting to review the provision in a pupil's EHC plan



Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs



CAMHS – child and adolescent mental health services



Differentiation – when teachers adapt how they teach in response to a pupil's needs



EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan



EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs



First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN



- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages