

Holy Trinity Primary School SEND information Report 2018

This information report details how we support pupils with Special Educational Needs and Disabilities (SEND) at Holy Trinity Primary School.



Holy Trinity Primary School follows the policies and guidance of South Gloucestershire Council. It is the aim of the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.

At Holy Trinity, all children have access to Quality first teaching. Teachers deliver lessons to motivate all learners with work being differentiated to meet the needs of all children. Learning is continually assessed and monitored with challenging targets set for them at an appropriate level to build in success. Children are encouraged to be independent learners throughout the school and to have ownership of their own learning, these are embedded in our 12 school values. However, for some children there are occasions when additional support may be needed to help them achieve their potential.

Which children are considered to have SEND?



A child is considered to have a Special Educational Need if they:

- Have significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in mainstream schools.

Who are the best people to talk to about my child's difficulties with learning/ Special Needs or disability?

The SENCO (Special Needs Coordinator) – Sarah Pope

Mrs Pope is responsible for:

- Coordinating all the support for children with Special Educational Needs and Disabilities and developing the schools' SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
 - Part of planning ahead for them.
- Liaising with all other people who may be coming into school to help support your child's learning such as, Speech Therapists and Educational Psychologists
- Updating the school's SEND register and making sure that there are clear records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so that they can help your child achieve the best possible progress in school.

Your child's Class Teacher

Responsible for:

- Checking on children's progress and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Writing individual plans to support learning, sharing and reviewing these with parents at least 3 times a year and planning outcomes together alongside your child.
- Supporting all adults working with your child to deliver the planned work, so that they can achieve the best possible progress. This may involve the use of additional adults within the classroom, outside specialist help and specially planned work and resources.



The Headteacher – Mrs Dickson

Responsible for:

- The day to day management of all aspects of the school, which includes the support of children with SEND.
- Ensuring that your child's needs are met by delegating responsibility to the SENCo and class teachers
- Ensuring the Governing body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring progress and support provided for children with SEND.

How do we identify and support pupils who have a Special Educational Need?

Often children come to our school with a special educational need identified. When this is the case we work closely with adults who already know that child. This includes you (the family), previous schools or settings and any professionals who are involved with the child.

If you have any concerns with your child's progress, we will discuss this with you and assess them accordingly. We will share what we discover with you and inform you what we will do next and what you can do to help your child.

If our staff think that your child has SEND, this may be because they are not making the same progress as other children; for example, they may not be able to follow instructions, or answer questions. We will observe them, assess their understanding of what we are doing in school and may use tests to find out what is causing the difficulty.

If outside professionals are involved, you will be invited, where possible to come in and meet with them after their assessment as well as receiving a written report.



Would I do if I think my child may have Special Educational needs?

Your initial point of contact is your child's class teacher. If you have further concerns then contact Mrs Pope, the school's SENCo.

Our HLTAs are available in the afternoons to discuss issues you may have and can signpost you to the relevant information. They have training in areas of Mental Health and Emotional literacy.

How will the teaching be adapted for my child with SEND?



- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
 - Specially trained staff can adapt the teachers planning to support the needs of your child when necessary
 - Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

What are the different types of support available for children with SEND at Holy Trinity?

Class teachers ensure excellent targeted classroom teaching for all pupils – Quality First teaching.

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class
- All teaching is based on building on what your child already knows, can do and understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class, for example using more practical, hands on learning approaches.
- Some pupils will need specific resources, such as writing slopes, seat wedges, pencil grips, coloured overlays etc. We make these available to all pupils who need them.
- Specific strategies, which may be suggested by the SENCo or outside agencies, are in place to support your child to learn.
- Your school's teacher will have assessed carefully their progress and will have identified the gaps in their understanding. Additional support will be provided to meet your child's needs.

Interventions

These are for children identified by the class teacher as needing some extra support in school.

Interventions may be:

- Part of a whole school intervention programme each morning
- Run in the classroom
- Run in an appropriate space outside the classroom
- Run by a teacher, training assistant or outside professional.

This means your child will be engaged in individualised or group sessions with a specific target which will help them make progress. The SENCo will contact you to let you which interventions your child is doing and what their targets are.

Additional Support from Specialist Professionals

Where barriers to learning are proving more difficult to overcome or if a child has been identified as needing more specialist support instead of, or in addition to Quality First teaching and intervention groups, a referral will be made to an outside agency. The aim of this will be to help us understand your child's particular needs.

For you and your child this would mean:



- Prior to referral, you will be contacted by the SENCo to discuss your child's progress and help to plan possible ways forward
- If it is agreed that support of an outside agency would be beneficial, you will be asked to sign a consent form in order that we can make a referral to a specialist professional such as –
 - Local Authority central services – Inclusion support
 - Outside agencies such as Speech and Language therapy (SALT) Educational Psychology (EP), Occupational Therapy (OT) or the school nurse.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Giving advice about how your child is supported in class
 - Setting targets based upon professional guidance
 - Running specific interventions e.g. a social skills group

This type of support is available for children with specific barriers to their learning that cannot be overcome through normal classroom practice and intervention groups. Pupils who need this support are recorded on the SEND register and will be subject to an agreed Individual Targeted Provision Plan.

Education, Health and Care plan (EHCP)

Pupils whose learning needs are considered to be severe, complex and lifelong will have their needs identified and assessed through an EHCP.

For a child to be eligible for an EHC Plan they will have been identified by their class teacher, and SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the resources already delegated to the school.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and involves the school and yourself providing a lot of information and data about your child as well as health screening.



The LA will then consider the request based upon all of the information contained in the paperwork, and make a decision as to whether your child's needs are severe and complex enough or lifelong to require a Statutory Assessment. If this is the case, they will ask you and all of the professionals involved with child to write a report outlining your child's needs.

After considering all of the reports, the LA will make a decision and if they agree that your child's needs are severe, complex enough or lifelong then they will write, in consultation with you, an EHC plan. This plan will outline your child's needs, how the support they need will be implemented in school and any additional resource if any, will be funded by the LA.

If this is not the case, they will ask the school to continue with current support and to ensure a plan is in place which ensures your child makes as much progress as possible.

How can I let school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak directly to the class teacher.
- If you are not happy with the way the concerns are being managed and that your child is still not making progress, you should speak to the SENCo, Mrs Pope or the Head teacher, Mrs Dickson.
- If you still have concerns, you can speak to a school governor. A list of governors is available on the website.

How will the school let me know if they have any concerns about my child's learning?

If your child is identified as not making progress, the school will invite you to meet with your child's classteacher and the SENCo to discuss in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Discuss any referrals to outside professionals to support your child's learning



How is extra support allocated to children?

- The school budget, received from South Gloucestershire council includes money for supporting children with SEND.
- The Headteacher allocates funding for SEND in consultation with the school governors, on the basis of needs. This includes resources, training and support for staff and pupils
- The Headteacher and SENCo discuss all the information they have about SEND in the school, including:
 - Children receiving support already
 - Children needing extra support
 - The children who have been identified as not making expected progress

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Teaching assistants
- HLTAs
- Educational Psychology Services – Black Light
- Inclusion Support Team
- Education Welfare Service

Paid for centrally but delivered in school:

- Educational Psychology services (Statutory only)
- Speech and Language Therapy
- Inclusion team (Statutory only)
- School Nurse
- Occupational Therapy
- Physiotherapy

How are the teachers in school helped to support children with SEND and what training do they have?

The SENCo's role is to support the class teachers in planning for children with any additional needs. As part of this training needs are identified and reviewed in conjunction with the school's needs. Annually the Headteacher and SENCo meet together to review these needs and a comprehensive plan to improve the teaching and learning of the children.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. In the past year we have undertaken training for all staff through staff meetings and insets in the following areas:

- How to support children on the Autistic Spectrum?
 - How to support children with attachment disorder
 - How to support children with Working Memory difficulties
 - How to ensure we have Dyslexia Friendly classrooms
 - Inclusive classrooms



What support do we have for you as a parent of a child with SEND?

- The class teacher will discuss your child's progress or share any concerns you may have and share information about successful strategies
- The SENCo is available to meet you and your child's progress or any concerns you may have.
- All information from outside professionals will be discussed with you, or where this is not possible, given to you in a report.

- Individual plans will be discussed with you and your child 3 times a year. During these meetings, current plans will be reviewed and new targets and provision will be put in place in consultation with you and your child's individual needs
- Our HLTAs offer parent support on request.

How have we made Holy Trinity Primary School accessible to children with SEND?

We ensure that equipment used is accessible to all children regardless of their needs. The school is on one level and all areas are accessible and an adapted bathroom is available.

We make all possible attempts to ensure trips and visits are suitable to provide equality of opportunities for our children.

All our extra-curricular activities are accessible to children with SEND.

The school reviews its accessibility plan annually or when a student with a particular need joins the school and makes appropriate changes to the infrastructure as necessary.



How do we support children with their transition into school and when they leave us?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Before a child starts school:

A child may start school in Reception or in any other year group with a special educational need already identified, either by a previous setting or health care professional. In this case the school works with the adults who already know that child.

If the child has attended a previous school and has a known educational need or disability:

- The SENCo will liaise with staff from the previous school/setting
- All paperwork is transferred on admission of the pupil.

During the induction of new pupils, information is gathered from pre-schools, schools and parents. Parents and pupils are invited to attend an induction meeting and a series of events prior to starting school. Information will be gathered regarding any SEND so that necessary support can be put in place ready for their entry to school. Meetings will be arranged for those children who are already known to the Early Years SEND services to make sure the school is aware of their needs prior to starting so that the correct support is in place.

When moving years in school:

- Information will be passed on to the new class teacher; a transition meeting will take place. All records will be shared with the new teacher
- Pupil passports will be created to ensure pupil voice
- Visits will be arranged for the children to meet their new class teacher and to familiarise themselves with the new room. If a photo book of the classroom is required, the child will help make this and take it home during the holidays to maintain awareness.
- Parents will be invited in to meet with the new teacher in the first week of September.

When moving to a new school:

- We will contact the school's SENCo to inform them of any special arrangements or support that need to be made for your child.
- We will make sure all records about your child are passed on as soon as possible.
- When children leave Holy Trinity and go to Secondary school, meetings are arranged for the staff of the new schools to speak to the children.
- Year 6 staff, and in some cases the school's SENCo, will meet with staff from each school to discuss children who have additional needs. At these meetings it will be decided if any of the children with SEND would benefit from an enhanced transition to their new school. This will then be discussed with the parents and arrangements put in place.



The South Gloucestershire Local Authority offer is available at

<http://www.southglos.gov.uk/health-and-socialcare/care-and-support-children-families/local-offer/local-offer-education-health-and-care-plans>

Leaflets about 'Supportive Parents', an independent organisation offering a free, confidential and impartial service to any parent of/or any young person with SEND, are available from Mrs Pope. Their website is <http://supportiveparents.org.uk/services-in-s-gloucestershire>

Similarly, 'Kids' offer the same impartial advice and will attend meetings to support you and help in the understanding of legal documents.

<https://www.kids.org.uk>

South Gloucestershire has a parent's and carers team which is available to any parent/carer in South Gloucestershire with a child 0-25 with a Special Educational Need. No diagnosis is needed to access the team.

<http://sglospc.org.uk>

In addition please refer to our following school policies:-