

Statement of Special Educational Needs and Disability (Local Offer)

The Holy Trinity Primary Academy is an inclusive school. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive, quality first teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the school community.

Identifying Special Educational Needs and Disability

Stage 1 – Concern

Monitor the progress of pupils closely.

Identify gaps in their understanding and development.

Consult with child and parents about next steps.

Raise and record our concerns on a 'Concern Sheet'.

Support given either in whole class individualised teaching, small group or 1:1 booster sessions.

Monitor pupils progress and review with child and parents.

Stage 2 – SEN Support

If a child has responded successfully to support, then no further action will be required although the 'Concern' will be held on file for future records.

If a child has not made progress, despite extra support, a Wiltshire Provision Indicators Document will be completed by the pupil's class teacher, in consultation with parents and pupil.

This screening tool will identify the specific area of SEND:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs

This offers more targeted guidance for teaching staff to help the pupil to progress, which again may involve whole class individualised teaching, small group or 1:1 booster sessions.

It may be necessary to make a referral to an outside agency to advise and support the child, parents and school.

Stage 3 – An Education, Health and Care Plan (EHCP) previously known as a Statement of Educational Needs

Your child may be identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available 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 you can find more details about this on the Local Authority (LA) based Local Offer, on the Wiltshire website –

www.wiltshire.gov.uk

Supporting Special Educational Needs and Disability

These are some of the ways in which your child may be supported.

Communication and Interaction

Targeted Speech and Language Therapy Programmes;

- In class targets
- 1:1 with therapist
- 1:1 with specialist TA
- Talkboost language programme, 20mins daily for 10 weeks
- Vocabulary preparation prior to topic teaching

Personalised visual schedules

Sequencing Activities

Targeted EP support

Specialised and personalised management of transitions between activities

1:1 support in literacy activities

Cognition and Learning

Personalised activities within whole class teaching

- Preparation for new learning e.g. Mind Mapping
- Small group support within the whole class
- Additional resources e.g. word banks, overlays, cloze procedures
- Chunking learning
- Templates for writing

Literacy Support

- Sounds Discovery – KS2 Phonics Catch-Up Programme
- Letters and Sounds materials – KS1 Phonics

- NESSY – dyslexia ICT programme
- Wolf Hill – ICT Reading Comprehension programme
- Badger – ICT Reading Comprehension programme
- Quick Fix for Year 6 – Reading Programme
- 1:1 daily reading
- Paired Reading
- Reviewing written work with pupil 1:1
- Small group writing workshops

Numeracy Support

- Numbers and Patterns – KS1 catch-up programme
- Dyscalculia Screener and resources
- Stern mathematics materials
- Number Shark ICT programme
- 1:1 support programmes
- Small group support programmes
- Wave Three Maths Resources
- Method booklets for operations

Other Resources

- Automated Working Memory Assessment to screen pupils for difficulties in visual and auditory memory.
- Mastering Memory – ICT activities to improve Working Memory
- Visual and multisensory resources
- Targeted Educational Psychologist support

Social, Emotional and Mental Health

- Social Skills Programmes - Let's Be Friends
- SEAL materials
- Jenny Mosely Circle Time and teaching materials
- Targeted Educational Psychologist support
- Targeted Behaviour Team support
- Positive behaviour plans
- Quiet area for withdrawal/time out
- Programmes to support integration at lunch/break times
- Bereavement support
- Specialist support with relationships/social skills

Sensory and/or Physical Needs

- Trained Paediatric First Aiders
- Busy Box to support fine motor skills in Early Years
- Support with Health Care plans for individuals
- Visual aids e.g. overlays
- Support with sensory needs, such as distraction aids
- Adapted equipment, such as pencil grips and scissors

- Large format keyboards and other adapted ICT
- Personalised PE curriculum

Support with Transition

Transition from Preschool

- Induction Evening for new parents
- Opportunity for individual meetings
- Teacher visits preschool settings
- Extensive induction programme
- Where SEND support has already been identified, transition meeting takes place involving parents, preschool SENCO, school SENCO and LA SEND support.
- Provision is put in place ahead of pupil starting school

Transition to Secondary School

- Opportunities for extra visits to new school.
- School SENCO meets with Secondary school SENCO to discuss additional requirements for pupil.
- TA and pupil prepare booklet with photographs about new school

Staff supporting SEND

KS2 SENCO – Sally Garraway

Early Years and KS1 SENCO – Sally Abbott

Both are accredited with the National Award for Special Educational Needs Coordination

Supported by:

Ann Heath – Higher Level Teaching Assistant, KS2

Lucy Nisbeck - Higher Level Teaching Assistant, KS1

Areas of expertise:

Assessment and individualised Learning programmes for:

- Dyslexia
- Working Memory
- Dyscalculia
- Speech and Language Therapy