

## Statement of Special Education 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

#### **Concern**

We monitor the progress of all pupils closely and if we identify any gaps in their understanding and development we will raise and record our concerns on a 'Concern' sheet, through consultation with the child and their parents

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

We continue to monitor pupil's progress and review with the child and parents 3 x a year.

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

#### **My Passport**

If your child has not made enough progress, despite extra support, following 2 or 3 cycles of 'Concern' a 'My Passport' will be completed by the class teacher, your child, parents, class teacher and possibly the SENCo. This is when your child will be added to our Special Needs Register.

The 'My Passport' will identify how best your child learns, their targets and their specific area of SEND:

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

School assessment packages and screening tools will be accessed to give more targeted guidance for teaching staff to help your child progress, which may again 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 your child, you as parents and our school.

### **My Support Plan**

If your child requires more sustained support from external agencies to maintain progress our 'My Passport' is incorporated into the Local Authority 'My Support Plan'. This also considers the long term needs of the child and other support needed to further develop progress.

At this stage, the 'My Support Plan' is also registered with the Local Authority.

### **An Education, Health 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 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](http://www.wiltshire.gov.uk)

At all stages, if and when permission is granted, the class teachers and SENCO will discuss your child at our regular 'Solution Focus Meetings' with a SENs advisor and an Educational Psychologist. These meetings provide us with further ideas to support your child.

## 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 TA
- Talkboost language programme, 20 mins daily for 10 weeks
- Vocabulary preparation prior to topic teaching
- Personalised visual schedules
- Sequencing activities
- Targeted EP support
- Specialised and personalised management transitions between activities
- Classroom organisation strategies

### **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
- Booster groups
- 

Literacy support

- Sound Discovery - KS2 Phonics Catch-up programme
- Letters and Sounds materials - KS1 phonics
- Nessy - Dyslexia ICT programme
- Wolf Hill & Badger - ICT Reading comprehension programme
- Quick Fix for Year 6 - reading programme
- 1:1 daily reading
- Paired reading
- Reviewing written work 1:1 with pupil
- Small group writing workshops
- Wellcomm
- Mnemonics pack
- Word Shark
- Speed Read / Speed Spell
- Inference resources

### **Social, Emotional and Mental Health**

- Social Skills Programmes - Let's Be Friends
- SEAL materials
- Collective Worship daily
- Access to counselling
- Use of JIGS
- Use of Social stories
- Targeted Educational Psychologist support
- Positive behaviour plans
- Ability for withdrawal / time out
- Programmes to support integration at break / lunch times
- Bereavement support
- Specialist support with relationships / social skills

### **Sensory and / or Physical needs**

- Trained Paediatric First Aiders
- Funky Fingers 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
- Personalised PE curriculum

### **Staff Supporting SEND**

#### **KS2 SENCO - Claire Goddard**

Accredited with the National Award for Special Educational Needs Coordination

Supported by:

Ann Heath - Higher Level Teaching Assistant, KS2

#### **Areas of expertise**

Assessment and individualised Learning programmes for:

- Dyslexia
- Visual Stress
- Speech and Language Therapy
- Reading comprehension programmes
- Gaps in mathematical knowledge