

SEND Information report – 2021 – Holy Trinity Primary Academy

The SEND Information Report is a statutory document outlining our provision for our SEND children, providing further information for parents.

We are a thriving, small village primary where the children are at the heart of everything. We ensure the children feel safe and secure and embed our school values of Joy, Courage, Aspiration and Compassion through carefully planned and delivered lessons for all.

Holy Trinity also has a SEND Policy available in the SEND section of our website and on the link below.

What do we mean by ‘Special Educational Needs’?

The 2014 Special Education Needs Code of Practice places Special Educational Needs and Disabilities together and they are known as SEND.

Any child that requires additional to or different from provision from that for other children of the same age, that is sustained (likely to last more than a year) may be classified as having a Special Educational Need.

How is SEND recorded and my child’s progress monitored?

If it has been agreed, in partnership with you, to place your child on the SEND register, often following interventions and support in school discussed at parents evenings and/or following support from an outside agency, they will be assessed as needing a ‘My Support Plan’. If further support is needed we may apply for an EHCP (Education Health Care Plan) depending on their need.

What is a My Support Plan?

A My Support Plan is a document outlining the support a child needs to make the best progress. It includes personalised targets, background information about the child and family and helps co-ordinate their support. Other agencies will be asked to contribute if necessary.

These are not statutory documents but Wiltshire have tried to design a My Support Plan to match up with an EHCP.

What is an EHCP?

If your child’s needs increase further, with greater support from beyond school needed, we can apply for an EHCP. These were known as ‘Statements’ previously and are legally binding documents outlining the needs for your child, looking at the current year and beyond.

Schools or parents can apply for an EHCP.

If you have any questions about this process, you can contact the Single Point of Contact on 01225 757984.

Who will help me to support my child's learning and explain this?

We will keep you informed at our twice yearly parents evenings and an annual report. However, if you have any questions at any point of the year please do contact the school office on 01380 813796, or via email on admin@holytrinity.wilts.sch.uk

If your child has a MSP you will also meet the SENCO 3 times a year to review their progress and set new targets.

How do you know my child might need extra help?

We identify children as having SEND in a variety of ways. This might include:

- Concerns raised by teachers and teaching assistants
- If a child performs below age related academic expectations in class assessments, even after interventions in class
- Children's social, emotional, health and behavioural well-being
- Liaison with outside agencies, such as speech and language therapists
- Liaison with a specialist or paediatrician following a diagnosis
- Concerns raised by parents and/or guardians

Prior to starting school a child may have already been identified with a Special Educational Need or Disability. Where this is the case, we work closely with parents and supporting agencies to ensure transition into school is as smooth as possible and to plan so that good achievement is made by that child.

At every stage of the identification process, we will also involve the young person.

Of course, if you have concerns that your child may need additional support, you should approach the school at your earliest convenience.

What specialist services and expertise do we have access to?

- SSENs
- Health visitor
- School nurse
- Speech and Language therapy
- Behaviour support services
- Educational Psychologists
- CAMHS
- Young Minds – www.youngminds.org
- Play Therapy
- Virtual Schools
- Boost Talk

What training have the staff had or are having, to support children with SEN?

- First aid training for all
- Matakon
- Autism awareness training delivered by Rowdeford school

- Dyslexia friendly adaptations for the classroom
- Medical knowledge – Spina Bifida

How do we support transition?

We ensure that all transitions are as smooth as possible, whether joining in Reception class, joining further up the school, or moving onto to secondary.

For all transition, records are sent from the previous school and followed up by phone calls.

Moving into Reception - If your child is joining us in Reception, Miss Nisbeck has a program of planned induction visits. She will also visit all nurseries with Mrs Goddard (SENCO) to observe the children in setting and to share information.

Moving to secondary - Mr Amor (class teacher) and Mrs Goddard (SENCO) have meetings with the SENCO, pastoral leads and tutors. We also endeavour to organise extra visits and tours of the school, when allowed, creating transition photo books if needed.

Moving to a new class – Information will be passed onto their new teacher. Children can also have a small ‘meet the teacher’ session with their parents before the whole class transition morning. Parents will also have the opportunity to meet their child’s teacher within the first 2 weeks of term.

How will Holy Trinity ensure my child’s voice is heard?

When we meet 3 times a year, if your child has an EHCP or MSP, we always include your child. We want them to take ownership of their progress and help set targets that are achievable. Their voice needs to be heard.

As a church school we celebrate diversity, respect children’s rights and encourage children to honour their responsibilities through our 4 values. We have an elected School council, regular PSHCE activities and have a trained counsellor offering Nuture in small groups. Classes all have their own ways of sharing and supporting each other.

Is the school accessible?

We wish to ensure that our curriculum and our building do not discriminate against children with Special Educational Needs or a Disability. To see how we intend to do this, see our HTPA Equality Policy and Accessibility Plan, located in Policies.

We ensure that our Admissions Procedures do not discriminate against children who have been identified with a Special Educational Need or Disability. Admission Procedures for the current school year, located in Policies.

Our school building is accessible for all, including wheelchairs, with the school grounds having a fully accessible astro track for all, for all weathers.

We have a disabled access toilet with a changing bed.

All classes are Dyslexia and Autistic Spectrum Condition (ASC) friendly, with clearly displayed visual timetables, non white backgrounds on the Interactive Whiteboards and font double spaced and clear.

How are all needs met out of the classrooms?

We are inclusive to all children so all trips and clubs are carefully planned and open to all. If needed, extra adults or support will be provided to ensure all children can participate. Clubs are varied and offer fantastic enrichment opportunities, including Tag rugby, art club, chess, crochet, multi skills and choir. If additional support is needed, school will provide to enable all children to attend.

How will my child's social development be supported?

The school PSHRE program is taught in all classes and supported further in whole school Collective Worship. Support is given to individuals and small groups as issues arise, highlighted by parents, TAs or teachers. We also have a TA trained as a Youth Counsellor who offers regular Nurture sessions.

How are my child's needs matched to the school curriculum?

Perhaps the first thing to understand about our approach to teaching children with SEND is that we have the philosophy and expectation that children will reach their full potential – in other words SEND is not an excuse for not doing well at school.

However, because a child has SEND we realise that we have to change our provision so that they can access learning in order to meet their full potential. We do this in a number of ways including:

- teachers adapting planning so that individuals have specific learning outcomes;
- withdrawing children from class for short periods of time for intervention and support;
- providing extra adult support in class so that children are focused on accessing the curriculum;
- meeting regularly in staff teams to discuss provision and if it needs to be adapted;
- liaising with outside agencies such as Central SEN Services to receive the best advice on how to help children learn; and
- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

It should be remembered that we do not offer a 'one size fits all solution' to children with SEND – this is because every child and every need is individual. We will endeavour to always involve parents and children in developing the best provision so that children have the best possible school experience. Teachers are responsible for all teaching and learning of all pupils, including those with SEND and the majority of their needs will be met in class.

Through differentiated and carefully planned lessons all children can access learning. We are fortunate to have a TA in every class and they may work with a small group or on a 1:1 basis to target specific needs within the class. Sometimes it may be necessary for some children to be withdrawn from class for specific interventions and support.

Where appropriate, specialist equipment may also be provided, such as pencil grips and wobble cushions to sit on.

If external professionals have requested set strategies to be followed, such as a Speech and Language program, all care will be taken to ensure this is completed at varying times of the day to reduce missed learning.

What support is in place for improving emotional and social development?

Our SENCO and school counsellor are on hand to provide pastoral support for all children including those with SEND. We are also part of a Federation arrangement with local schools so that we have access to counselling services should they be required.

What expertise and specialist support does Holy Trinity offer?

Please click on the link below which outlines the provision offered by Wiltshire Council.



<https://www.wiltshire.gov.uk/local-offer-about>

Mrs Goddard, our SENCO, is an experienced, qualified SENCO, with many years teaching and supporting pupils. She is eager to ensure all pupils are happy and make appropriate progress, fully supported by parents and staff at school.

Please click on the link below to see our School Offer.

How does the SENCO ensure all staff are trained to support and manage SEND?

The school SENCO, Mrs Goddard has a nationally recognised qualification. She attends regular updates on SEND provision and disseminates this to colleagues. Our SENCO also attends regular SENCO training led by specialists and SENCO clusters meetings.

We also send other staff on relevant continuing professional development courses so that they are equipped to teach children with SEND.

All staff have completed a SENCO skills audit outlining their strengths and areas of development based on the children in their cohort for this year and the whole school community. This enables training provided by the SENCO to school staff is relevant and appropriate. If specific training is needed for an individual, support is sourced from a variety of places.

As part of our Emmanuelle Collaboration, we organise outside agencies and specialists to deliver targeted training to all staff.

What is the role of the Governors?

Our SENCO reports to the Governors at least once a year, informing them of the progress being made by children with SEND. This report does not name individuals and confidentiality is fully maintained.

All schools have a named Governor responsible for SEND. Our SEND Governor is Stephanie Cadwgan. The SENCO and Governor meet regularly to ensure continuity of provision is maintained.

If you have any further questions please do contact Mrs Claire Goddard via the school office.

How do we evaluate the effectiveness of the provision we make for children and young people with SEND?

Class teachers and other adults responsible for the provision of children with SEND meet regularly to discuss progress against planned outcomes.

We also hold regular SEND surgeries where class teachers are released to meet with the SENCO so that they discuss each child.

We have a management structure that is focused on assessment with our Headteacher analysing information about all children in the school and the SENCO having delegated responsibility for ensuring that children with SEND are making at least expected progress. The SENCO will also monitor planning and other evidence to ensure that children with SEND are receiving a full and inclusive entitlement.

The SENCO evaluates the SEND policy annually to ensure that it is fit for purpose.

How do we ensure that young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?

At the classroom level, all children are planned for so that they can access the curriculum regardless of their need or the subject being taught. We are committed to adapting physical resources, teaching styles and techniques and following advice from any professional body or recognised advisory service so that children with SEND have equality of access.

Concerns and behaviour issues, including incidents of bullying, are recorded and acted upon as necessary.

Above all, children with SEND are encouraged to participate fully in the life of the school.

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Where there is an identified need and a multi-agency approach is required, including voluntary agencies, we ask families to participate in the Early Help process. By engaging with this process we can make referrals to relevant agencies as necessary.

What happens when parents and carers are not happy with our provision?

Most issues can be sorted out by speaking directly to a child's class teacher - we pride ourselves in an open door policy and our inclusive atmosphere.

Where speaking to the class teacher has not resolved an issue, there is a clear complaints procedure that can be downloaded from the complaints tab. Specifically for SEND, if after the class teacher has been approached and a satisfactory conclusion has not been reached, then the SENCO and/or Head Teacher should be approached. If this still does not resolve the issue, a formal complaint can be made to the Chair of Governors.

Next Steps

We want to hear what you think about our SEND provision. If you have any questions about the Code of Practice or anything else to do with SEND we would also like to hear from you. Please feel free to make contact with our SENCO Mrs Goddard, via the school office if you have any questions or suggestions.