



Holy Trinity C.E. V.A. Primary School

SEND Information Report

Children and Families Act 2014

Special Educational Needs and Disability – The SEND Information Report

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document is taken from Bury Council, Children Services framework and sets out the SEN Information Report at Holy Trinity C.E. V.A. Primary School.

How does the school know if a child or young person needs extra help?

Information about children is gathered in a wide variety of different methods including:

- Information from your child's pre-school setting.
- Discussions from home visits prior to admission into school.
- Concerns raised by parents. An open door policy is in place.
- Early Years Foundation Stage data.
- In school assessments, regular monitoring of performance.
- Liaison with health professionals.
- Liaison with Outreach Specialist Services, including teacher.
- Liaison with Children's Services, including CAF meetings.

What is the schools approach to teaching children and young people with special educational needs?

At Holy Trinity there are a number of adults who could be working with your child to provide the best educational opportunities. Termly updates will be provided to parents.

HEADTEACHER

The Head teacher has overall responsibility for ensuring that the educational needs of all children within school are met and for reporting any issues in relation to SEND are reported to the Governing Body.

SEND GOVERNOR

The governor is responsible for ensuring the school has an up to date SEND policy and ensuring that the school has appropriate provision for all pupils. They will also visit school to understand and monitor the support SEND children will receive.

SPECIAL EDUCATIONAL NEEDS COORDINATOR – SENCO

The SENCO is responsible for co-ordinating all the support for children with SEND and or disabilities and for developing the school SEND policy to ensure all children receive a consistent high quality response to meeting their needs within school. All provision will be collated in a Provision Map which will be continually reviewed.

CLASS TEACHER

The class teacher is responsible for planning, differentiating and monitoring work for each child with SEND in their class to ensure that progress is being made.

SUPPORT ASSISTANT

Some children may have a Support Assistant working either individually or as part of a group with them, if this is seen as a requirement of the class teacher. Some children will have a named Support Assistant who will assist them in meeting requirements outlined within the objectives of the Statement of Educational Needs or more currently Educational Health Plans.

How will the school adapt the curriculum and learning environment for children and young people with special educational needs?

At Holy Trinity we are developing fully inclusive classrooms. The class teacher has the responsibility for differentiation, catering for the needs of every child within their class. This happens as a matter of course and is evident in planning. For a child with an EHC Plan lessons will be adapted further depending on their needs. This will be outlined and explored in the EHC Plan.

Strategies to support/develop English/Maths:

- Small group support in class through guided teaching
- Withdrawal in small group for planned interventions
- Withdrawal for 1:1 teaching of planned programmes by TA or teacher
- Use of specialist equipment such as seating, sound systems, personal screen for visually impaired
- Use of personalised curriculum
- Use of visual timetables and checklists
- Access to personal ICT
- Use of individualised success criteria

Strategies/programmes to support behaviour

- A developing Nurture Approach throughout school
- Peer Mentoring Scheme
- Withdrawal in small group for planned interventions
- Withdrawal for 1:1 teaching of planned programmes by TA or teacher
- Behaviour Policy rewards and sanctions followed by all members of the school community

Strategies/programmes to support speech/language

- Interventions from a Speech and Language Specialist
- Delivery of a speech and language programme by a TA
- Talk partners
- Pre-learning vocabulary

- Use of visual strategies to support language
- Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs
- Intervention form an Occupational Therapist/Physiotherapist
 - Delivery of planned programmes by TA
 - Provision of equipment advised by specialist

How is expertise secured for teaching staff and others working with children and young people with special educational needs?

Holy Trinity works closely with external agencies that are provide services that are relevant to the needs of the individual child. These include behaviour support, school nursing service, educational psychologists, speech and language therapists, hearing impairment team, occupational therapists, first language support and children’s services.

We are also part of the Bury Primary Learning Collaborative and have regular access to specialist SEN training delivered by Bury Additional Needs Team.

What additional learning support will be available to children and young people with special educational needs?

The school will ensure that the needs of children who have Special Educational Needs are met to the best of our ability with the funds available. We have Support Assistants who are funded from the SEND budget who deliver educational programmes. These programmes are targeted to meet the needs of a group of children or the needs of an individual child. Support is allocated on a level of need.

How will the emotional and social development of children and young people with special educational needs be supported and improved?

BEHAVIOUR

The school adapts a positive recognition approach to behaviour with a clear policy operated by all staff members. This year school will be developing Individual Behaviour Management Plans for children with specific behavioural difficulties. These will be created in consultation with parents to target both home and school situations. We also offer social skills and behaviour modification groups as part of our provision.

ATTENDANCE

Attendance of each pupil is monitored closely and any concerns are raised with the Parent Support Officer and if necessary with the School Attendance Team.

How will progress of children and young people with special educational needs be assessed and reviewed?

How will those children and their parents take part in any assessment or review?

Individual Education Plan and Provision Maps

Holy Trinity operates an open door policy where parents are welcome to make an appointment to meet with either the class teacher or the SENCO to discuss their child’s progress. School staff can also offer advice and practical ways to help you support your child at home. We believe that a child’s education should be a partnership between parents and school and therefore aim to keep channels of communication open and effective. Where appropriate parental training sessions may be offered within school to aid support for the children.

If your child has an IEP we will set SMART (Specific, Measured, Achievable, Realistic, Time Scaled) targets with the expectation that your child will achieve the target by the review date. If a target is not met within the time scale the reasons are discussed and the target may be adapted into smaller steps or a different approach to ensure progress is made.

If your child has a Statement of Special Educational Needs a formal meeting will take place annually, reporting and discussing your child's progress and the way forward.

We measure all children's progress in learning against national and age related expectations. Class teachers continually assess each child and identifies where extra support may be required, formal assessment is carried out termly. Children who are not making expected progress are identified in termly pupil progress meetings and strategies are then deployed to enable the child to progress. Individual targets are set and these are reviewed regularly with the parent and child. All intervention programmes are regularly reviewed throughout the year and students and parents receive feedback about progress and attainment during this period.

Students are regularly assessed and information is fed back to parents formally twice per year at parents evenings. There is also an annual report for all students that reviews progress and attainment and sets goals for students. Parents are welcome to meet with members of staff to review any issues that there may be with the progress and attainment of their child. Meetings with parents often happen on an ad hoc needs basis in addition to the formal arrangements.

How will the effectiveness of the schools special educational provision be assessed and evaluated?

How will children and their parents take part in any assessment or review?

All pupils are monitored through the progress tracking system. These are reviewed by members of the Senior Leadership Team at termly pupil progress meetings with teachers and TAs to ensure that progress is made by SEN students. Within these meetings the progress and achievement of Vulnerable Children is monitored closely, studying attainment data in relation to year group expectations. If adequate progress is not being made then interventions are put in place and provision is mapped accordingly. Interventions undertaken are regularly monitored with feedback given to both pupils and parents on attainment and progress.

All staff within the school are monitored in line with School's Performance System and the performance of support staff will be developed this year. This includes; termly monitoring of all planning by senior management team, annual appraisal meetings in the autumn term and annual interim appraisal meetings in spring or summer terms.

How can children and young people with special educational needs access the schools facilities?

Holy Trinity has safeguarding procedures embedded to ensure that all pupils, staff and visitors have a safe environment. The school does have wheelchair access but the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments. There is a disabled

toilet on site.

The school has all classrooms fitted with projectors and interactive whiteboards. iPads and Net books are available for students with SEN as appropriate and a wide range of subject specific aids are used including visualizers in English, different size and coloured balls in Physical Education, different fonts, overlays and larger print/worksheets and books.

We work closely with Bury Council CLAS team to ensure that parents can have a translator and that letters are translated if required and information is available in different languages. CLAS work with students in school to help them develop their communication skills and there are extra-curricular clubs aimed at supporting these students, as well as support for teachers to develop inclusive practices.

What activities are available for children and young people with special educational needs in addition to the curriculum?

Holy Trinity has a fully inclusive policy and pupils with any form of Special Education Need are fully integrated in all aspects of school life. Pupils will be supported on a needs basis which may be one to one support with a teacher or TA, specific programme or teaching, small group work, lunchtime support etc.

Pupils requiring financial assistance are supported on educational trips and visits. We try to ensure that no child should be excluded for issues relating to SEN.

Parents are invited in to discuss prospective trips and visits and their feedback is welcomed through individual contact and through parent voice.

Transition

Holy Trinity has an extensive transition programme for students. There is a programme of home visits before the pupil begins at Holy Trinity in the nursery or in Reception.

We regularly have events and taster sessions with partner high schools to familiarise students with the school site in Years 5 and 6. We are part of a local Cluster Group to establish closer links with high school colleagues.

Once students have been accepted at their High School the transition visits occur. At these meetings a member of staff meets with high school staff and provides assessment and progress data, attendance information, behaviour information and any other information with regards concerns about the pupil and friendship groups. The SENCO will attend the annual review for any child with a statement.

The high schools have transition days where students go to meet classmates and experience a day in their new school. Pupils that have been highlighted as vulnerable, have a statement or additional needs usually go for a further visit or visits to help them become more familiar and confident with the transition to high school.

Who can parents contact for further information?

Parents can contact any member of staff to discuss any concerns or issues they have. The

School Office will be able to help any parent with their enquiries and get them the relevant support or contact they require.

If a parent is considering joining the school they should contact Mrs Connolly, the administrator, who will arrange for them to visit school.

The SENCO is Mrs Doughty, who is also our EYFS/KS1 Manager. Either can be contacted by phoning school on 0161 764 2293