

Holy Trinity SEN Information Report

“School Offer”

Autumn 2016

Headteacher: Ms Sarah Chaloner

SENCO: Miss Amy Plant

Introduction.

The Holy Trinity CE School SEN Information Report or “School Offer” has been drawn up in consultation with staff, parents and governors. Further consultation will take place during this term. The results of further consultation with parents and and carers will be reflected in the next version.

This document should be read with our Ethos and Aims in mind.

Ethos and Aims of Holy Trinity CE School.

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Our motto is: Alta Pete – Aim High

The primary aim of the school is to help each pupil reach his or her full potential so that they may develop the attitudes, skills and knowledge to take full advantage of the opportunities available in their future lives.

We achieve this by:

- fostering the values, attributes and lifestyles that a Christian faith demands in the family, among friends, in the school and in the wider community.
- creating an environment for staff and pupils that is happy stimulating and supportive in which core values and beliefs of high expectations can flourish.
- providing an appropriate balanced education designed to help each pupil reach their potential.
- ensuring that all staff have access to development opportunities in keeping with the needs of the school and individuals’ expertise to enhance the educational opportunities for our children.
- providing effective management and organisation within the school to give clear guidance for its direction
- nurturing the partnership role between School, Governors, Parents, Christ Church and the wider community for the benefit of the children we are jointly responsible for.

These are underpinned by the British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs.

How does the school know if children/young people need extra help?

The SEN Code of Practice 2014 states:

“A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to pupils of the same age.”

At Holy Trinity we identify children as having a Special Educational Need in a variety of ways. Class teachers regularly assess children through marking and feedback and observation in class. If they are concerned then they begin to record details of their concerns over a period of time before bringing evidence to the SENCo who will investigate further.

In addition we track children's progress through data using the Hertfordshire Steps method of assessment for Years 1 to 6 and the EYFS Stages of Development for Reception.

Twice a term we have Pupil Progress Meetings with every Class Teacher and the Senior Leadership Team (Head, Maths/Assessment lead, English Lead and SENCO. At these meetings we pull together observations from teachers, tracking data and the impact of any interventions. From this we decide if further actions need to be put in place and if a child needs further assessment regarding a possible SEN. Actions and goals may be short-term or long-term and will fluid based on ongoing assessment of the child. Specific targets are provided for each pupil to achieve these goals. These are SMART targets which last approximately two weeks. This is then reviewed and updated until the goal is met or changed.

Parents and carers are involved in supporting at home and informed about these concerns. If we feel there is further cause for concern then we will collaborate with the parents to identify next steps which may include consulting with or referring to a specialist professional or service.

What should I do if I think my child may have Special Educational Needs?

In the first instance, speak to your child's Class Teacher. He/she will listen to your concerns and explain any strategies we use in school. He/she may also suggest activities you could do at home to support your child.

If the Class Teacher also feels there is cause for concern then he/she will arrange a meeting with you and the SENCo.

Alternatively you can approach the SENCo directly through the email: senco@holytrinity.herts.sch.uk

We offer regular opportunities for parents to consult with teachers. In academic year 2015/16 parents and carers of children with SEND are invited to meet with the class teacher and SENCO for a longer meeting to discuss their child's needs and provision. There are formal parents' evenings in October and March and a Progress Review day in June. We actively encourage parents to speak to the teacher or SENCo as soon as their concerns become apparent. Appointments can always be made through the school office.

How will school staff support my child?

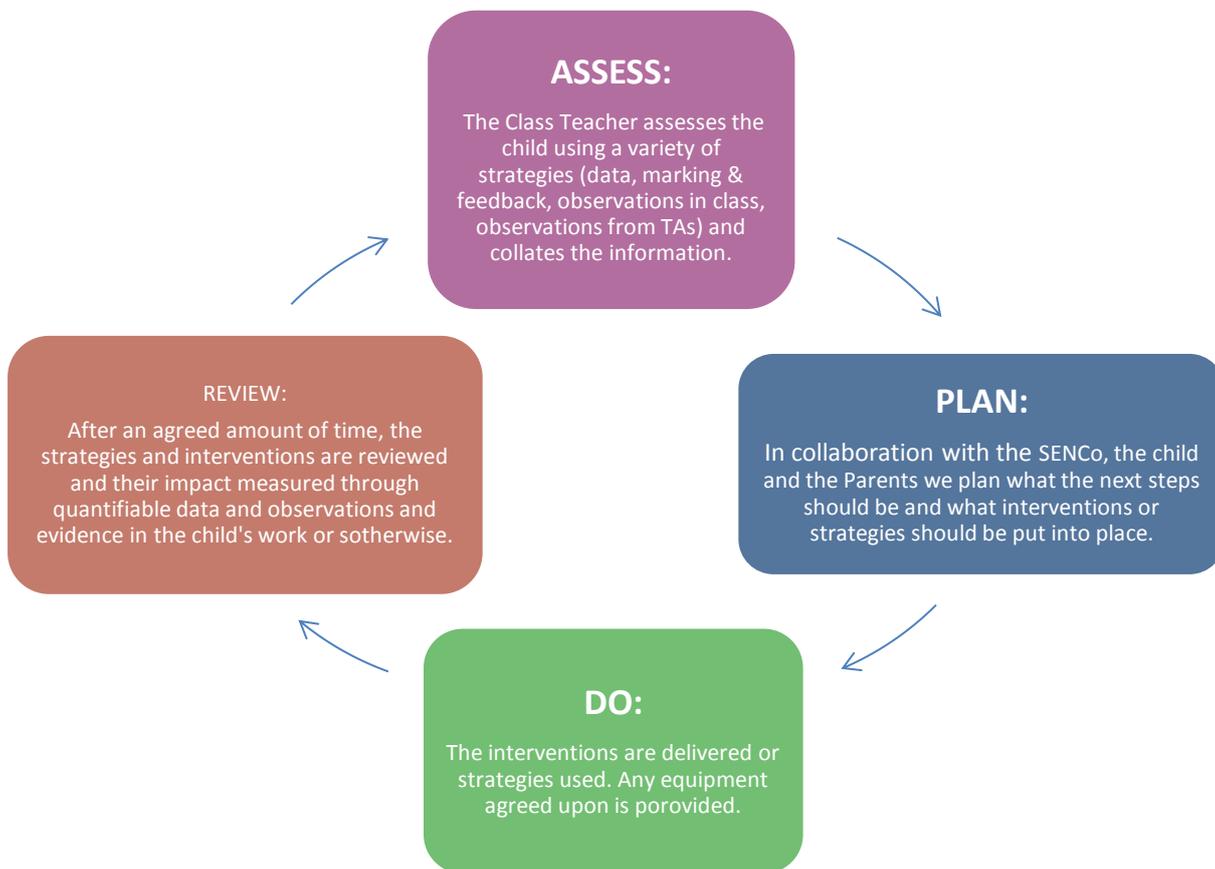
All children benefit from High Quality Teaching. Teachers are monitored regularly by the Senior Leadership Team to ensure this is consistent.

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of SEN and they are expected to differentiate appropriately for children of all levels. The class teacher, with support from the SENCo, has responsibility for ensuring every children makes progress.

To support the teacher the school is beginning the process of embedding the 'Assess, plan, do review' cycle, often known as the graduated approach.

Once a Special Educational Need has been identified the class teacher and/or the SENCo will consult with the child and the parents to discuss next steps. It may be decided that provision of specialist equipment is necessary or a specific intervention to address a particular gap. We will plan next steps based entirely on the individual child's personal requirements. The people involved will be the Class Teacher and the SENCo. We may also involve the class Teaching Assistant, the Headteacher, the Learning Support Mentor or Counsellor, depending on the specific need.

The Graduated Response



How will I know how my child is doing?

We will ensure that we meet with the parents or carers of a child with SEN at least once a term. This may include the formal Parent Consultations and Mid-term report. However, we will always see a parent if they have concerns in between meeting dates.

We will explain to parents and children how we have carried out assessment and what it means. We will explain how we have monitored the effectiveness of interventions we have put in place. We will always listen to parents views and welcome their ideas for helping their child at school. If it is deemed necessary we can provide a home/school book for day-to-day communication.

More details on how we assess children can be found here:

<http://ow.ly/SqN7I>

How will the learning and development provision be matched to my child's needs?

In the first instance the Class Teacher will provide High Quality Teaching. This will be monitored regularly by the Senior Leadership Team. Within the teaching will be planned differentiation. This means the class teacher will plan different activities matched to a child's abilities. Tasks will be suitably challenging without being too hard to complete. In most cases the Class Teacher is supported by a Teaching Assistant who will offer small group or individual support within the classroom environment.

If it is deemed necessary then we will offer small-group intervention, wherein children are removed from the class and usually taught by a teaching assistant in a smaller environment. These interventions are a way of closing gaps and accelerating progress, specific targets are worked on within these sessions. We use a variety of interventions for different topics and we will always look carefully at which intervention will suit a particular need.

If progress is still not as fast as expected then we would look at providing a 1:1 intervention. This would involve the child working with an adult on specific targets or doing a specific activity. This will be planned based solely on the child's particular need at that time. It may include extra reading, maths support or activities addressing an emotional need.

What support will there be for my child's overall wellbeing?

As a Church of England school we promote the Christian values, in particular those of generosity, compassion, . We are inclusive and aspire to make every member of our school community feel valued. Our school ethos is underpinned by the British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs.

We have staff trained in nurture and run nurture groups and Social Skills groups for those children requiring it. We have a school counsellor who is available to see children with particular emotional needs and a Learning Mentor who supports the work of pupils across the school.

We will administer medicines, but this will be in accordance with the School's Policy. We are happy to supervise children with a long-term medical needs as long as the necessary training has been provided.

We will not accept bullying in any form and rely on the children and parents to keep us informed of any issues that arise. We will then address this in accordance with our Bullying Policy.

At Holy Trinity we define bullying as:

Behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

What specialist services and expertise are available at or accessed by the school?

We currently have a School Counsellor and a Speech and Language Therapist.

We are able to access support from the following agencies/services:

- Educational Psychologist
- Speech and Language Therapist
- Visual Impairment Team
- Hearing Impairment Team
- Autism Specialist Teacher
- Outreach support from Amwell View (Special School for Severe Learning Difficulties)
- Outreach Support from Middleton (Special School for Moderate Learning Difficulties)
- Bonneygrove SpLd Base
- Outreach from Rivers Educational Support Team (Behaviour based support)
- Health Visitor
- School Nurse
- Allsorts Children's Centre (Family Support Worker, Parent support and advice)

In addition we have staff trained in the principles of nurture and Communication Techniques as well as supporting children with memory difficulties and specialist interventions for English and Maths.

What training have the staff, supporting children and young people with SEND, had or are having?

Our SENCo is a qualified teacher and holds the National Award for SENCo.

Our teachers receive appropriate and regular training from a variety of sources. They have all had professional training in **high incidence SEN**.

Our TAs receive appropriate training as necessary, from a variety of providers, including in-school training. Some are qualified to NVQ Level 3.

How will you help me to support my child's learning?

We ask that parents take an active interest in their child's home learning tasks and read regularly, ideally daily, with their child. We can always provide ideas for activities to use at home.

In addition we have a Parent Resource Library which stocks a range of games and activities for maths and literacy. We also have books, puppets, story sacks and a wide range of Parenting and Child Development books, as well as periodical magazines. All these items are available for parents to borrow to use at home.

We organise regular events and training to inform parents of recent developments in educational research and provide ideas for supporting children at home. Our events are organised both during the day and in the evenings to enable parents to take up these opportunities at their convenience. We provide a crèche at evening events.

We have a Parent Forum to provide a link between parents and school. We rely on them to feedback to us and support us in providing the things our parents and students require. The Parent Forum are involved in the development of this SEN Information Report and eventually, the SEN Policy.

Our reporting arrangements this academic year will consist of parent consultation evenings in the autumn and spring terms along with a mid-term report in the spring term. The mid-term report includes a section on how parents can help their child at home. This will be followed up by an optional Academic Review

appointment in the summer term. In addition we have planned numerous opportunities for informal discussion.

If a child is identified with a SEN then we will ensure we meet with parents at least termly to discuss in detail their child's progress and the next steps using the gradual approach.

How will I be involved in discussions about and planning for my child's education?

We will liaise with parents regularly to discuss their child's progress. Often this will be done with the child or after a discussion with the child. Our aim is to work with parents to identify the most effective way of engaging pupils and ensuring their progress.

We have parent governors who have regular input into the running of the school as well as a Parent Forum who will have input into the day-to-day issues that affect parents and children. Both governors and members of the parent forum are involved in the development of this SEN Information Report and the evolving SEN policy.

We will use the graduated approach to assess and monitor a child's progress, discussing it with the child at each stage.

How will my child be included in activities outside the classroom including school trips?

We are an inclusive school and will ensure every child is included in every activity their peers take part in. This may mean we have to make reasonable adjustments to activities or provide additional adults to ensure the full participation and safety of children with SEN.

We discuss arrangements and precautions with parents before leaving on a trip and take into account parent recommendations. We will complete an individual Risk Assessment for children with SEN who require it, usually if their SEN has behavioural, emotional or physical aspects.

How accessible is the school environment?

Our building is fully accessible. We are on one level with sloped access to outdoor areas.

We make provision for additional screens in classrooms for visually impaired pupils. These are usually provided by the low incidence team at the Woodside Centre.

We have a disabled toilet available.

In classrooms we ensure there is room for wheelchair access if necessary and provide sensory equipment to help children settle and work to the best of their ability. We will also provide writing slopes and wedges (sloped cushions) for children who need them. We explore a variety of pens, pencils and grips to make writing more accessible and provide coloured overlays for children who are or may be dyslexic.

If children have difficulty coming into school in the morning we will endeavour to provide a routine and named person to make the start of the day less stressful.

For parents who do not speak English we have a few members of staff who speak an additional language. However, for complex situations we may use a translator or a software translator programme available from the internet. We also support children with **EAL** with the use of an iPad to translate their work and instructions from the teacher.

We endeavour to provide a welcoming, friendly environment to all visitors to our school including parents and professionals. We treat all adults and children from our community with respect and listen to any concerns raised.

Who can I contact for further information?

In the first instance parents should contact the class teacher.

Following this they can contact the SENCo, Miss Amy Plant, in person, by appointment through the school office, by email or telephone.

email: senco@holotrinity.herts.sch.uk

Tel: 01992 623467

Our SEN Governor is Mrs Eve Smith who can be contacted via the school office.

If a parent is not satisfied and wishes to complain they should follow the guidance in our complaints procedure.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

If a child has an identified SEN in their early years setting we will ensure that suitable transition is put in place. This will be discussed with the parents and early years setting and personalised for the child in question. It may involve the following:

- regular visits by the Reception class teacher to the early years setting
- regular and frequent visits to the school
- a longer 'settling in' period to the Reception class
- any other reasonable adjustment deemed appropriate.

We also invite all Parents of Reception children to sign up for a home visit from the class teacher. This enables the teacher to meet the children in a setting in which they feel comfortable and provides valuable information to tailor the curriculum to the children's interests.

We will ensure an appropriate transition is followed for movement between key stages within the school.

We are beginning to embed the 'Person Centred Approach' in our school and we will ensure we liaise with secondary schools, following discussions with the child, to plan an appropriate transition and share any work we have done with the child, including learning styles and One Page Profiles.

We will ensure we liaise with other schools, including special schools, for in-year transitions and share any work we have done with the child, including learning styles and One Page Profiles.

How are the school's resources allocated and matched to children's special educational needs?

Most of the funding to support children with additional needs, including pupils with SEN and disabilities, are determined by the LA's funding formula. This notional SEN budget is an amount of money delegated as part of the whole school budget to meet the needs of all pupils with SEN, at all but the most exceptional levels of need. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEN, as outlined in this policy. The LA may need to provide additional top up funding in specific cases. This includes exceptional needs funding. For the very small number of children with exceptional needs, schools apply for exceptional needs funding for individual pupils through their local SEN cluster where applications are moderated before referring to a district decision-making panel.

How is the decision made about how much support my child will receive?

Support includes High Quality Teaching, small group support, 1:1 support, differentiation, provision of specialist equipment or a personalised timetable. If a child has a Statement of Special Educational Need or an EHC Plan then we adhere to the statutory objectives within this plan.

Outside of this we will decide with a parent and a child how much additional support is needed, taking into account staff availability and school budgets. The level of support is then discussed in Pupil Progress Meetings with the Class Teacher and then agreed by the Senior Leadership Team, the support is timetabled and the parents informed. The support is reviewed in line with the Graduated Response cycle.

Our ultimate aim is to support all children to become independent learners.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Parents can access further information about the Hertfordshire Local Offer on the following website:

www.hertsdirect.org/localoffer