



Special Educational Needs and Disability (SEND) **Information Report**

– Holy Trinity CE Academy

The kinds of special educational needs that are provided for:

At Holy Trinity Academy we will attempt to make provision for all special educational needs, in so far as the limitations of the school budget and health and safety legislation allow.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties.

A child will only be refused admission to the school if it is so difficult to accommodate their needs that their presence would be detrimental to the education of the school's existing pupils. The education system recognises that certain needs cannot be catered for in mainstream primary schools and where specialist provision is in a child's interests, the school will communicate this to parents and work to secure such provision.

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO.

Some children's needs are identified before they start school. In this situation the school will liaise closely with pre-schools, the local authority and the medical profession as necessary. Other children with SEND generally come to the attention of a class teacher soon after starting school. However, some difficulties do not become evident until a later age as children mature and different developmental milestones are missed.

Class teachers, supported by subject leaders and the Senior Leadership Team, make regular assessment of progress for all pupils. If there are concerns about progress, or if any child needs extra support, this is identified early and acted upon. A class teacher who has concerns will in the first instance discuss a child with the

SENDCo. This discussion can lead to time-limited interventions, delivered in school with the aim of addressing a child's needs and helping them to catch up. Interventions will be recorded and tracked on the school Provision Map and monitored by the class teacher and SENDCo. Alternatively, the school may move quickly to further assessment, both within the school and involving outside agencies. The Wiltshire Graduated Response to SEND Support (WGRSS) is a key tool in determining children's needs.

Children with persistent difficulties and who have received intervention but continue to fall significantly behind their peers, are placed on the SEND register and a My Support Plan put in place. This document details a child's strengths, and interests as well as describing their needs and a plan to address them. It should contain SMART targets and an action plan to maximise the child's progress.

Statutory assessment is generally used where a child has a recognised syndrome or condition, or if a child has ceased to make progress despite SEND interventions. If the school feels it is appropriate, it will put children forward to the local authority for statutory assessment. This process involves a good deal of assessment and information gathering and parents are closely involved.

The School's SENDCo is Mrs Pam Upton, she can be contacted through the school office on 01249 812424. Alternatively, she can be contacted via email at pupton@holytrinitycalne.wilts.sch.uk.

Arrangements for consulting parents and carers of children with SEN and involving them in their child's education

It will be normal for staff to consult with parents and keep them informed at all stages of the SEND arrangements, from discussing initial concerns to full involvement in the writing of a My Plan. Following discussion with parents, some children will be placed at SEN Support level and their progress will be closely monitored by the SENDCo without the need for a My Support Plan. For those children with a My Support Plan, parents' evenings and reports will be supplemented by additional meetings to review previous targets and formulate new targets. My Support Plans will be signed by parents and each time they are reviewed parental input will be sought. The school will encourage parents to support the work of the school with additional activities at home. Parents are also invited to meetings with representatives from outside agencies as applicable.

For children with statutory Education, Health and Care Plans - EHCP's) parents will be invited to attend an Annual Review meeting in which children's progress against their individual targets is discussed and future provision agreed.

Arrangements for consulting young people with SEND and involving them in their education

As children progress through the primary school they become increasingly aware of their own selves as learners. All children will have an awareness of their targets and will receive recognition and praise if they work towards them. Older children are more involved in the setting and discussion of their targets. The EHCP details

children's strengths and interests and anything else a young person wants to be known about themselves. It is developed and reviewed in consultation with the young person.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

My Support Plans are reviewed three times a year. This process involves reviewing previously set targets, evaluating outcomes and new targets are set to reflect current needs. These reviews are in addition to the standard assessment and reporting arrangements. Parents are invited to review meetings and involved in this process. Where the school refers a child to an outside agency, parental permission is always obtained in advance. The school works closely with LA officers and the medical profession on children's assessments. Additional meetings will be arranged to share and discuss the outcomes of such assessments. Pupils are involved in their reviews by discussing achievements with children regularly and through pupil voice on My Support Plans and on Pupil Profiles.

Arrangements for supporting children and young people in moving between phases of education

Before the children start in our Reception class, the class teacher visits the pre-schools that feed into the school to meet the children and discuss any concerns that there may be. All children are welcomed for two visits to the classroom prior to starting school and additional support with the transition can be put in place when necessary. In the past, additional support has included extra visits and transition books with photographs of the classroom, other key areas of the school and members of staff. We have a well-developed buddy system in school where each Reception child is paired with a Year 6 child, Reception children meet with their buddy weekly to share a story or take part in an activity together. The Year 6 buddies then support the younger children at various other times throughout the year.

The local secondary school, Kingsbury Green Academy, is the natural secondary school for most of our pupils. It provides excellent support through transition, including specialist staff and a programme of visits tailored to individual pupils and their needs. Similar arrangements apply when children move onto other secondary schools in the area.

A very small number of our pupils will transfer to special schools or to specialist units in other schools. In these situations, good transition is essential. Exactly how this is handled will depend on the child. It should be borne in mind that sometimes it may be appropriate for children to transfer without transition activities, but additional staff time will be provided wherever necessary to ease and smooth transition.

The approach to teaching children and young people with SEND

The SEND Code of Practice (2014) recognises that ‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’ (p14). The presumption in all cases is that a child with SEND will be included in mainstream activities wherever possible. The school runs a wide variety of intervention programmes over and above the provision of high-quality teaching. At the first level, class teachers and teaching assistants (present in all classes) often provide support to the lower attaining children. Beyond this, children are withdrawn from all year groups for small group support. This may be with a teaching assistant or a qualified teacher. A wide variety of intervention strategies are used, including Speech and Language Therapy, additional phonics through Little Wandle catch up, multi-sensory structured spelling groups, reading groups, handwriting groups, AcceleRead/ AcceleWrite, 1:1 reading, writing and maths teaching, specialist PE coaching, Emotional Literacy Support (ELSA) and LEGO Therapy.

We engage in a cyclical four-stage process: ‘Assess, Plan, Do and Review’:

- Assess: The class teachers and if necessary, the SENDCo or professionals from external agencies, assess the needs of the individuals.
- Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

The school recognises its duty under the disability discrimination act (2012) to make all reasonable adjustments to enable access both the buildings and the curriculum.

At Holy Trinity Academy, we make the following adaptations to ensure all pupils’ needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school will, within budgetary constraints, supply the equipment necessary to meet each child’s needs.

The school will also make necessary alterations to the buildings in order to facilitate access. If this becomes impractical the school will liaise with the parents and local authority in order to secure a place for the child in more suitable provision. All the main areas of the school premises are accessible via wheelchair. There is an upstairs area but this is not used for core teaching activities. Arrangements exist for disabled children to enter and leave the building in ways that allow easy access to and from disabled parking.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The school will, within budgetary constraints, put in place the necessary staffing for all children to gain access to the curriculum. For children with a statutory EHCP the school always fully implements the recommended staffing provision and often goes beyond this in order to meet the child's needs.

Our SENDCo, Mrs Upton is allocated one day a week to fulfil her duties and is a member of the school's senior management team. She has achieved the National Award for SEN Co-ordination.

Teaching assistants offer support in classrooms all day in years Reception, 1 and 2. In years 3 to 6 teaching assistants are present all morning. In the afternoons teaching assistants provide a range of individual and small group tuition for children across the school.

As and when the school feels further specialist expertise is necessary, it is purchased from external providers. The school considers a wide range of providers in order to obtain high quality advice. We have previously sought advice from Educational Psychologists, Specialist Teachers through the Specialist SEN Service, Occupational Therapists, Behaviour Support and Child and Adolescent Mental Health Services (CAMHS). We currently buy in speech therapy time from an experienced and highly effective Speech and Language Therapist. A family support lead is employed by the school to work with families and children across the school. Mrs Horner may signpost families to additional services available depending on need. This may be in conjunction with The Rise Trust who offer a range of support services for children and families in Wiltshire.

Evaluating the effectiveness of the provision made for children and young people with SEND

The effectiveness of individual SEND provision is primarily evaluated through the My Support Plan review process.

The school's provision map details every additional or different intervention taking place in the school. Each intervention is costed and formally evaluated at the end of the year. Ongoing evaluation and review also occurs at a less formal level through

regular discussions between the class teacher, SENDCo and other support staff. SEND children are assessed using the same assessment systems as other children in the school and using additional systems where necessary. Teachers submit assessments to the headteacher at three points in the year. This data is carefully analysed.

Attainment and progress of children who attract the pupil premium is even more closely monitored. This data informs the annual Pupil Premium Statement which is published on the school's website.

My Plans (EHCPs) are reviewed annually, children, parents and outside agencies are invited to attend.

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

The school will take additional action as necessary to facilitate curriculum access for SEND children. Programmes of study will be sensitively adapted to the needs of SEND children.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Residential visits (in year 4 and year 6) are often a point of worry and difficulty. The school has a track record of making all necessary adjustments to enable SEND children to join in with these, and only uses residential providers who are able to accommodate a wide range of needs.

Support for improving emotional and social development.

Mrs Upton has overall responsibility for pastoral support but class teachers have the day to day responsibility for children's well-being. In addition to this, Mrs Sawyer may also provide Emotional Literacy Support for children who may be referred for further targeted support for emotional well-being. This is on a one to one basis. Children may also be supported through intervention in small groups for example by Lego Therapy or friendship group support. This is carried out by teaching assistants in conjunction with the teacher and SENDCo.

Children with SEND and their families often need additional pastoral support and this is delivered in a variety of ways. The school will, at all times, aim to be as helpful and understanding as possible. It is normal for there to be more intensive engagement with parents and carers and additional time devoted to this. The normal behaviour policy may need to be adapted. Families often need help accessing additional services and the school will signpost these. A Family Support Lead Mrs Kate Horner works to support families and can be contacted by parents via the

school office. She can work closely with families and may signpost families to receive additional support services. Special consideration may be given to term time absences in line with pupil needs. The school will liaise closely with the Education Welfare Officer for any pupils who are requiring a reduced time-table in order to access the curriculum more effectively. Through our PSHE Curriculum we support all children's emotional and social development at an appropriate level. If children need more support, we are able to offer small social skills groups. The emotional well-being of all children is central to the provision of education for all. Bullying is not tolerated at Holy Trinity Academy and the Anti-Bullying Policy is reviewed each year. The school have mentors for children who are in need of less formal 1:1 time with a caring and trusted adult.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The school liaises closely with statutory SEND services, raising concerns and seeking additional outside intervention when we feel that our expertise needs to be supplemented. We also access a range of services provided by the local SEN academy, Springfields. Further expertise and external services will be involved as necessary in order to secure the best for a child.

Child protection guidance is closely followed and any concerns that a child is at risk are referred immediately to social services.

The school also works closely with the school nursing service to ensure that staff have the necessary training to meet children's needs. This has included training in diabetes, administering epipens and administering medication for febrile convulsions. Children with medical needs will have a care plan, agreed between the school, parents and school nurse.

The school maintains links with many external agencies such as the National Autistic Society, Barnardos and Wiltshire Young Carers.

Looked After Children who have SEND

All of the above arrangements apply equally to children with SEND who are looked after by the local authority. However, the virtual school will also be closely involved in these children's education and will oversee the deployment of their pupil premium. For practical purposes SEND meetings may be arranged on the same day as PEP review meetings in order to make the number of meetings manageable for carers. Looked After Children and those adopted from local authority care take first priority on our admissions criteria.

Arrangements for handling complaints from parents of children with SEND about the provision made in school

The standard complaints procedure should be followed – available to download from the school's website.

Contact details of support services for parents of children with SEND

The Wiltshire Parent Carer Council (WPCC) is an independent voluntary organisation representing parent carers of children and young people with SEND from 0-25; it is managed and run by parent carers, for parent carers. They provide a consultation and participation service which enables parent carers to have a voice about the services and the support their children and family use. This service offers real opportunities to influence and shape provision. The WPCC also provides the Special Educational Needs and Disabilities Information Service, which provides a wealth of information as well as signposting to specialist services.
http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Wiltshire SENDIASS provide free, confidential and impartial information advice and support to parents.

Website: <https://www.kids.org.uk/wisa>

Phone: 01225 255266

Email: wiltshiresendiass@kids.org.uk

Further Information

The School's SEND policy is published on the school's website. Paper copies can be obtained from the school office on request.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Please read this report in conjunction with the Accessibility Policy and the Access Plan. Both documents are available on the school website:

<http://www.holytrinitycalne.co.uk/policies/>

This document contains school-specific information. Further information on provision available in all schools through the Local Authority can be found in the Local Authority's 'Local Offer' statement. This is published on the LA website at:

<https://localoffer.wiltshire.gov.uk>

The School's Special Educational Needs Coordinator (SENCo) is Mrs.Upton. She can be contacted via the school office by telephone (01249812424) or email (admin@holytrinitycalne.wilts.sch.uk).

The Family Support Lead is Mrs Kate Horner. She can be contacted via the school office by telephone (01249812424) or email admin@holytrinitycalne.wilts.sch.uk.

The link Governor for SEND is Mr D Conway. He can be contacted via email:

dconway@holytrinitycalne.wilts.sch.uk

This information report will be reviewed by Mrs Upton annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Updated: November 2023

Next Update: November 2024