



# **Holy Trinity C of E Primary School**

*A Church School community aspiring for all to live life to the full.*

## **Special Educational Needs and Disabilities (SEND) Information Report**

*(Statutory Report )*

Ratified: September 2024

Date: July 2024

Next Review due by: July 2025

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND Policy at Holy Trinity.

If you want to know more about our arrangements for SEND, read our SEND Policy and our Local Offer (at the end of the SEND Policy). This is found on the Holy Trinity School website.

In addition to this, the Local Authority's Local Offer gives details of the provision that they can offer children with additional needs. The can be found on the Glos Families Directory site: <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>

Head Teacher: Kurt Doyle

Deputy Head Teacher: Lynda Britton

Inclusion Lead & SENCO: Becky Hall

SEND Governor: Kath Lynch

## 1. What types of SEND does the school provide for?

Our school provides for pupil with the following needs:

| Area of Need                               | Condition   |
|--|---|
| <b>Communication and Interaction</b>       | Autism spectrum disorder (ASD)  |
|  | Speech and language difficulties  |
| <b>Cognition &amp; Learning</b>            | Specific learning difficulties including dyslexia, dyscalculia, dyspraxia |
|  | Moderate learning difficulties  |
|  | Severe learning difficulties  |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactive disorder (ADHD)                             |
|  | Attention deficit disorder (ADD)  |
|  | Difficulties managing their emotions and behaviour                        |
| <b>Sensory and /or physical</b>            | Hearing impairments   |
|  | Visual impairments  |
|  | Multi-sensory impairment  |
|  | Physical impairment   |

## **2. Which staff will support my child, and what training have they had?**

Mrs Hall is the school's SENCO and has been a primary school teacher for 23 years. She became the SENCO in February 2021 and works 3 days a week as the school Inclusion Lead. Mrs Hall gained the National Award in Special Educational Needs Co-ordination in October 2020.

### **Class Teachers**

All of our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND. Recently staff have had the following training:

- Twilight in March 2023 by Sara Watters (Milestone School) on supporting SEND learners in the classroom, communication and how the adults adapt their behaviour to meet the needs of children.
- INSET in March 2024 on Adaptive Teaching and questioning in the classroom by John Tomsett
- Three Twilights with Chris Quigley focusing on curriculum development across the foundation subjects including adaptations for children with SEND – September 2023 – June 2024
- Staff meeting on curriculum adaptations by Becky Hall (SENCO) in March 2024 for teaching staff. Adaptations were then made to My Plans for all children.
- Staff Meeting in March 2024 focusing on the teaching of key vocabulary for all and adaptations for children with SEND – Abigail Willett, Reading lead at Holy Trinity
- 1:1 meeting with all subjects leads in Autumn 2024, focusing on how individual subjects can be adapted to meet the needs of children with SEND and EAL
- INSET in April 2024 with Paul Dix – focus on teacher behaviour and adaptations by the staff.

The SENCO assesses specific training needs and in collaboration with the Head Teacher, arranges specific training opportunities or staff meetings to support staff so that they are equipped to support all pupils and remove barrier to learning. This is often through discussions with the Advisory Teaching Service (ATS), Educational Psychologist (EP) and Young Minds Matter (YMM), who will meet with the SENCO, TAs and Teaching assistants to offer advice and guidance about specific children.

The SENCO regularly attends SENCO cluster meetings and other training opportunities to stay up to date of the latest developments in local and national policy and practice. In addition, the SENCO is part of the Cheltenham Learning Partnership (CLP) with other SENCOs in the local area.

## **Teaching Assistants (TAs)**

At Holy Trinity there are a team of 14 Teaching Assistants, who are trained to deliver SEN provision.

Our TAs are trained to deliver a wide range of interventions to pupils with SEND, including

- Thrive
- Build Happy – Lego intervention
- Number Stacks
- Dancing Bears
- Nesy programme
- Plus 1 and Power of 2
- Language for Thinking
- Precision Grids
- Fizzy/Dough Disco
- Self Esteem, Friendship and Social skills groups
- Phonics booster groups
- 1:1 sessions
- Access to Young Minds Matter and other resources through the Trail Blazer programme

The school will also access outside agencies where needed e.g. alternative provision

## **External agencies and experts**

Sometimes we need additional support to offer our pupils the support they need. Whenever necessary we will work with external agencies to meet the needs of our pupils with SEND and to support their families. These include:

- The Advisory Teaching Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupations Therapy Service
- Health Services (GP or School Nurse)
- Social Services
- Occupational Therapy Service
- Specialist teachers from the Advisory Teaching Service
- Service for children with hearing or visual impairments and physical disabilities
- Voluntary sector organisations

### 3. What should I do if I think my child has SEND?

| Tell us about any concerns you may have   | You will be invited to a meeting to discuss the concerns   | We will decide whether your child needs SEN support   |
|---|--|---|
| <p>If you think your child might have SEND, the first person you should tell is your child's teacher.</p> <p>The teacher will pass the message onto our SENCO (Becky Hall), who will be in touch to discuss concerns</p> <p>You can also contact Becky Hall (SENCO) on <a href="mailto:senco@holytrinity.gloucs.sch.uk">senco@holytrinity.gloucs.sch.uk</a></p> | <p>We will meet you to discuss your concerns and try to get a better understanding of your child's strengths and difficulties</p> <p>Together we will decide what outcomes to seek for your child and agree on the next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. We will communicate this with you via email.</p> | <p>If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the SEND register.</p> |

### 4. How will the school know if my child needs SEND support?

All of our class teachers and teaching assistants are aware of SEND and regular pupil progress meetings between class teachers and the SENCO raise awareness of children who are not reaching the expected levels of progress in both their school work and socially.

If the teacher notices that a pupil is falling behind, they initially try and fill gaps in their learning through interventions. Pupils who don't have SEND usually make progress once these gaps have been filled. If the pupil continues to struggle to make expected progress, the SENCO may contact you to discuss the possibility of your child having an area of need.

The SENCO will observe the pupil in the classroom/playground to see what their strengths and difficulties are. There will be discussions between your child's teacher and the SENCO and conversations with your child too. The SENCO will be in touch with you to gain your views.

Based on these discussions and information, the SENCO will decide whether your child needs SEND support and you will be invited to give permission for them to go on the SEND register. The school will then work with you to write a My Plan for your child.

It is important to note that, even if your child is identified as needing additional support, it does not mean that they will always be on the SEND register. Some children may only need additional support for a limited period of time.

## 5. How will the school measure my child's progress?

The school will follow the 'graduated approach' to meeting your child's SEND needs. This is a 4-part cycle of assess, plan, do, review.

### Assess

If your child is not making expected progress, we will assess their strengths and difficulties. We will ask for your input as well as getting help from external professionals as

### Plan

In discussion with you, your child and their teacher, we will decide what outcomes we hope to achieve. We will write a My Plan and share this with yourselves and relevant staff.

### Review

We will assess how well the support we have put in place has helped the pupil to meet the outcomes set. We will use our improved understanding of your child's needs to adapt the support offered.

### Do

The class teacher and teaching assistants, with the support of the SENCO, will be responsible for working with your child regularly, and making sure the support we put in place is having the impact intended.



When we run an intervention with your child, we will assess them before the intervention begins. This is called a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will continue to track your child's progress and the outcomes set over time. If a child makes progress, they may no longer need the additional provision made through SEND support. For other children, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined as needed.

## **6. How will I be involved in decisions about my child's education**

The school will provide a written annual report on your child's progress

Your child's class teacher and the SENCO will meet with you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards these outcomes
- Discuss the support that is in place to help your child to make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

You know your child best so if you feel your child's needs or aspirations change at any time, please let us know so the provision we offer is as appropriate as possible.

Any concerns that arise between these meetings, please contact either your child's class teacher or the SENCO on [senco@holytrinity.gloucs.sch.uk](mailto:senco@holytrinity.gloucs.sch.uk) to make an appointment.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and capability. Children are all different so this will be decided on a case by case basis:

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete a My Profile with help from a familiar adult
- Complete a survey
- Prepare a presentation, drawing or some writing.

## **8. How will the school adapt its teaching for my child?**

The teachers are responsible and accountable for the progress and development of all the pupils in their classes. Quality First Teaching is always the first step in responding to your child's needs and all teachers and teaching assistants have had training around this.

The curriculum is well planned to ensure it is both broad and balance but also progressive.

Each subject has been analysed carefully by the subject lead and the SENCO and guidance and suggestions on adaptations in each curriculum area are used by teachers when planning units of work. The curriculum is adapted to suit the way the



pupil works best and these adaptations are clear on each child's My Plan but include some of the following:

- Standing in the classroom
- Adapted resources or staffing
- Adapted teaching e.g. longer processing time, pre-teaching of vocabulary, 1:1 instruction, individual workstation etc.
- Use of aids e.g. laptops, a scribe, a coloured overlay, visual timetable

Our Accessibility Plan highlights our commitment to being a fully inclusive school and addresses how we aim to ensure that children with disabilities can fully access the curriculum. This is available on the school's website.

| <b>Area of Need</b>                        | <b>Condition</b>   | <b>How we support these pupils</b>  |
|--|--|---|
| <b>Communication and Interaction</b>       | Autism Spectrum Disorder   | Visual timetables<br>Social stories   |
|  | Speech and Language difficulties   | Speech and language therapy   |
| <b>Social, emotional and mental health</b> | ADHD, ADD  | Quiet workstation   |
|  | Adverse childhood experiences or mental health issues                        | Transition time<br>Ear defenders<br>Nurture groups<br>Social skills groups<br>Build Happy<br>1:1 instruction<br>Feelings/Emotions group |
| <b>Sensory and/or physical</b>             | Hearing impairment   | Use of sub titles<br>Seating arrangement in the classroom   |
|  | Visual impairment  | Specific resources  |
|  | Physical impairment  | Specific changes made to accessing all areas of the school  |
| <b>Cognition &amp; Learning</b>            | Specific learning difficulties including dyslexia, dyspraxia and dyscalculia | Write slope<br>Use of a computer<br>Fidget toys<br>Pencil grips   |
|  | Moderate learning difficulties   | Adapted resources<br>A scribe   |
|  | Severe learning difficulties   | Word lists<br>Manipulatives   |

## **9. How will the school ensure that the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing progress towards their outcomes three times a year.
- Reviewing the impact of interventions after a minimum of 12 weeks
- Using pupil voice
- Monitoring by the SENCO e.g. learning walks and pupil conferencing
- Reviewing progress at three times yearly pupil progress meetings
- Holding an annual review for children with an Education, Health and Care Plan (EHCP)

## **10. How will the school ensure resources are suitable for my child?**

Your child's needs may mean that we need to invest in:

- Additional equipment or facilities
- More teaching assistant hours
- Further training for staff
- Specialist expertise

We may consult with external agencies to get recommendations on how best to help your child access learning.

The school will cover the first £6,000 of any necessary costs. If funding is needed beyond this, we will seek to gain this from the Local Authority.

## **11. How will the school ensure that my child is included in activities alongside pupils who don't have SEND?**

We are a fully inclusive school. All extra-curricular activities and school visits are available to all of our pupils.

All pupils are encouraged to go on our school trips, including the residential visits.

The school will make reasonable adjustments to ensure that children are not excluded from an activity due to their SEN or disability.

## **12. How does the school ensure that the admission process is fair for pupils with SEND?**

Our Admissions Policy is fully compliant with both the Diocesan and Local Authority procedures and is available on the school website. Everyone is welcome to apply for a place at Holy Trinity and places are allocated in line with the County Council admissions criteria. Prospective pupils who are looked-after or previously looked-after children and prospective pupils whose EHCP names the school will be admitted before other places are allocated.

## **13. How will the school support my child's mental health and emotional and social development?**

At Holy Trinity we follow a PSHE curriculum which supports the Social, Emotional and Mental Health (SEMH) development of all pupils. We participate in Mental Health Week and promote a healthy mind.

The three values of Love, Courage and Wisdom are fully embedded throughout school life and as a faith community, we are always promoting the importance of seeking help and advice when we have worries.

SEMH needs require additional support. This is delivered by our Pastoral support workers and includes Thrive, Build Happy and other social skills and nurture groups. We also work closely with Young Minds Matter and occasionally alternative provision providers to meet the needs of pupils with SEMH needs.

All children at Holy Trinity know the role of a 'Trusted Adult' and that Mrs Nelson or Mrs Childs are available to speak to at any time during the school day.

## **14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

### **Transition between classes**

To help pupils with SEND be prepared for a new school year, they, along with their peers and their supporting adults, meet their new teacher for two 'move up' mornings sessions in June and July. Additional visits to their new classroom and to meet their new teacher are offered if the child needs additional time. The child may also 'pop in' to their new classroom with an adult, to support with 'getting to know' the new environment. The child will also be given a transition book which shows images of their new classroom, teacher and any other adults who they may work closely with the following year. Each transition is planned on an individual basis.

Teachers hold handover meetings, so that the previous class teacher has the opportunity to discuss each child and their needs. The SENCO will attend handover meetings for pupils with particularly complex or high levels of need.

### **In-Year Admissions**

When a new pupil starts at Holy Trinity, we contact the child's previous school to request copies of any SEND paperwork and discuss their needs with key staff or the SENCO. Parents/Carers are always invited to have a visit to the school and the child may be offered settling in sessions.

### **Transition to Secondary School**

The SENCO of your child's chosen secondary school will meet with our SENCO. Our SENCO will share your child's My Plan/My Plan + or EHCP with them and your child will be invited to meet the SENCO too. Transition needs are included on a child's My Plan.

New teachers/SENCOs are invited to attend annual review meetings, where possible, so that they can be involved in collaborative discussions about a child's needs and outcomes.

Most secondary schools offer additional visits for children with SEND and their parents and we always promote these sessions to our parents/carers and children.

## **15. What support is in place for looked-after and previously looked-after children with SEN?**

Mrs Hall, our SENCO is also the adult responsible for looked-after and previously looked-after children with or without SEND. It is her responsibility to ensure that teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interrelate, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will ensure that the PEP and any SEN plans or EHC plans are consistent and work well together.

## **16. What should I do if I have a complaint about my child's SEN support?**

Complaints can be formal or informal. This is explained in the school's complaints policy which can be found on the school website.

To see a full explanation of suitable avenues for complaints, see pages 246 and 247 of the [SEN Code of Practice](#).

IF you feel that Holy Trinity has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: [Complain about a school: Disability discrimination - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/complain-about-a-school-disability-discrimination)

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. This is a Local Authority service.

## **17. What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Gloucestershire's local offer. This gives details of the provision that they can offer children with additional needs. This can be found on the Glos Families Directory site: [Glofamilies Directory](#)

Our local special educational needs and disabilities information advice and support services ([SENDIASS](#))

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [Special Needs Jungle](#)
- [NSPCC](#)
- [SEND Family Support](#)
- [Family Action](#)