



Holy Trinity CE (VA) Primary School

SEND Information Report

October 2023

Holy Trinity Primary School is contributing to the Wakefield Local Authority's 'Local Offer'. The following information provides a brief insight into how school can support you as a parent of a child with special educational needs and disabilities (SEND).

According to the Code of Practice for SEND 2014 SEND is defined as:

- "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority
- of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

Please click on the link below to access Wakefield's Local Offer for advice and information about how the Local Authority can support you and your child regarding SEND.

<https://wakefield.connecttosupport.org/s4s/WhereILive/Council?pageId=340&lockLA=True>

Ethos

At Holy Trinity Primary School, we believe in the following fundamental principles:

- A child with SEND should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or early education settings.
- The views of the child should be sought and considered.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum.

The Kinds of SEND That are Provided for:

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

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments,
- hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Early Identification and Assessment

At Holy Trinity Primary School, we believe that early identification is essential so that extra help and support can be targeted, swiftly and accurately. Children may be identified before they come to Holy Trinity, or whilst they are here. Parents may alert school to any concerns that they have about their child by speaking to their child's class teacher or to the SENDCO. All information that we receive is valued and acted upon, in line with data protection guidance. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for
- example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Additionally, the class teacher or SENDCO will inform parents of any concerns they may have. The SENDCO may contact outside agencies for further advice or make referrals where necessary. Wherever possible 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. Please see the school's SEND Policy for further information.

Provision

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil (where appropriate) and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our quality first teaching, or whether something different or additional is needed. We aim to deliver quality first teaching to all our children. Therefore the curriculum is differentiated in each class throughout school to provide for the different needs and learning styles of all pupils. Children and young people with SEND are enabled to engage in activities available with children who do not have SEND in school. Additionally, we run interventions tailored to children's needs. We can use published programmes and also programmes of work designed by staff to support children with SEND. These are designed to address particular needs. Children work in small groups during these interventions, usually with the SENDCO. The purpose of interventions is to teach discrete skills that will enable children to more fully access the curriculum including emotional and social development and pastoral support. Intervention programmes are matched to children's needs and are time bound. They may be long or short term and will be reviewed and evaluated for effectiveness.

Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide the following interventions, where required:

- Same day Maths intervention

- Same day English intervention
- Lego Therapy
- Socially Speaking Programme
- Speech and Language Interventions
- Fit to Learn – Gross and Fine Motor Skills
- Nurture Interventions
- Clicker
- Zones of Regulation
- Lexia

Allocation of Resources

All maintained schools receive funding for pupils with SEND. Children with an Education Health and Care Plan have designated funding. This funding is allocated by school to best fit the child's needs. We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

SEND Support

SEND Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. A sustained level of support will be provided and, where appropriate, the involvement of outside agencies, will become involved. Placement of a pupil at this level, within school interventions, will be made by the SENDCO after consultation with class teacher and parents are informed. Pupils at SEND support will be placed on a Supporting Me to Learn Plan (SMTLP) which will have specific targets to improve the pupils' areas of difficulties. Outside agencies may be requested to advise on targets for a new Supporting Me to Learn Plan and provide specialist input to the support process. Parents are also part of the consultation process. SEND Support can be triggered by evidence that, despite receiving differentiated teaching, pupils:

- Continue to work at EYFS/ National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme

- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Outside agencies require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent and consultation are sought for any additional information required. The resulting targets incorporates specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may request direct intervention/support from a specialist.

My Support Plan

A 'My Support Plan' may be triggered when a pupil has had accessed interventions for a period of time and still some or little progress has been made. Where it is decided to provide a SEND Support Plan, and having formally notified the parents, the practitioner and the SENDCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should, where possible, consider the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Reviewing My Support Plans

School will request an EHCP from the LA when, despite an individualised programme of sustained intervention from the Support Plan at SEND Support, the child remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency. The school has the following information available:

- SEND Support details
- The pupil's Supporting Me to Learn Plan
- Records and outcomes of reviews undertaken
- Pupil's health and relevant medical history
- National Curriculum levels
- English/Maths attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- Parental views
- Pupil's views
- Social services/Educational Welfare Service reports
- Any other involvement by professionals.

An EHCP is normally provided where, after an EHCP request, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHCP request does not inevitably lead to an EHCP plan. EHCP's are forward looking

documents that help raise aspirations and outline the provision required to meet assessed needs to support the pupil in achieving their ambitions. EHCP's specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person. An EHCP also includes details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental consultation
- Set out in the Supporting Me to Learn Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified
- Reviews of EHCP's.
- The Local authority informs the head teacher at the beginning of each term of the pupils requiring reviews. The SENDCO organises these reviews and invites:
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 - The child's parents
 - The child if appropriate
 - The class teacher
 - A representative of the LA.
 - Representatives from outside agencies and other specialists

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

The EHCP must legally be reviewed annually. Please note that the issue of an EHCP does not necessarily mean the pupil will receive one to one support.

Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part school life including lunch time clubs and after school clubs, where appropriate.
- We have a zero-tolerance approach to bullying.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after half a term/ termly.
- Monitoring by the SENDCO.
- Measuring progress during pupil progress meetings with class teachers.
- Holding annual reviews for pupils with EHC plans

Expertise and Training of Staff

Our SENDCO has 6 years of experience in this role and also is a mental health lead. All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the Leaderships team role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEND pupils.

Policies

We have specific school policies that give detailed information on the following:

- Special Educational Needs and Disabilities (SEND) Policy
- Medicines Policy
- Access Plan
- Admissions Policy

Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact Details:

SEND Governor – Rachel Quayle - chair@holytrinity.wakefield.sch.uk

Head Teacher – Jonathan Wood - head@holytrinity.wakefield.sch.uk

SENDCO – Lisa Sheridan - ls Sheridan@holytrinity.wakefield.sch.uk