

Holy Trinity SEND Information Report

SENCO: Danielle Riley

CONTACT: 0151 427 7466

Email: d.riley@holytrinity.liverpool.sch.uk

SEN GOVERNOR: Tricia Mullholland and MaryJane Monaghan

DATE APPROVED:

REVIEW DATE: December 2023

COMPLIANCE

Our SEND information report is written to comply with the 2014 Children and Families Act and the SEN Code of Practice (updated Jan 2015) together with the Equality Act 2010 and Local Authority admissions arrangements.

Definitions of special educational needs and/or disabilities (SEND) taken from section 20 of the Children and Families Act 2014;

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a. have a significantly greater difficulty in learning than the majority of others of the same age;
or

b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act 2014 and the SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the

Department for Education's website; <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

Children with the most complex needs will be supported by the completion of an Education, Health and Care (EHC) Plan. For further details of SEND and EHCPs in Liverpool, please refer to the Council's website: <https://liverpool.gov.uk/schools-and-learning/special-educational-needs/>

Liverpool City Council has also developed the SEND Local Offer, which is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Liverpool that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors; <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

Mission Statement:

Walking in the footsteps of Jesus: we care, we share, we love, we learn.

This policy outlines our SEN information report in regards to children with a special educational need are identified and have their needs met within a nurturing and inclusive environment.

How does Holy Trinity know if my child needs extra help?

All pupils are rigorously tracked in reading, writing, and mathematics using the teacher's formative and summative assessments. If there are any concerns regarding progress or if any child requires extra support, then this is identified by staff at the earliest opportunity and swiftly acted upon.

Any child displaying signs of dyslexia or dyscalculia will be screened and monitored. If a child continues to show signs of either learning difficulty a full assessment is made by a specialist teacher commissioned externally.

Upon entry to Nursery, all children are screened for speech, language and communication difficulties using WellComm. As a result of this assessment and if needed, children are placed into small intervention groups with their progress carefully monitored by the WellComm lead. If necessary, further referrals are made to the Speech and Language Team.

How can I let Holy Trinity know that I am concerned about any area of my child's development?

If you are concerned about any area of your child's development, please speak to your child's class teacher in the first instance. They may be able to provide you with further information about what the school can provide.

Holy Trinity School has an 'initial concern form' sheet which teachers can use to refer pupils to the Special Educational Needs Co-ordinator (SENCO) who will then decide the best action to take. The class teacher or the SENCO will then arrange to meet with the parent and discuss the next steps.

If your child is new to our school, then progress will be discussed with the previous school or nursery.

If you think your child has Special Educational Needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCO or Head teacher and your child's needs can then be discussed.

The school Governing Body oversee the effectiveness of SEN provision at Holy Trinity Primary School. The policy for SEN is reviewed annually and there are two link SEN governors who regularly liaises with the school to ensure equality of opportunity. Their names are Tricia Mullholland and MaryJane Monaghan.

How will teaching be matched to my child's needs?

The class teacher is the person with initial responsibility for meeting the needs of each child through high quality teaching. They will adapt activities to support all pupils within their classes. All teachers' planning is differentiated to ensure every child can achieve and reach their full potential, this planning is monitored by senior Leaders on a regular basis. Teaching Assistants are also placed within each class to support the needs of the children for a large part of the day.

To support all children, the school delivers the curriculum in different ways. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.

We use a graduated response to ensure we meet the needs of all our children. Examples of this are the use of small intervention groups, specialist SEN teaching, additional Teaching Assistants placed in classes with vulnerable pupils.

Where advice is given from external professionals to meet the needs of individual children, it is the class teacher who will implement this advice into their everyday teaching.

How will I be informed of my child's progress?

We report to parents on an annual basis via a written school report. In addition to this, we also hold three parent's evenings per year where parents have a pre-arranged appointment to talk to their child's class teacher regarding their child's progress. Some children with additional needs may need a PLP (Personal Learning Plan – KS1 and 2) or a Play Plan (EYFS). These plans set smart targets, these will be discussed and reviewed with parents during parents evening. Referrals to additional agencies may also need to take place.

As a school we also offer an 'open door' policy where parents can request to speak to a teacher after school.

As a school we follow a specific Assess-Plan-Do-Review cycle to support the progress of your child. More specifically this means: planning which involves discussing in depth the nature of the problem that your child may be experiencing and what specific support can be put in place.

The doing aspect involves the school and any other agency (if required) carrying out an agreed intervention over a set period of time. A review will then be arranged between the school and parents and any other agencies that may be involved or are being considered to become involved with your child.

The impact of all interventions are measured and monitored closely. We assess some children regularly using PIVATS 5 (reading, writing and mathematics) and using NFER (reading ages and spelling ages).

If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENCO will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.

What support do you have for me as a parent to support my child?

We have an experienced Pastoral Lead who offers support to many of our families.

We invite specialist agencies into school to talk to you about how they can support you and your child.

We hold regular (two times per year) parent's evenings for you to talk to your child's teachers about their progress.

Parents are welcome to talk to our SENCO, if needed about their child's special educational needs.

We are happy to offer individual appointments to discuss specific issues with you about your child's progress, whenever needed.

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

We are fortunate enough to have an experienced Learning Mentor. This member of staff supports children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.

We have many staff who are first aid trained who are defibrillator trained. We are a key point of contact when parents require access to a school nurse, who can be quickly accessed following a referral. All staff have up-to-date safeguarding training with support provided for personal care if required. A robust first aid policy ensures that the administration of medicines is carried out safely.

We ensure that we keep in close contact with you about your child's overall well-being. We use our Jigsaw Programme which is taught weekly to ensure that all children are listened to and given the opportunity to share their views.

We work closely with our Educational Mental Health Practitioner (EMHP) and the Quiet Place therapy services to support our children's social, emotional and mental health needs.

All of our teachers have received training on the ROAR response to mental health and this is used in classes daily.

We have an active School Council and Eco Council for children to share their views and ideas

We have a clear policy regarding behaviour and expectations that all children adhere to. Where issues arise regarding behaviour initial liaison with the parent will be made by the class teacher. If the behaviour continues, the Deputy Head and or Headteacher will meet with the parent and child. The Learning Mentor may also become involved and offer some targeted intervention. If after a period of intervention, the behaviour is still continuing and the child becomes at risk of exclusion a Pastoral Support Plan Meeting may be called.

Our Pastoral Lead, in conjunction with a designated member of the office staff, is responsible for monitoring attendance. We work closely with the EWO (Educational Welfare Officer).

They carry out first response phone calls home and carries out home visits. They lead on attendance panels with parents and also attendance and punctuality competitions.

What specialist service and expertise are available at or accessed by the setting to support my child?

Our specialist staff consists of:

- Special Educational Needs Coordinator (SENCO) – Manages the SEN provision at Holy Trinity Primary School, completes multi agency referrals, attends SEN planning and review meetings, supports the writing of PLPs in KS1 and KS2 (Personal Learning Plans), Play Plans in EYFS. Also tracks the progress and attainment of SEN pupils and liaises with parents.
- Learning Mentor – supports the emotional well-being of all pupils through individual, paired and group work, liaises with families and multi agencies.
- School Nurse – accessible via a referral through the SENCO or Learning Mentor.
- The Quiet Place – an intervention to support children’s well-being, mental health and self-esteem.
- Teaching Assistants – Full time and part time staff who support SEN/ EAL children across Key Stage 1 and Key Stage 2 via small group intervention and one-to-one intervention.
- Educational Psychologist – commissioned by the school to support/ assess any child who is displaying concerning behaviour’s or barriers to learning.
- SENISS (Special Educational Needs Inclusion Support Service), ASC Advisory Teachers, NHS Speech and Language Therapy, Sensory Service (hearing and visual impairments), CAMHS (Children and Adolescents Mental Health Service), the Mental Health Support Teams, the School Family Support Service (SFSS) and Community Paediatricians (see Local Offer) – all provide support when required by children and families, Autism Initiatives – OSSME.
- The SENCO attends Liverpool SEN Briefings and conferences to keep up to date with any legislative changes in SEND and the most up to date practise and provision. This is then shared with all school staff within staff meetings or via email.
- All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, positive handling etc. Training provided responds to the needs of the children and staff at any given time.
- Staff training and on-going professional development is reviewed regularly. Training and professional development is linked directly into the needs of the cohort.
- The school’s budget is allocated to meet the needs of the children on the SEN Register.

- The Senior Leadership Team meets every half term to discuss pupil progress and next steps.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help and equipment if needed.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- Our pupil premium allocation is allocated effectively to ensure that all pupils have the best possible chance to achieve.
- We apply for high needs top up funding where we feel that a child's learning needs/provision exceed the nominal SEN budget as outlined by the SIL document "Operational Guidance on High Needs Banding and Top Up".

How accessible is your setting and how will my child be included?

Our setting is fully accessible with specific parking facilities, ramps to access the school building and classrooms, lifts and disabled toilet facilities. Further information regarding accessibility can be found in our school accessibility policy.

Our school governing body reviews our settings' accessibility plan and policy on an annual basis to ensure that as a school we meet the needs of all our children.

If required, we will ensure that any family or child whose first language is not English will be supported effectively through specialist teachers. Correspondence to families will also be translated if required.

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

How will the setting prepare my child for transitions on to the next stage of educational and life?

On entry to Nursery, you will be invited to look around the school and meet significant staff.

We will ensure we contact any early year's settings, or other schools your child has attended to gather information about their needs.

Where necessary, we will support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting.

Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.

For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school.

How are parents/carers/families involved in the setting?

We have an active PTA group who meet regularly and plan events like a summer / Christmas fair, to help raise funds for our children and school. All parents are welcome to join this group. Meetings are held in school regularly.

Parent/carer and teacher meetings by appointment each term.

We hold regular (three times per year) parent's evenings for you to talk to your child's teachers about their progress.

Our SENCO is available for you to talk about your child's special educational needs or any initial concerns that you may have – please email her directly or call the school office to make an appointment.

We have an 'open door' policy; parents and carers are encouraged to discuss any concerns with their child's class teacher at the earliest opportunity.

Parents/carers are regularly invited to school assemblies, special celebrations or events.

We host regular termly coffee mornings/afternoons where a number of internal and external professionals are in attendance to provide further guidance and support to parents.

Who can I contact for further information?

For further information, please contact Mrs. D. Riley - Special Educational Needs Coordinator (SENCO) in the first instance. You can also access further information from Miss Widdowson-Learning Mentor.