

SEND Information Report 2021 – 2022

This report is part of the Northamptonshire Local Offer for learners with special needs and their families. At Trinity CE Primary School, we embrace the fact that every child is unique and, therefore, the educational needs of every child are tailored; this is certainly the case for children with Special Educational Needs.

The aim of this report is to give parents information about how we support children's learning in our school and should be read in conjunction with the following policies (which can be found on the school website):

- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- SEND policy

The aim of this report is to give parents information about how we support children's learning in our school.

If you have concerns regarding your child's progress or well-being, then please speak in the first instance to your child's class teacher via Class Dojo or the office. Alternatively you could also discuss your concerns with Mrs Kate Freeman (SENDCo) via email: kfreeman@trinityprimary.org.uk

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- A child has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her.
 - A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
 - Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

How does our school know if children need extra help?

Children's progress is reviewed regularly through the use of informal and formal assessments throughout the year. We also meet regularly as staff to discuss the progress of each individual child. If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Formal parent consultations are held in the autumn and spring terms and parents also receive a written report in the summer term. If, however, there are any concerns about a child's progress between these times, teachers will contact the child's parents. Parents are also encouraged to speak to their child's class teacher if they have concerns regarding a child's progress.

What should I do if I think my child has SEND?

If you have concerns relating to your child's learning or inclusion then please initially discuss these with your child's class teacher. This may then result in a referral to the school SENDCo whose name is: Mrs Kate Freeman and whose contact details are: kfreeman@trinityprimary.org.uk

Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.



Trinity C E Primary School

Main Street | Aldwinckle | Kettering | Northants | NN14 3EL

Headteacher: Tom Burrows | t: 01832 720239 | e: bursar@trinityprimary.org.uk

How will I know that the school will support my child?

All children will be provided with high quality teaching which is differentiated to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is regularly monitored and reviewed to ensure that all children have the opportunity to make progress.

Children are only identified as SEN when it is clear that their needs require intervention which is “additional to” or “different from” the curriculum for all of our pupils in school. This is delivered through carefully planned, high quality teaching in order to respond to the four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory/physical

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the Headteacher, SENDCo and every class teacher.

As part of our teach, plan, assess, review cycle, the progress of pupils with SEN is closely monitored and additional meetings between teaching staff and the SENCo ensure that impact of interventions is measured in a timely way.

How are decisions made about how much support my child will receive?

If there is a concern about progress of the needs of your child, the following steps will be taken:

- The class teacher will discuss this with the SENDCo.
- Parents will be contacted for a discussion about appropriate next steps.
- Specific, measurable, achievable, realistic and timely (SMART) targets will be put in place for the child to work towards as part of an individualised learning plan (Pupil Passport)
- Intervention/support will be put in place to meet (where possible) the child’s needs.
- If additional funding is required to meet the needs of a pupil, the SENDCo will advise parents of the process and ensure that they and the child are fully involved in the application and assessment process.
- Review meetings will evaluate intervention and support given and next steps decided upon.

How are the school’s resources allocated and matched to children?

Our school is an inclusive school and we offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow. Children’s needs are identified in the termly pupil progress meetings and resources are allocated to need. All the interventions at our school are delivered by staff who have had experience in delivering these. The provision in these groups is overseen by our SENDCo.

We use a provision map to closely monitor the impact and cost of each intervention to ensure that it meets the need of the child and that resources are used effectively.

The Headteacher decides on the deployment of resources for Special Educational Needs, in consultation with the SENDCo on the basis of needs in school. By using information about SEND in school, they decide which resources, training and support are needed.

How will the curriculum be matched to meet my child's needs?

The vision of our school is: "We inspire children to reach their full potential as they journey through life; stimulating a thirst for knowledge, building confidence and resilience, and embracing Christian values."

Our first priority is to make your child's learning experience as positive and supportive as possible. Our curriculum is fully inclusive and pupils with SEN will receive appropriate scaffold or support to enable them to access the same learning as their peers. Teachers will use a range of classroom-based strategies to ensure all teaching is of the highest quality and every child will have access to a supportive environment with teacher and TA support and a range of activities that will support and stimulate them. All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their individual needs.

Teachers will use appropriate visual timetables, checklists and personalised success criteria to support your child and they will learn in a dyslexia-friendly environment e.g. word mats and dyslexia-friendly resources. We also offer small group or 1:1 support from a TA or class teacher, modified resources and an individualised curriculum where necessary.

If needed, we can provide quiet areas to enable children to focus, support for children to enable them to participate in school trips or residential visits and strategies to develop independent learning. We also offer visual support (e.g. sequenced pictures, mind maps) and scaffolding (e.g. writing frames, story maps, task plans) to provide a support structure to help children to complete a task and we ensure pupils have accessible resources readily available in the classroom that they can fetch if they need them.

Open-ended challenges are always provided to promote deeper thinking and independent learning.

Our teachers are happy to discuss these strategies with you and how you can use them to support learning at home.

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

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. Our SENDCo holds the National SENCo accreditation and is also a Dyslexia Specialist Teacher and Assessor (OCR Level 7 Specific Learning Difficulties (Dyslexia)).

We regularly work with a range of professionals including Educational Psychologists, specialist teachers and Speech Therapists. We follow the strategies and programmes provided to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support).

As a school we can provide a wide range of English and Maths small group interventions delivered by class teachers, teaching assistants and SENDCo, ICT support in the form of reading, phonics and maths programmes and our teaching assistants can also offer social skills support. Our environment is designed to support children with individual needs, where possible, e.g. visual timetables, individual workstations etc. as required.

We may also draw upon external support services to help support your child with more specific needs, including Autism Outreach support, Educational Psychology Service, Speech and Language Therapy, JoGo Behaviour support services and CAMHS. We are also supported through advice from our Trust SEN consultant, Natalie Packer.

What training have staff supporting children with SEN had?

Our school has a Special Educational Needs Coordinator (SENDCo), Kate Freeman, who is responsible for advising class teachers about the provision they make for children with SEND and for overseeing our whole school provision. She can be contacted by email at kfreeman@trinityprimary.org.uk

We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs.

Specialist training has been provided to the SENDCo from:

- the National SENDCo accreditation award
- the OCR Level 7 Specific Learning Difficulties (Dyslexia) qualification
- regular visits from SEND specialist teachers and the educational psychology team who provide advice to staff to support the success and progress of individual children
- termly visits from NHS Speech and Language Therapists to assess and plan support for targeted children. These programmes are then delivered by teaching assistants.
- regular SEN briefings led by our trust SEND consultant, Natalie Packer.

What support will there be for children's overall wellbeing?

We believe that children need to be happy and feel secure to make progress, and have a range of options available to support children's wellbeing. These include strategies to reduce anxiety and to promote emotional wellbeing (including communication with parents); individualised programmes of support implemented consistently by all staff so the child knows that there is always someone they can speak to and seek support from.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum that aims to provide the children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. We also ensure that children understand the importance of online safety and how they can manage their emotional well-being online.

However, for those children who find aspects of this difficult we offer:

- Lunch time and play time support
- Buddy system
- Small group opportunities to develop social interaction skills
- Access to external agencies and professionals
- Work with a trained Emotional Literacy Support Assistant

Our school benefits from a Behaviour Policy which promotes recognition of good behaviour and positive praise and this is consistently applied in each class. In respect of Anti Bullying, there is a policy in place which has been drawn up by staff and children and is accessible to parents via the website. Our school was accredited the silver Anti-Bullying badge by the Anti-Bullying Association in April 2020.

How will I know how my child is doing?

We believe that good communication between home and school is essential for us to work effectively together to support every child. We communicate with parents by face to face meetings or telephone conversations. Enquiries and quick updates can be sent by Class Dojo, email or through home/school books where necessary.

You will be invited to regular meetings with the class teacher to review your child's learning if a Pupil Passport is required.

We also liaise with a wide range of professionals (educational psychologists, school nurses, speech therapists) and will help with completion of forms and explanation of professional reports to parents where it is helpful.

Most importantly, we are here to help and support and are always happy to talk with you. Parents are encouraged to arrange an appointment to discuss your child's progress initially with the class teacher, at any time if you feel concerned or have information that you feel you would like to share that could impact on your child's progress. Please contact the school office who will arrange this appointment for you.

How can I help to support my child's learning?

Please look at the school's website. It can be found at <http://www.trinityprimary.org.uk/> and includes information about areas of learning for each class. In addition, termly overviews are sent out at the beginning of each small term to give parents information about learning and events that will happen in their child's class.

Your child's class teacher or SENDCo may also suggest additional ways of supporting your child's learning.

How will my child be involved in their learning?

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets and self-assessment. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets

How will the school prepare/support my child in starting school and moving on?

We encourage all new children and parents to visit the school prior to starting and we work to ensure smooth transition from pre-school into school and from primary school into secondary school, as well as between classes while within the school.

For children starting in Reception, a series of visits for children are planned throughout the second half of the Summer Term. Parents/carers are also invited to a meeting at the school in order to provide you with a range of information to support you in enabling your child to settle into the school routine.

We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on securely and all needs are discussed and understood.

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

At any point when a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable children at the end of the primary stage of education.

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

Our school is an inclusive school and we ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off-site. We believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all.

How accessible is the school environment?

Our school building is all on one level; however there are steps to access some classrooms from outside. The school building is accessible to wheelchair users via the Reception class door and also via the hall access. Individual access arrangements, if appropriate, can be discussed prior to the child starting school and access reviewed accordingly.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and this is available via the school website.

Who can I contact for further information?

In the event of any concerns about your child or our school's provision for children, parents should in the first instance discuss their concerns with their child's class teacher. Any concerns that have not been addressed by this should be taken to the Headteacher. The school's Academy Governance Committee is the final point of contact. The Chair of the Governance Committee, Mr Michael Wilson, can be contacted at chairofgovernors@trinityprimary.org.uk

You may also wish to visit the following websites:

- Northamptonshire County Council's Local offer, outlining services available for children who have SEND: <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>
- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children with SEND and will direct visitors to their nearest IAS service: <http://www.iasnorthants.co.uk/>