

Children and Families Act 2014

**Special Educational Needs and Disability
Information report**

Holy Trinity C of E Primary School

September 2024

Head Teacher: Mrs Izzy Rickards Safeguarding Lead: Mrs Izzy Rickards
Special Educational Needs and Disability Officer: Mrs Maria Channell/Mrs Anne Moran
SEND Governor: Lizzie McGibbon

<p>1. How does Holy Trinity C of E School know if child/young person need extra help?</p>	<p>We use many strategies to continuously assess children and track their progress; this happens every day in class and more formally each term.</p> <p>We will know your child may require additional help if they are not making the expected level of progress and are achieving levels below that expected for their age.</p> <p>There are four main broad areas within SEND which children are assessed:</p> <ul style="list-style-type: none"> (i) Social, emotional and mental health (ii) Cognitive and Learning. (iii) Communication and Interaction. (iv) Sensory or Physical needs. <p>The strategies we use to monitor pupils include:</p> <ul style="list-style-type: none"> • Tracking of the Early Years Foundation Stage areas – progress in each area is monitored by staff. • Experienced staff enables early identification through observations. • Working in partnership with you during home visits, visits to private nurseries. • Teacher tracking using SIMS: an online system where your child’s levels are entered each term. • We value your views and hold progress meetings three times a year to allow us to work in partnership to discuss how best to support your child. • Informal parent meetings – if we are concerned about your child’s achievement we will request additional meetings to ensure you are kept informed and to allow us to work together efficiently. If you would like a meeting with your child’s class teacher because you are concerned about your child’s achievement or progress you can request a meeting at a suitable time. • Observations of every child take place continuously by staff members – academically and also social, behaviour and interaction with peers. • Meetings between Class Teacher and the SENDCOs within the school take place regularly to discuss any children who may be under-achieving.
<p>2. What should I do if I think my child/young person may have SEND?</p>	<p>If you have any concerns about your child’s achievement or progress you should contact the school to arrange an informal meeting with your child’s Class Teacher. At this point the following steps will take place:</p> <ul style="list-style-type: none"> • The Class Teacher will liaise with the SENDCO in school. • If required interventions will be put in place. • The impact of these interventions will be monitored and if necessary your child’s class teacher will arrange for you to attend a formal special educational needs support plan (SEND support) meeting. Your child will be given targets that are SMART - specific, measurable, attainable, relevant, and time-based. • Your child’s progress will be carefully monitored by their class teacher and the SENDCO

	<ul style="list-style-type: none"> • You will be asked to attend termly individual education plan (SEND support) meetings where the targets are reviewed and new targets are put in place as necessary. • If your child is still not making adequate progress outside agencies may be called upon for specific assessments (language and behaviour unit, Educational Psychologist, Occupational therapist, etc) • If further support is required we will consider applying for an Education, Health and Care Plan (EHCP).
<p>3. How will I know how Holy Trinity C of E School supports my child/young person?</p>	<p>At Holy Trinity we work as a team, alongside you, to provide the best education possible for every pupil. The support put in place in school will be evident through:</p> <ul style="list-style-type: none"> • The class teacher, special needs coordinators and yourselves will work together to discuss specific targets that are based on your child's needs. • Many children require extra help whilst at school; this does not always mean that they have a special educational need or require an individual education plan. These children may take part in small group activities/interventions for a specific time to assist them in an area of weakness. • Interventions, which usually take place during school time • If your child does have a special educational need you will be asked to attend termly 'Special Educational Needs Support Plan' (SEND Support) meetings to review your child's targets and discuss the next steps. • Your child's progress is continually tracked by the class teacher, assessment coordinator and the special needs coordinators. Any concerns will be fed back to you immediately. • Staff will be tracking and monitoring interventions used to assess any impact made, if there are any concerns you will be notified and next steps put in place. • If there is still a lack of achievement and/or progress we will discuss the possibility of outside agencies/specialists becoming involved to complete assessments for further support: language behaviour and Support Team Merton, Educational Psychologist etc. You will be provided with a written report afterwards and a meeting with the specialist can also be arranged to discuss their findings. • Support is kept up-to-date as Holy Trinity's SEND School Governor works closely with our SENDCOs to regularly review and evaluate the schools provision and any training and resources that are needed. • The SENDCOs regularly present to the school Governors to inform them of children's progress and needs ensuring the provision in place is effective. • Holy Trinity, in the past, has been recognised by the British Dyslexia Association as a dyslexia friendly school. In addition to dyslexia friendly practices in classrooms, we have a part-time dyslexia specialist teacher who works one to one with our dyslexic children every week.
<p>4. How will the curriculum be matched to my child/young person's needs?</p>	<p>At Holy Trinity we have high expectations for all children. We ensure every child is catered for within the classroom through:</p> <ul style="list-style-type: none"> • Adaptation to the needs of the child – Quality First whole class teaching, adapted to meet your child's individual needs through planning, delivery and support.

- Resources/Equipment – each class has resources to support children’s different learning styles (eg. visual timetables/images, pencil grips, non-white paper, knowledge organisers, topic vocabulary, key words etc.)
- Specialist equipment is used within the class when required eg. Occupational Therapy equipment.
- Sensory Circuits and OT exercises are embedded into classroom routines to ensure inclusive practice.
- Lessons are planned so that when appropriate your child will be supported by the class teacher, TA and/ or LSA within the classroom for specific tasks. At other times will be encouraged to work independently with appropriate scaffolding to assist them. Finally some tasks will be designed so that your child will have peer support eg. during group tasks.
- SEND Support Plans can include guidance for appropriate support in order for your child to meet their targets. This will be planned into lessons by your child’s class teacher.
- All adults in the classroom are fully informed of your child’s targets.
- SEND children have a pupil passport one-page profile so their needs can be easily communicated to supply staff and visiting teachers.

Staff training is monitored by the special needs coordinators and continuing professional development leader during Professional Development cycles to develop staff’s expertise in accordance to the children’s needs.

5. How will the school know how well my child/young person is doing?

- At Holy Trinity we carefully monitor the progress of each individual child. This is completed through:
- Class Teacher/SEND/CO/Assessment Coordinator and Senior Leadership Team track and monitor all children’s progress using SIMS where class teacher’s update individual pupils’ progress continually and input formal levels on a termly basis.
 - The Senior Leadership Team meets termly to keep track of individual and class progress.
 - Parent consultation meetings take place between class teachers and parents/carers twice a year allowing you to discuss your child’s progress and attainment. Written reports providing a summary of your child’s strengths and weaknesses are provided at both of these meetings. A full report will be given at the end of your child’s school year within the summer term. If a final meeting is required and you would like to discuss any comments made in your child’s report please contact your child’s teacher.
 - In addition, if your child has a special educational need their class teacher will arrange a SEND Support Plan meeting with you on a termly basis where you can discuss your child’s targets and the interventions used.
 - SENDCOs/Assessment Coordinator and Senior Leadership Team track different groups of children termly using the SIMS Assessment Manager. If any group of children is not making expected progress or are achieving levels lower than expected we immediately put interventions in place to rectify this.

We ensure your child’s social and emotional needs are met through:

- Each child's social and emotional needs are tracked by all staff through observations.
- They have a 'pupil voice' - we provide them with a chance to express themselves through class PSHE sessions, junior leadership team and interviews.
- As required children will be offered the chance to attend Social Emotional Aspects of Learning groups.
- We use the EWP service which has been accessed by many of our families.
- We have trained ELSAs in the school (Emotional Literacy Support Assistants) who can offer support to pupils across a range of social and emotional issues.
- We are participating in Merton's Trailblazer Project on Mental health in schools
- We have worked with Merton Citizens to develop a Mental Health Kite Mark for schools
- We have an afternoon Nurture Programme to support our most vulnerable pupils. KS2 have a twice weekly session (4 Hours). The programme is devised and run by our Deputy head teacher.
- Attachment and Developmental Trauma training for all school staff to ensure a trauma based approach to behaviour and learning.
- Quality Circles and Restorative Practice training is being undertaken by SLT to be cascaded to all staff.

6. How will I know how well my child/young person is doing?

You will know how your child is doing in school through:

- Home/School diaries (where appropriate): you and your child's class teacher may enter comments about how your child is progressing.
- Early Years and Foundation Stage have an 'open door policy' allowing you to come and ask any concerns or questions at any time.
- As your child progresses into key stage one and two you will be provided with their class teacher's email address so you may contact them at any time and you may request an informal meeting to discuss any concerns or queries.
- Formal parent consultation meetings take place between class teachers and parents/carers twice a year allowing you to discuss your child's progress and attainment. Written reports providing a summary of your child's strengths and weaknesses are provided at two of these meetings. If you would like to discuss any concerns arising from your child's full end of year report please contact your class teacher.
- Share my Learning mornings are usually held three times a year and give an opportunity for parents to look through their child's book and talk with their child about their learning
- In addition, if your child has a special educational need their class teacher will arrange a Special Educational Needs Support Plan meeting with you on a termly basis where you can discuss your child's targets and the interventions used as well as the next steps.
- We constantly monitor and assess social groups and feedback any important information.
- Open door policy with the SENDCo

<p>7. How will you help me support my child/young person's learning?</p>	<p>At Holy Trinity we work as a team with all the adults involved in your child's care; we will help you to support your child's learning in the following ways:</p> <ul style="list-style-type: none"> • The class teacher will work with you to discuss specific targets that are based on your child's needs. • Your child may have a home/school book (or other agreed method of electronic communication); this is an easy way for you to communicate with their class teacher and for us to offer tips and reminders to support their learning at home. How this additional communication is facilitated is at the discretion of the class teacher and agreed with the SENDCo in relation to the child's needs. • We host subject specific parent workshops during the evenings at specific times during the school year. These are to support your understanding of how children learn and how best to support your child at home. • During the termly parent consultations your class teacher will explain your child's areas for development and the best way you can support them with this in the home environment. • If you would like further support at any time please feel free to arrange an informal meeting with your child's class teacher through the office or by email. • If your child has a special educational need you will be asked to attend additional termly 'Special Educational Needs & Disability Support Plan' (SEND Support) meetings to review your child's targets and discuss the next steps. During these meetings you will be given advice as to how you can help to work towards these targets at home to compliment what will be done in school. • If there is a lack of achievement and/or progress after sustained interventions we will discuss the possibility of outside agencies/specialists becoming involved to complete assessments for further support: language behaviour and learning Merton, Educational Psychologist etc. You will be provided with a written report afterwards and a meeting with the specialist can also be arranged to discuss their findings. They will offer ways you can best support your child as well as how they can be supported within school. • If you require specific support addressing particular needs the school educational needs coordinators may be able to recommend family training or specialist support within the borough which is suitable for your child's needs. • Useful information for each class, is included on the Learning Platform on the school website
<p>8. What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?</p>	<p>We offer a variety of support to cater for all the varying needs of our pupils. Currently this includes:</p> <ul style="list-style-type: none"> • Pastoral needs are met through a close relationship between the pupils and their class teacher as well as with the special educational needs coordinator (when applicable). • Zones of Regulation is a whole-school approach to helping children identify their emotions, and to develop a toolbox to help them manage their emotions • They may also be offered a place with our Emotional Literacy Support Assistants (ELSAs) • Breakfast club/after school club is available within the school.

	<ul style="list-style-type: none"> • Lunch Club is available to all pupils at lunch time • Specialist trained adults: Emotional Literacy Support Assistants (ELSAs), the School Nurse, VBS Social care, local health service. • All medicines are kept in the safety of the school office and are accessible to the child whenever necessary. They are administered by one of our first-aid trained members of staff. All children with medical conditions have an individual health care plan. • Training is provided as applicable for administering medicine and personal care (carried out by the school nurse or specific medical practitioners within school during inset days and twilight sessions.) • Multi-agency meetings are held to develop Educational, Health and Care plans. This allows the class teacher, special needs coordinator, child and parent/carer to work alongside the medical practitioners involved with your child to develop a plan together. • Behaviour and Belonging policy and Anti-Bullying policy within school ensures overall wellbeing of all pupils through safeguarding and promoting positive mental health. • Each year we raise awareness for bullying during an Anti-Bullying week and ensure all pupils are familiar with what to do if this happened to them. • We refer to Stonewall Resources to ensure all children are open to a variety of family situations and all differences are respected. • Holy Trinity, in the past, has been recognised by the British Dyslexia Association as a dyslexia friendly school. In addition to dyslexia friendly practices in classrooms, we have a part-time dyslexia specialist teacher who works one to one with our dyslexic children every week. • At Holy Trinity, our highly trained Teaching Assistants may run specific, evidence-based interventions. These interventions are time banded and cover many skills including handwriting, maths, reading and compositional writing for either small groups of children or on a one to one basis.
<p>9. How will my child/young person be able to contribute their views on how things are going?</p>	<p>At Holy Trinity we feel it is vital for pupils to have a voice. We enable their thoughts and ideas to be heard through:</p> <ul style="list-style-type: none"> • Involving pupils in conferencing with their teacher. This allows them to discuss how they feel they are progressing and helps them to understand their targets. • Share my Learning mornings allow pupils a chance to share their learning/books with their parents. • All the children in KS2 work alongside their class teacher to construct their targets. • Every class teacher uses ‘talking partners’ within lessons to allow all the children to discuss ideas and thoughts with a peer. • Every class has regular Junior Leadership Team sessions allowing the children to share their opinions regarding school events, subjects, development of outside areas etc.

	<ul style="list-style-type: none"> • House meetings are led by the Year 6 house captains and allow children to voice their opinions about charities and fundraising ideas. • Eco and Growing Together in Spirit teams allow pupil voice to be heard in relation to the school's physical environment and religious community. <p>If your child has a special educational need their voice will also be heard in the following ways:</p> <ul style="list-style-type: none"> • During the termly Special Educational Needs Support Plan meetings. From Year 2 upwards your child's view on the progress they have made towards their targets are listened to carefully and used to help construct new targets. This is also a chance for them to share any success with you and their class teacher. • Similarly, children with an Education, Health and Care plan can take part in annual reviews if they wish so that all the adults involved in their care hear their opinions and ideas. They will complete a pupil voice proforma to record their views which are included in the Summary Advice and can be presented in the review on their behalf. • If your child is unable to provide their ideas in a written format we ensure their voice is heard through a scribe, through attending meetings in person or through a recording: whatever is most suitable. • Children help to create and update their pupil passport with their class teacher each year.
<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<p>The services below are available or can be accessed by the school:</p> <ul style="list-style-type: none"> • Experienced teachers all with 'Qualified Teacher Status' who receive regular in-house special educational needs training. • We have a part-time specialist dyslexia teacher with a Post-Graduate Diploma in SpLD (Dyslexia) who works with our dyslexic children on a one to one basis each week. • Experienced teaching assistants and learning support assistants who are trained in various intervention programmes (numicon, wordshark, numbershark, communicate in print, inference training, clicker 6, Bradford Talking Partners, First for maths, write away together etc.) • Support from the Local Authority – Learning, Behaviour and Support, Educational Psychologist, Occupational Therapist, Speech and Language Therapy, Child and Adolescent Mental Health Services etc. Please see the 'Local Offer' for further details. • Headteacher and SENDCo have completed a two-year project on Attachment and Developmental trauma and cascade training and a trauma informed approach to behaviour and learning to all staff. This is done annually with additional sessions for new staff which other staff can attend as a refresher.
<p>11. What training have the staff supporting child/young person and young people with SEN had or are having?</p>	<p>All our staff at Holy Trinity have training to support children with special educational needs:</p> <ul style="list-style-type: none"> • The SENDCo achieved the NASENCO award. The SENDCO attends all SENDCo forums and has had Supervision in Schools training and ADT training. In order to facilitate more 'in-house' screening prior to

	<p>referring children for external assessments, the SENDCo has received training in the following: Active Listening, Lego Therapy, TALC, PHAB 2, YARC and The Language Progression Tool. Some of this training has been cascaded to support staff.</p> <ul style="list-style-type: none"> • All staff undergo Professional Development meetings – at these meetings any training is organised to develop skills and raise awareness of the ability of children with SEND. (Borough SEND courses, in house training) • Teaching assistants have regular special educational needs training. This is administered by the deputy head, the special education needs coordinators or outside organisations depending on the training requirements. This could focus on specific interventions used within school. • Regular whole Staff training is administered either in house or by outside agencies during ‘In-Service Education and Training’ days or as evening sessions. These provide staff with various SEND training and updates. Examples of recent training include, strategies to support children with Autism Spectrum Disorder or Dyslexia, Attachment issues, Emotional Regulation, Adoption Friendly Practices, Special Educational Needs Plan writing, interventions, resources etc. • Specific teaching assistants are trained in the following interventions: Early years speaking and listening (ECAT), NELI, Early Communication and Language (ELKLAN), Bradford Talking Partners, Write Away Together, First For Maths, Numicon, Clicker, Wordshark, Numbershark, Communicate In Print, Reading Inference Training, <p>Special Educational Needs coordinators attend regular on-going training at borough events.</p>
<p>12. How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Pupils with SEND are welcome to attend any after school and lunch time clubs.</p> <p>All children are included in activities and trips in the following ways:</p> <ul style="list-style-type: none"> • Parents/carers are fully informed before any event/school trips takes place. • Meetings may be arranged if required to discuss details of the event with you. • Detailed risk assessments are carried out before any trip in undertaken – with teachers carrying out pre-visits. The head teacher signs off each risk assessment. • Your child will be prepared before the event through use of photos/social stories where necessary. • Additional adults are deployed if required depending on the level of need of your child. • Itineraries are adapted or changed to suit the needs of each individual cohort. <p>Support is given to encourage your child to access every activity as fully as possible.</p>
<p>13. How accessible is the school environment?</p>	<p>Holy Trinity has an inclusive environment that is accessible to all due to the following:</p> <ul style="list-style-type: none"> • There is a lift from ground floor to the first floor • All corridors and doorways are wide enough to be accessed by a wheelchair.

	<ul style="list-style-type: none"> • Disabled toilets on all floors – disabled shower within the bathroom on the ground floor and a shower within Nursery. • If you are a parent with English as an Additional Language, you will be supported through translation services and occasionally through other parents within the school. The parent community is available to support EAL families. The school helps to match families up who speak the same language. • All classrooms have visual timetables, visual signs. visual prompts and clues to assist your child in accessing the routines and tasks. <p>Any specialist equipment may be purchased as required.</p>
<p>14. How will the school prepare and support my child/young person when joining Holy Trinity C of E Primary School, transferring to a new school or planning for the next stage of their education, employment or training?</p>	<p>When your child joins Holy Trinity the following steps will take place:</p> <ul style="list-style-type: none"> • Home visits are carried out by the class teacher before your child enters into Nursery. • If your child has a special educational need a meeting will be arranged before they start school by the Early Years Portage team. At this meeting any agency involved in your child’s care may attend to discuss how the school can support their needs. • If your child is currently attending a private nursery and you wish them to start at Holy Trinity we will contact the establishment to decide if it is necessary for the class teacher and special educational needs coordinator to visit your child in that nursery setting. • If we feel you and your child would benefit from pre- visits this is something that can be organised. You can also request this if you feel it would be beneficial. • Once your child has started at Holy Trinity we may use transition books – containing pictures of class teacher, other adults in the school, the classroom, the lunch hall etc • We have established many links with special educational needs departments within other schools to aid transition for when your child is moving to Secondary School. • Secondary schools often send the head of year or special educational needs coordinator to visit Holy Trinity. This allows them to see your child in a comfortable environment. • Your child will also be invited to attend induction days at their Secondary School to help the surroundings to become more familiar and to allow them to meet other pupils moving to that school. <p>The special educational needs coordinators will attend transition meetings that take place within the borough to discuss your child’s needs with a relevant member of staff in their new school.</p>
<p>15. How are the school’s resources allocated and matched to child/young person’s special educational needs?</p>	<p>At Holy Trinity we use our overall school budget to meet the needs of our school population. The use of this is constantly being reviewed so we can meet the needs of SEND, including other groups such as pupil premium. Initially we will assess your child’s needs (in school or through external agencies)</p> <ul style="list-style-type: none"> • We allocate an appropriate intervention that will address their requirements. • We carefully carry out audits of all our resources and if we require a particular resource we will consult our ongoing purchase plan.

	<ul style="list-style-type: none"> • SEN budget allocated where needed within school – staff, resourcing, training – supported by Governing body. <p>SLT/Governors consider delegating further funds from whole school budget.</p>
<p>16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?</p>	<p>If your child has a special educational need the following steps will take place in order to decide how much support will be provided:</p> <ul style="list-style-type: none"> • Initially an assessment of your child’s needs will be carried out by their class teacher or the special educational needs coordinators in school. If required a further assessment may be carried out by an outside agency. • This assessment will decide the type of interventions required to allow your child to access the curriculum and make progress. • You will be kept fully informed of any changes in support and will be invited to all meetings that take place subsequently. A constant cycle of assess, plan, do and review will inform discussions with you. • At this stage, we will invite you to attend a special educational need plan meeting where we will discuss the targets and support timetable for your child enabling us to make a decision together. <p>Your child will be continuously tracked and monitored to ensure that support is making an impact on their progress and attainment.</p>
<p>17. How will I be involved in discussions about and planning for my child/young person’s education?</p>	<p>We strive to work alongside you to ensure your child is supported in school and at home. You will be involved in your child’s education in the following ways:</p> <ul style="list-style-type: none"> • Home/School diaries: you and your child’s class teacher may enter comments about how your child is progressing. • Early Years and Foundation Stage have an ‘open door policy’ allowing you to come and ask any concerns or questions at any time. • As your child progresses into key stage one and two you will be provided with their class teacher’s email address so you may contact them at any time and you may request an informal meeting to discuss any concerns or queries. • Formal parent consultation meetings take place between class teachers and parents/carers twice a year allowing you to discuss your child’s progress and attainment. Reports providing a summary of your child’s strengths and weaknesses are provided at these two meetings. Open morning gives the opportunity for you to discuss any concerns arising from your child’s full end of year report. • If your child has a special educational need their class teacher will arrange a Special Educational Needs Support plan meeting with you on a termly basis where you can discuss your child’s targets and the interventions used as well as the next steps.

	<ul style="list-style-type: none"> • If your child requires an assessment by an outside agency you will be informed and asked to fill out a consent form. After the assessment you will receive full feedback in a written report and may request a meeting with the assessor. <p>We constantly monitor and assess social groups and feedback any important information.</p>
<p>18. How can I be involved in the school more generally?</p>	<p>If you would like to be more involved at Holy Trinity, please consider the following:</p> <ul style="list-style-type: none"> • Attending parent workshops that take place throughout the school year. • Volunteering to attend school trips and visits with your child’s class. • Volunteer to listen to readers and help out in a class (not your child’s class). • Taking part in the school parent teacher association – HOTS. • Attending all open evenings and other school events. • Reading the weekly bulletin
<p>19. Who can I contact for further information?</p>	<p>If you require further information about your child’s progress or have any concerns, please follow these steps:</p> <ul style="list-style-type: none"> • Initially you should contact your child’s class teacher to arrange an informal meeting. • The class teacher will then liaise with the special educational needs coordinators to discuss your child’s progress, attainment and any concerns you have raised. <p>If necessary a meeting with you will be arranged to discuss the next steps we will put in place to support your child.</p>
<p>20. What should I do if I am considering whether this is the right school for my child/young person?</p>	<p>If you are considering sending your child to Holy Trinity we suggest:</p> <ul style="list-style-type: none"> • Initially contact the school office (see Contacts section of the website). • They may refer you to the Head Teacher or special educational needs coordinator to discuss your child’s needs and the suitability of our school. • A visit may be set up for you to have a tour of the school and meet relevant members of staff. • If you require support from the Local Authority this is outlined in the ‘Local Offer’. <p>Finally if you have any complaints please firstly refer to our School Policy.</p>