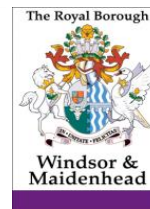


Special Educational Needs and Disabilities (SEND) Local Offer and School SEND Information Report



Holy Trinity Primary School, Cookham

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Name of SEND Co-ordinator (SENDCo):	Matthew Burn
Name of SEND Governor:	Jason Powell
School address:	School Lane Cookham Berkshire SL6 9QJ
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School email address:	office@holytrinitysch.co.uk
School website:	http://www.holytrinitysch.co.uk
Type of school:	Maintained, Mainstream Primary School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Holy Trinity we endeavour to allow our children to explore and understand the world around them. In our inclusive setting, all children are encouraged to become active independent learners. Every teacher is a teacher of every pupil, including those with SEND, because we seek to promote the very best from every individual who enters our environment. As a school, we work closely to ensure that our children are provided with the learning and resources to cater for their needs.

Staff receive training to support, and are experienced in working with children with a speech and language delay, specific learning difficulties and those with social and emotional needs.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

At Holy Trinity the importance of early identification of needs is paramount therefore assessment data is regularly analysed to identify needs. Observations take place within the Foundation Stage and screening checks are carried out when children raise concerns regarding development.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If you think your child may have special needs, talk to your child's teacher, the Special Educational Needs Co-ordinator (SENDCo) or the headteacher about your concerns.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

When a class teacher or the SENDCo identifies a child with SEND the class teacher provides interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum and strategies. New children with SEND are observed and their previous assessment reviewed, the use of Individual Education Plans (IEPs) and discussion with new parents take place to ensure a smooth transfer of support. The targets on the IEP are based on collaboration between all the parties involved, i.e. the child, parent, SENDCo, class teacher and teaching assistant. The class teacher and SENDCo will ensure that the targets on the IEP are specific, measurable, achievable, relevant and time limited.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

Holy Trinity currently has one member of staff who is ELKLAN (speech and language) trained and works in close consultation with the school's allocated Speech and Language Therapist to deliver speech and language programmes to identified children.

The school also has an Emotional Literacy Support Assistant (ELSA) and a second who will begin training this academic year, providing us with a specialist in each Key Stage. Our ELSAs work with individuals or small groups of children who may have social and emotional difficulties and have access to a therapist who visits school regularly.

A member of staff is trained in Makaton sign language to support children with hearing difficulties.

In addition to this every class has at least one teaching assistant (this may increase dependent on the needs of the children in the class). Individual or Group Education Plans are used to address specific needs for children identified as requiring SEND Support.

In school, support staff work alongside class teachers to ensure all children receive maximum access to the curriculum. The school provides four dedicated iPads to allow SEND children to access apps that are carefully selected and regularly updated to meet the children's specific learning needs.

A specialist support teacher works with groups of children on IEP targets identified alongside school staff.

c. How is the decision made about what type and how much support my child/young person will receive?

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Provision maps are devised for each class in school on a termly basis. They plot the interventions and adult support for SEND children in a weekly timetable.

The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. Through these steps it can be determined which level of provision the child will need going forward.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Your child's class teacher or the SENDCo will contact you if we have any concerns about your child's needs. You will be invited to discuss your child's targets with your class teacher, considering how your child will meet these targets through their work in interventions in the classroom and what you can do to help your child at home. You will have regular contact with the class teacher on your child's progress. In some cases children may also have a daily home/school communication book.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Children assess their progress in lessons. They are encouraged to help set their own targets and assess their progress towards these. In order to help the children make the best possible progress, we try to ensure that the interventions they receive match their interests.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

At Holy Trinity we analyse the progress and attainment of children against the class and national mean. The progress of each individual child on the SEND register is reviewed in Key Stage team meetings on a weekly basis and at regular intervals by the school's leadership team. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

b. How do you involve my child/young person and parents in those reviews?

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.

Parent's evenings are used to monitor and assess the progress being made by children.

c. How do you know if the provision for children and young people with SEND at your school is working?

We will know that SEND provision is working if:

- Children who have special educational needs have had their needs assessed.
- These children have been given appropriate provision.
- The children who have been identified as having SEND make progress and meet their own individualised targets.
- The staff are confident about their own and others' contributions toward meeting the needs of their pupils.
- The parents express satisfaction with the identification procedure, information provided, provision given and monitoring arrangements. They can see that their child is making progress.
- The LEA is satisfied with the framework of provision for children with Education, Health & Care Plans and can see an efficient use of funds delegated through the LMS formula.
- The school has a good relationship with the attached Educational Psychologist. There is regular communication between them.
- There is evidence of discussions which have taken place between outside specialists, SENDCos and or the class teachers.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

At Holy Trinity we regularly run intervention sessions to support children with their social and emotional wellbeing. We take pride in our pastoral care of the children in our school.

To ensure that children feel included and happy at our school we often integrate a buddy system to provide support whereby children are partnered with a friend to play with.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

We have an extensive programme of transition for all pupils who are going to join Holy Trinity. If your child has special needs we will also make sure we fully understand your child's needs through discussions with staff at your child's current school. At that meeting we will discuss any arrangements above and beyond those all children receive.

We welcome children to visit our school prior to joining us in order that they may meet their class and the school staff as well as becoming familiar with the school facilities.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

Records and information of SEND will be sent to the receiving school as the pupils transfer. Beyond regular meetings between the SENDCos of both schools to exchange relevant information, meetings are held in the Summer Term with the SENDCos of the receiving schools.

Regular cluster group meetings of the SENDCos are held in order to facilitate discussion and support.

The School has an "open door" policy so that parents/carers can come into School to discuss any concerns. We consider it good practice to try to contact a language interpreter if needed.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

The School was built in 1858 with extensions added since. The upper floor in the original building is not in use for teaching purposes. The learning environments in school are all on one level. Wheelchair access to school is good. Internally there are three small steps into Cygnet classroom, however there is ramped access to this classroom from the outdoor area. Please see the school accessibility plan for more details.

Holy Trinity School has disabled toilet facilities.

b. What if my child needs specialist equipment or facilities?

The school will endeavour to source and allocate funds for the specialist equipment that your child requires. Where this is not possible through your child's E.H.C.P. the school will pursue other sources of funding.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

We provide a broad range of clubs before, during and after the school day. We want all children to take part in activities outside the classroom. All school clubs are made accessible for SEND pupils. When planning school trips we consider the needs of the pupils, identifying all potential risks prior to the visit.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

For targeted one-to-one intervention we are able to employ an ELKLAN trained teaching assistant.

The school has an Emotional Literacy Support Assistant (ELSA), with a second to qualify shortly, who will work with individuals or small groups of children in each Key Stage who may have social and emotional difficulties.

A specialist support teacher with vast experience working with SEND children works with groups of children on Individual Education Plan targets identified alongside school staff.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Support and guidance - both formal and informal - may be sought from specialist services to help us meet your child's needs. Where formal proceedings are undertaken we will inform you beforehand and ask for your permission to discuss your child with them.

Agencies we use include the Education Psychology Service, the School Nurse, SHINE and the Speech and Language Therapist. In addition to this we have contact with Occupational Therapy, Behaviour Support and the Child and Adolescent Mental Health Service (CAMHS).

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<http://www.holytrinitysch.co.uk/policies.aspx>

- Special Educational Needs Disability Policy (SEND)
- Disability Equality Scheme (inclusive of Accessibility Plan)
- Child Protection & Safeguarding Policy
- Behaviour Principles & Behaviour Policy
- Single Equality Scheme
- Medicine in Schools Policy
- Whistleblowing Policy

Other policies are available through the school office:

- Positive Handling Guidance
- Intimate Care

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Where it is identified that a child on our SEN register requires specific resources in order to support their learning we look to acquire them as quickly as possible. At present iPads are being used very effectively alongside other targeted resources to help our children progress in their learning.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

The school has an arrangement whereby parents who have a concern or complaint can contact any member of staff. A meeting can then be arranged for the appropriate staff and others to discuss the issue.

To view our Complaints Procedure, visit the Policies section under Key Information on our website:

<http://www.holytrinitysch.co.uk/policies.aspx>

11. Glossary

Terms used in this document	Description/explanation of term
Behaviour Support	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children with mental health difficulties and their families
Educational Psychologist	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
ELKLAN	Training for staff to support children with their speech and language development
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people
SHINE	An outreach service who support children on the Autism spectrum in mainstream schools.
Social Emotional Aspects of Learning (SEAL)	A whole class/small group approach to supporting children's social and emotional development
Special Educational Needs Coordinator (SENDCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within a school

Special Educational Needs & Disabilities – School Information Report

	Year Group	SEN Support (K) or Statement (S) / EHCP (E)	Need type
1	EYFS	K	ASD (CIN)
2	1	K	Hearing (SPN)
3	1	K	SALT (CIN)
4	2	K	Specific (C&L)
5	2	K	SALT (CIN)
6	3	K	SALT (CIN)
7	3	K	Mobility (SPN)
8	3	K	Hearing (SPN)
9	3	K	Specific (C&L)
10	4	K	Specific (C&L)
11	4	K	Specific (C&L)
12	5	K	Specific (C&L)
13	5	K	Specific (C&L)
14	5	K	Specific (C&L)
15	5	K	Specific (C&L)
16	5	K	Specific (C&L)
17	5	K	Specific (C&L)
18	6	K	Specific (C&L)
19	6	K	Specific (C&L)
20	6	K	Specific (C&L)
21	6	K	Specific (C&L)
22	6	K	Specific (C&L)
23	6	K	Specific (C&L)
24	6	K	Specific (C&L)

There are currently 24 children on the SEND register which represents 11.6% of the school population. Of these 24 children, none have an Education, Health and Care Plan.

Holy Trinity C of E Primary School has 24 children who are identified as SEN Support (formerly categorised as School Action), 8 of whom are - or have recently received - support from external agencies (formerly categorised as School Action Plus.) This represents 33% of children identified as SEN Support who receive external agency involvement.

As can be seen in the above summary, Special Educational Needs and Disabilities provision falls under these following four broad areas:

- Communication and interaction (CIN)
- Cognition and learning (C&L)
- Social, mental and emotional health (SEMH)
- Sensory and/or physical (SPN)

SEND provision remains a strength at Holy Trinity. Through accelerated learning and appropriately timetabled interventions, all TAs and staff have an inclusive way of teaching. Furthermore, all children are aware of their targets and the differentiated learning intentions ensure all children are making progress at their level.

School interventions

- Children who struggle with reading and spelling have access to small group daily phonics sessions, Toe By Toe and Rapid Reading programmes (updated scheme purchased last academic year and external training provided to all TAs delivering the intervention).
- Cloze text procedure is also implemented in small groups throughout KS2 as a reading intervention
- Small groups in KS2 who focus on their own specific high frequency words spellings.
- Maths interventions include Numicon and activities utilising carefully selected resources such as Base 10 and Cuisenaire.
- A weekly ELSA group is run by a trained TA. They vary in theme and can be used to help develop skills from understanding the importance of self-care to coping with changes in routine and providing positive feedback to a person.

TAs are observed to ensure the small group/individual teaching is of quality and matching the class's

provision map. This leads to feedback, mentoring and further training if necessary.

All children who are on IEPs are carefully tracked throughout the year with visual individual trackers (see example below) being prepared at the end of every long term which show, at a glance, the progress they are making. These are being trialled in a new format this academic year following the abolition of National Curriculum levels and based on the school's new assessment system Target Tracker.

NAME		Visual tracker - age related profile report																														
MATHS		Working below age related expectation					Working just within age related expectation					Working at upper age related expectation					Working above age related expectation					Working significantly above age related expectation										
Circumstances to consider: FSM, ELL, A.LAC, SR, SEN, EAL, Ethnicity, Attendance, Medical																																
TERM END		Assess (Pre/Post)		STEP																												
		10	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	
Reception	Autumn 1																															
	Spring 1																															
	Summer 2																															
Year 1	Autumn 1																															
	Spring 1																															
	Summer 2																															
Year 2	Autumn 1																															
	Spring 1																															
	Summer 2																															
Year 3	Autumn 1																															
	Spring 1																															
	Summer 2																															
Year 4	Autumn 1																															
	Spring 1																															
	Summer 2																															
Year 5	Autumn 1																															
	Spring 1																															
	Summer 2																															
Year 6	Autumn 1																															
	Spring 1																															
	Summer 2																															

All teachers analyse the use of provisions by analysing pre and post assessment data to ensure all SEND children are tracked and making progress and this is closely monitored by the school SENCO and Assessment Co-ordinator.

Date of last update of this document: 21.09.17

Date of next review: September 2018

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Date of next review: January 2019