

Holy Trinity C of E Primary School

Special Educational Needs Report

2014 – 2015

Special Educational Needs (SEN)

The School's Special Educational Needs Coordinator (SENCo) is Miss. Rebecca Heath. The Governor responsible for SEN is Mrs. Sue Harris. She can be contacted through the School. This appointment is reviewed and confirmed annually at the first full Governors Meeting of the academic year. The Governing Body of Holy Trinity C of E Primary School oversees and monitors SEN within the School, both through the Teaching and Learning Committee and at full governing body meetings.

Inclusion Statement

Holy Trinity C of E Primary School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the School community, and as a result, make a successful transition to secondary education and so into adulthood. All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Holy Trinity C of E Primary School.

We promote the inclusion of all children and recognise the particular needs of those with SEN (Special Educational Needs), e.g. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties. Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with emotional difficulties. The specific needs of those children with medical difficulties will also be met so far as we are able. We will endeavour to ensure that the needs of all children are understood and met as far as is possible within our setting.

Policies

Holy Trinity C of E Primary School has a Special Educational Needs Policy and a Single Equality Scheme. All of these documents are reviewed annually. The policies are available on the School's website, hard copies are available upon request, and as such are readily available for all.

Pupils with Special Educational Needs

The School maintains a register of pupils with Special Educational Needs. This list is reviewed at least three times a year but more often as required. As a result of these reviews, the number of Pupils on the list varies throughout the year. Currently, there are:

22 pupils with SEN Support

4 pupils with a Statement

(These children represent 12% of the total children currently on roll at the School)

Identification

The method of identifying pupils who have Special Educational Needs is based on the staged approach as detailed in the Special Educational Needs Code of Practice. Pupils, parents and teachers are involved at every stage. As necessary, visits are made to appropriate playgroups and nursery schools to discuss any pupils with SEN in order to make transition to Holy Trinity C of E Primary School as smooth as possible. It is the school's policy that pupils causing concern are identified at the earliest stage possible in their school life. This enables the school to put in place appropriate intervention programmes that will meet the pupils' specific needs. Teachers may raise initial concerns about a child at formal parents' evenings, or by separate meetings. Such initial concerns may at this stage be monitored before any further action is taken, or it may be that immediate action is required. This situation will be explained fully by the class teacher. If it is agreed that additional support is required, then parents' consent will be obtained to include their child on the School's SEN Register. Should immediate support, advice or a referral need to be made then the school will complete necessary documentation, with parental consent.

Assessment

Written assessments of pupil progress are carried out regularly in school and this, along with teacher assessment, allows staff to accurately identify those pupils who need additional help, and provide for the specific needs of such pupils. All pupils are carefully tracked and discussed in Pupil Progress Meetings (run by the Senior Leadership Team) to ensure pupils are targeted with appropriate provisions and interventions. Pupil records show that, in general, SEN pupils at Holy Trinity C of E Primary School make good progress.

Provision

Every pupil on the school's SEN Register, who is identified to need SEN Support, has an Individual Education Plan (IEP). The IEP helps the pupil, teacher and parents to become more aware of the pupil's difficulties and particular needs, and suggests specific ways of dealing with those problems on a day to day basis. Pupils with statements also have IEPs based upon the pupil's needs, as detailed in their statement. During this academic year, these IEPs will be transferred to a Pupil Performance Programme (in line with the changes in the SEN Code of Practice), which will replace the IEPs. Also, Statements are being replaced with Education, Health and Care Plans and the school will be supporting the Borough and parents with the transition from Statement to Education, Health and Care Plan.

The School has been supported by many outside agencies, such as the Educational Psychologist, Speech and Language Services and others over the year.

In addition to support programmes suggested by outside agencies, the school supports pupils through intervention programmes administered in school by teachers and support staff.

We have ensured that pupils with special educational needs have had an equal opportunity to join in everyday school activities by providing additional support both in the classroom and on school trips. We also offer a range of after school activities, which are open to all pupils in the school.

Consultations with Local Authority/Other Schools

We have a number of children in school with medical needs. Health Care Plans are in place for such children, and are regularly reviewed and meetings held as necessary.

Statements are reviewed annually and reported to the Local Authority, and, where relevant, application for additional funding to support has been requested. To ensure smooth transition to secondary schools, appropriate information is passed to relevant schools. For pupils with a statement, the SENCo of the new school is invited to attend the final review meeting for those pupils.

Links with Special Schools

The school has linked with Manor Green Special School and receives support from the Exceptional Needs Team that is based there.

Admission Arrangements

No Pupil will have their application declined as a result of SEN, except in exceptional circumstances where it is considered that a pupil's needs are best met in an alternative placement. When pupils with SEN join us, meetings are held as soon as possible with relevant parties. Transition is planned very carefully.

Rebecca Heath

4th February 2015