



Our Christian faith emphasises the value and worth of every individual with their own distinctive character, gifts and abilities.

Christ's command to 'Love one another' calls us to respect and help other people. This provides the foundation for our school and all we aim to achieve.

Special Educational Needs and Disabilities (SEND) Policy

Holy Trinity C of E Primary School is committed to providing quality education in a caring and stimulating environment. We aim to provide a secure and supportive environment where all children and adults are inspired to grow to their full potential.

Holy Trinity C of E Primary School's vision is underpinned by the following Visions, Aims and Values

Our Vision

Rooted in our Christian ethos we will provide the finest education, develop enduring values and instil ambitious life aspirations

Our Aims and Values

Our vision is underpinned by our belief in key aims and values which we have for all our children:

Spiritual and personal well-being and fulfilment

Respect for others and ourselves

Justice and global citizenship

The courage to strive for excellence and seek high aspirations in all we do

Rationale

At Holy Trinity C of E Primary School, we have an inclusive whole school approach to meeting the educational needs of our pupils. In line with RBWM's finalised five-year Special Educational Needs or Disability (SEND) Strategy (2022-2027) published in March 2022, we aim to ensure that every child at Holy Trinity with a special educational need and/or disability (SEND) will be happy, healthy and achieve their fullest potential. We gained the RBWM Inclusion Award in October 2022, meeting one of the objectives in Priority 3 of the RBWM SEND Strategy (2022-2027).

The principles of this policy are based on equal access of opportunity to Holy Trinity C of E Primary School's Curriculum, the Children and Families Act 2014 (Section 69), SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice 2014, and all other aspects of school life for all our children, irrespective of race, gender, special need or disability.

The emphasis is on meeting the individual and diverse needs of all children within the school. To this end, staff receive relevant training as and when required to ensure needs are met. We recognise and embrace the principle that some of our children will need special provision during their time in school – that which is additional to or different from provision through a differentiated curriculum (SEND Code of Practice, DfE, 2015). The type of provision varies greatly from child to child.

Parents and carers of children with special educational needs and disabilities (SEND) will be fully involved in the identification of the needs of their child and will be encouraged to play an active part in supporting their child's development.



Definitions of Special Educational Needs and 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.

Areas of Special Educational Need and Disabilities

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning, including:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties, including:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs, including:

- Speech, language and communication needs (SLCN)
- Autism (ASC)

Sensory and/or Physical needs, including:

- Visual impairment (VI)
- Hearing impairment (HI – including deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as deaf and blind)
- Physical disability (PD).



1 Objectives

To ensure that the arrangements made for children with special educational needs and disabilities are in line with the requirements outlined in the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice 2014.

To meet the needs of children with SEND through reasonable adjustments, quality first teaching and targeted provision where needed.

To recognise the need for a comprehensive identification of assessment procedure, so that all children may receive an appropriately differentiated curriculum to suit their individual needs.

To monitor and review individual needs regularly, and to maintain clear records of any action taken.

To build on a child's strengths whilst supporting them in areas of need.

For all school staff to work in collaboration with children, parents, governors and other agencies.

To raise staff awareness of the need to differentiate effectively in order to ensure children with SEND access the curriculum and to provide regular staff training, where appropriate.

2 Staff Responsibilities

Responsibility for the day-to-day operation of the SEND policy lies with the SEND co-ordinator (SENDCo). See Appendix 1 for names of current post holder and job description.

All teachers are responsible for the educational provision for children with special needs in their class.

The role of the SENDCo is to consult, co-ordinate support, and monitor all children with SEND within the school.

The SENDCo, in collaboration with the Head Teacher, has lead responsibility for co-ordinating provision for children with SEND. All staff, both teaching and support, have shared responsibility for such children in their care.

Administrative systems are in place for keeping information up to date and regular meetings are held to ensure those concerned are kept informed of developments.

The class teacher and SENDCo will maintain regular contact with the parents / caregivers at all stages of support.

There is a named governor with responsibility for SEND (see Appendix 1).

The "responsible persons" as named in the Code of Practice is the Head Teacher.

The Head Teacher and/or SENDCo will report to their governing bodies at least annually, evaluating the success of the education provided for the children with SEND.

3 Provision

When a class teacher or the SENDCo identifies a child with SEND the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum and quality first teaching strategies.

Reviews of need and provision take place termly, so as to inform budgeting and resourcing decisions.

The Head Teacher and SENDCo will need to determine resource implications and establish whether they will be provided within school or through external means.



The Head Teacher and SENDCo will monitor, evaluate and review the effectiveness of the provision. At Holy Trinity C of E Primary School this is conducted via the school's provision map and frequent evaluations (usually termly).

The LA makes financial provision for children with Education, Health and Care Plans with low and high incidence need. The funding formula for this in essence is determined externally and then funded by the EFA.

At Holy Trinity C of E Primary School, the importance of early identification of needs is paramount therefore assessment data is regularly analysed to identify needs. Observations take place within the Early Years Foundation Stage and screening checks are carried out when children raise concerns regarding development. A variety of tools and expertise are used and this is co-ordinated by the SENDCo.

New children with SEND are observed and their previous assessment is looked at and the use of Pupil Passports (Individual Education Plans) and discussion with new parents take place to ensure a smooth transfer of support. The targets on the Pupil Passports are based on collaboration between all the parties involved i.e. the child, teacher, teaching assistant, parent and SENDCo. The class teacher and SENDCo will ensure that the targets on the Pupil Passport are specific, measurable, achievable, relevant and time limited (SMART).

Children with SEND at Holy Trinity C of E Primary School are fully integrated into all aspects of school life. Access to the curriculum is provided within the child's class. It may be beneficial for groups of individual children to be withdrawn from class to follow their personalised provision, as determined in their Pupil Passport.

All children will have access to a broad, balanced, differentiated curriculum unless a dispensation has been sought and agreed.

Individual or Group Education Plans will be 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.

4 Identification

The SENDCo is consulted about any child for whom the class teacher has concerns. The SENDCo will then work closely with the SLT, using whole school tracking data as an early identification indicator. Additional indicators for early identification include:

- Analysis of data including end of EYFS data
- Data, optional SATs, reading ages, termly pupil assessments
- Teacher concerns
- Parent concerns
- Tracking individual pupil progress over time
- Information from previous settings on transfer
- Information from external agencies.

The SENDCo maintains a register of children identified through the procedures listed above. This register is reviewed each term. For some children, a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Prior to September 2014, there were three levels to the SEND Register (School Action; School Action Plus and Statements). The new code of practice in September 2014 adjusted this so there are now just two levels to the SEND register following the criteria described in section 1 (The definition of Special Educational Needs): SEND Support and Education, Health & Care Plan.



The 2014 Code of Practice outlines a graduated approach to a child's needs, recognising that there is a continuum of needs matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. This graduated approach is outlined as follows:

i. Quality First Teaching

Any children 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 child 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 class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo will be consulted as a need for support and advice and may wish to observe the child in class.

Following identification and observation, the SENDCo and class teacher will determine which level of provision the child will need going forward.

If a child has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

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. More frequent parent meetings may be requested by the school to share information and meet the child's need.

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

ii. SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a graduated 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.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with



the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.

iii. Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including; Parents, Teachers, SENDCo, Social Care and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care (if applicable) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by the Royal Borough of Windsor & Maidenhead, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.



5 The Local Offer

As part of the new Code of Practice July 2014. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it;
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

The Local Offer covers:

- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information about the Local Offer is located on the school website under the Special Educational Needs section. Holy Trinity C of E Primary School's local offer is also available on the RBWM website.

6 Assessment

Staff, together with Parents/carers will identify those children with SEND and the nature of their needs as early as possible.

All teachers use continuous assessment to monitor progress (see Assessment policy).

A range of appropriate assessment procedures will be employed by the class teachers, the SENDCos and outside agencies.

A list of all children with Special Needs will be kept on the school administrative system. The format of the SEND register is in the process of being updated so as to provide a more comprehensive outline of a child's needs. Children with SEND will be identified as under the following four categories as outlined in the 2014 Code of Practice:

- Communication and Interaction - this includes children with speech and language delay, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate characteristics associated with autism.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.



- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Regular reviews of pupils' progress will be held as appropriate to the stage or as outlined in the Pupil Passport (Individual Education Plan).

The use of a visual tracker will ensure a clear picture of every child's progress and to ensure they are closing the gap between where they started and the national average, as well as their class peers.

Case studies of a range of different children including SEND will demonstrate progress since starting at Holy Trinity. These are maintained by the school SENDCo.

7 Training

The school recognises that as all staff have responsibility for children with SEND, training is essential for teaching staff, support staff and governors. This includes the induction of new personnel and the updating of existing expertise. The Head Teacher and SENDCo will arrange training based on need. The SENDCo at Holy Trinity will achieve the qualification within three years of taking the post.

Training will be arranged in consultation with the School Business Manager and may draw on a range of institutions and providers.

In Term 1 of the academic year 2022-2023, a further two staff, one in Key Stage 1 and the other in Key Stage 2, received training on ASC, delivered by SHINE. Holy Trinity has two established ELSAs, who attend the regular supervision meetings, and who operate in a fully resourced designated space for ELSA sessions to take place.

As the school achieve the bronze award in the last academic year, the SENDCo is currently enrolled on the Attachment Aware Schools Silver Award programme in order to further support children with SEMH needs. The school will be supported by their nominated Educational Psychologist whilst working towards this award.

Support and guidance both formal and informal may be sought from specialist services.

8 Safeguarding children with SEND

Children with SEND have a higher risk of being left out, of being isolated from their peers, and are disproportionately affected by bullying. Holy Trinity C of E Primary School is committed to ensuring that children with SEND have access to a high level of monitoring and support.

ELSA support provides emotional and social skills support to pupils as necessary.

9 Access to the School Buildings

Holy Trinity C of E Primary 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 3 small steps into Cygnet classroom, however there is ramped access to this classroom from the outdoor play area. Please see the school accessibility plan for more details.

Holy Trinity C of E Primary School has disabled toilet facilities.

10 Links

Records and information of SEND will be sent to the receiving school as the pupil transfer. Meetings are held in the Summer Term with the SENDCos of the receiving schools.



Cluster group meetings of SENDCos are held on a regular basis in order to update training and facilitate networking, discussion and support. The SENDCo also attends the annual RBWB SEND conference.

Holy Trinity C of E Primary School has an “open door” policy so that parents / carers can discuss concerns as and when they arise. We consider it good practice to try to contact a language interpreter if needed.

Holy Trinity C of E Primary 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.

11 Criteria for evaluating the success of the SEND Policy

Children who have special educational needs have had their needs assessed.

These children have been given appropriate provision.

Children who have been identified as having SEND make progress and meet their own individualised targets.

Staff are confident about their own and others' contributions toward meeting the needs of children in their class.

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 continues to develop a good relationship with the Educational Psychologist.

There is appropriate evidence of discussions which have taken place between outside specialists, SENDCos and or the class teachers.

12 Review of Policy

This policy has been drawn up having regard to the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice September 2014, and amendments to and will be reviewed annually.

Holy Trinity C of E Primary School will take due account of the recommendations of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice September 2014 in all decisions affecting children with Special Educational Needs.

13 Confidentiality

In all matters relating to the Special Educational Needs and Disability of children, confidentiality will be respected.

The Governing Body approved this policy on date: 1st February 2024

Signed:

Chair of Governors

Signed:

Head Teacher



Appendix 1

Holy Trinity SEND Information Report

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



Holy Trinity Primary School, Cookham

Name of Headteacher:	Anna Smith
Name of SEND Co-ordinator (SENDCo):	Amy Buckley
Name of SEND Governor:	Mrs Charlotte King
School address:	School Lane Cookham Berkshire SL6 9QJ
Contact telephone number:	01628 523766
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.

Staff are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We believe that children can be helped to overcome their difficulties if they are provided with the learning experiences and resources to cater for their needs.

We can provide additional support for children with a range of needs including:

- Communication and interaction, e.g. Autistic Spectrum Disorder, speech, language and communication difficulties
- Cognition and learning, for example difficulties with learning to read and write, difficulties remembering new concepts, dyslexia, dyspraxia
- Social, emotional and mental health difficulties e.g. Attention Deficit Hyperactivity Disorder, anxiety, attachment difficulties
- Sensory and/or physical needs for example visual impairments, hearing impairments, processing difficulties, epilepsy

The school looks carefully at each individual child's needs when deciding how best to support them. The view of the pupil is always considered and parents are involved in any decisions made regarding additional support.

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 EYFS and screening checks are carried out when children raise concerns regarding development.

Teachers are able to meet with the SENCO at any time if they wish to raise a concern about a child. Parents are welcome to raise concerns about their child's progress at any time by making an appointment with either the class teacher or SENCO.

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

If parents or carers have concerns that their child has SEND, in the first instance they should speak to the class teacher. The class teacher will then liaise with the SENDCo, so that a plan of action can be agreed.

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?

All pupils receive quality first teaching with tasks differentiated and scaffolded to meet the individual needs of pupils. All support staff in classes are made aware of the individual needs and assist in supporting the children to ensure that their progress is maximised.

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.

Pupil Passports (Individual Education Plans) are used to help form targets which are specific, measurable, achievable, relevant and time limited (SMART). The targets on a child's Pupil Passport are based on collaboration between all the parties involved, i.e. the child, parent, SENDCo, class teacher and teaching assistant.

Some pupils will have an Education and Health Care Plan where specific provision is outlined.

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?

The school provides various interventions and types of support in order to meet the individual needs of the children. Specific interventions may be delivered in small groups or on an individual basis by a teacher or teaching assistant. Children are provided with specialist equipment or resources where appropriate. Teaching assistants are trained to deliver specific programmes to children with SEND such as Speech and Language Therapy or Occupational Therapy programmes, under the guidance of our link therapists.

The school also has two Emotional Literacy Support Assistants (ELSAs), one in Key Stage 1 and one in Key Stage 2. 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.

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).

Teaching staff have received training on attachment theory, and subsequent to receiving the Bronze Attachment Aware Schools Award, are continuing to develop their knowledge and understanding of attachment and trauma informed approaches to building and maintaining relationships.

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

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

Any children 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 child 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 class teacher will take steps to provide differentiated learning opportunities that will aid the child'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 child 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?

The school has an open door policy and recognises that the best outcomes for the child occur when parents/carers work in collaboration with the school. Parents are kept fully informed by the class teacher and are always welcome to meet with the SENCO. The school can provide parents with further information on various aspects of our approach to SEND, as well as signposting parents to information regarding local services and support groups.

Parents are invited to contribute to their child's pupil passports and receive a copy of this. If a pupil has an EHCP then an Annual Review meeting takes place that parents attend and contribute. Should it be deemed necessary, an Interim Review may also be held at any point.

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 child 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 and by the school's leadership team at regular intervals. The support provided consists of a graduated four-part process: Assess, Plan, Do and 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 child to achieve good progress and outcomes.

Pupil's individual SALT targets are reviewed in consultation with the Speech and Language Therapist. Progress of pupils with ASC are reviewed with SHINE termly. Pupils with an EHCP will always have an Annual Review to discuss all aspects of their plan. Should the need arise, interim reviews are also arranged

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?



Quality First Teaching is provided for all children, and is continuously monitored by Senior leaders and the SENCo. The staff are confident about their own and others' contributions toward meeting the needs of their pupils. The children who have been identified as having SEND make progress and meet their own individualised targets.

The success of each specific intervention is assessed and informs the next steps for the child. If there is no success within a short space of time, then in line with our “assess, plan, do review” cycle, we carry out further assessments, try additional interventions and, if necessary, involve outside agency support.

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. All Year 6 children have a staff mentor to provide additional support, particularly with transition to secondary school in mind.

Should more targeted support be required, we have two trained ELSAs across the school to deliver additional interventions.

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, adapted to suit each child’s needs. 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 child transfers. 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 meetings of RBWM SENDCos are held in order to facilitate discussion and support.

The School has an “open door” policy so that parents / carers can discuss any concerns as and when they arise. 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 a child's EHCP, the school will explore 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?

The school has a Special Educational Needs Coordinator (SENDCo), who is an experienced class teacher and attends regular training/cluster meetings with the local authority. Staff receive ongoing training on how to meet the needs of pupils with SEND. Teaching assistants are trained to deliver a range of interventions, and are supported by the SENDCo and outside agencies. The school has two Emotional Literacy Support Assistants (ELSAs), who work with individuals or small groups of children in each Key Stage. Staff have received training on attachment theory and training in understanding autism.

For targeted one-to-one interventions we endeavour to provide specific training.

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.

The agencies we involve may include:

- Speech & Language Therapy Service provided by the local authority
- Educational Psychologist Service provided by the local authority
- Shine Team (Outreach Autism Service)
- School nurse provided by the local authority
- Education Welfare Officer (EWO) provided by the local authority
- Occupational Therapy/Physiotherapy provided by the local authority
- The Early Help Hub (including behaviour support)
- CAMHS (Child & Adolescent Mental Health Services)

The referrals to the above services are co-ordinated via our SENCO as a result of discussions at progress meetings, parent consultations and as part of our "assess, plan, do and review" cycle. We have access to Specialist Advisory Teachers who are able to assess children in order to give a greater understanding of specific needs, should it be required.

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: <https://cyp.iasnetwork.org.uk/service/information-advice-and-support-ias-service-for-windsor-and-maidenhead/>

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: https://rbwm.afcinfo.org.uk/local_offer

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:

<https://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 SEND 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:

<https://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.
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.
Special Educational Needs Coordinator (SENCO)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within a school



Appendix 2

Special Educational Needs & Disabilities – Register

	SEN Support (K) or EHCP (E)	Year Group	Need type
1	K	R	SALT/ OT
2	K	R	SALT/ OT
5	E	Year 1	EHCP (SALT)
6	E	Year 2	EHCP (ASC)
7	K	Year 2	Specific (ASC) SALT
8	K	Year 2	SALT
9	K	Year 3	SALT
10	K	Year 3	Specific (ADHD)
11	K	Year 4	Specific (C&L)
12	K	Year 5	Specific (C&L)
13	K	Year 5	Specific (C&L)
12	K	Year 5	Specific (C&L)
13	K	Year 5	Specific (ADHD/Processing)
13	K	Year 6	Specific (SPN- Hearing)
14	K	Year 6	SEMH
15	E	Year 6	EHCP (ASC) SALT
16	K	Year 6	Specific (C&L)
17	K	Year 6	Specific (ADHD) Specific (C&L)
18	K	Year 6	Specific (ASC)



19	K	Year 6	Specific (ASC) Specific (SPN- Hypermobility)
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There are currently 19 children on the SEND register, which represents 9% of the school population. Of these 19 children, 3 have an Education, Health and Care Plan.

Holy Trinity C of E Primary School has 19 children who are identified as SEND Support (formerly categorised as School Action), 12 of whom receive, or have received, support from external agencies (formerly categorised as School Action Plus.).

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 as demonstrated in the recent achievement of the RBWM Inclusion Award. Through accelerated learning and appropriately timetabled interventions, all teachers and support 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, Touch Typing and Rapid Phonics programmes.
- Small groups in KS2 who focus on their own specific high frequency words spellings.
- Maths interventions use carefully selected concrete resources.
- ELSA groups are run by trained Teaching Assistants. 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.

Teaching Assistants are observed to ensure any small group / individual teaching is of quality and matching the class's provision map. This leads to feedback, mentoring and further training if necessary. Teaching assistants meet regularly with the SENDCo to share good practice.

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 SENDCO and Assessment Co-ordinator.

Date of last update of this document: 1.2.24

Date of next review: December 2024