

Holy Trinity CE Primary Academy (Handsworth) SEN Information Report

2018-19

HOLY TRINITY IS A MAINSTREAM PRIMARY ACADEMY WITH AN INCLUSIVE ETHOS.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Holy Trinity CE Primary Academy, children are identified as having SEN through a variety of ways, (usually a combination), which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. a physical/ sensory issue
- Use of tools for assessment such as: WELLCOMM Language Screening Pack
- Children with a Statement / EHC already have many of their needs clearly identified.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

• Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Inclusion Manager (Mrs Tabone) or Head teacher (Mrs. P Burns). Appointments can be arranged in person, by phone or by email.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEN in their class to ensure that appropriate progress is made in every area by providing for your child's individual needs.
- The Inclusion Manager and Assessment coordinator oversee the progress of any child identified as having SEN
- There may be a SEN TA (Teaching Assistant) working with your child either individually or as part of a small group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this could be part of Parent consultations meetings or separately), in order to review the progress of the child and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please make an appointment to arrange this.
- An appointment can be made with the Inclusion Manager to discuss support in more detail if required.
- Intervention Plans will be shared with you and your child.

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral and social care of every child in their class
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the Inclusion Manager.

Year 5 children are trained to act as Peer Mediators; these can help children to achieve an agreed outcome over minor disputes.

The Student Council has two representatives from each class; they meet regularly to discuss pastoral issues in school.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING

ATTENDANCE?

- If a child has significant behaviour difficulties, an Individual Behaviour Plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded. Good attendance and punctuality is rewarded with individual certificates on a half-termly basis.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have Intervention Plans will have the opportunity to discuss their progress and targets when these are reviewed as well as at termly assertive mentoring meetings
- If your child has a Statement or EHC, their views will be sought before any review meetings.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the student council, as well as holding other positions of responsibility, by their class or teachers.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- All ground floor areas of the school are accessible by wheelchair. Ramps are provided near stepped areas
- There is a disabled toilet situated on the ground floor
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however where necessary this might be individually differentiated
- The class teacher, alongside the Inclusion Manager will discuss a child's needs and what support will be appropriate
- Children with SEN will have access to the appropriate resources needed in order to help them make progress
- The Inclusion Manager reports to the Head teacher and Governors regularly to inform them about the progress of children with SEN and how resources are being used.
- The governor responsible for SEN (Lin Street) also meets regularly with the Inclusion Manager. They report on their meetings to the governors to keep them all informed with school or LA information
- The governors agree priorities for spending within the SEN budget, including the Pupil

Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in Intervention Plans and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT

MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Your child may have an Intervention Plan that will have individual/group targets.

This is discussed with you on at least a termly basis. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity during the Parental Consultation to participate in a learning conversation

- When the child's Intervention Targets is reviewed, comments are made against each target to show progress the child has made
- If your child has complex SEN they may have a Statement of SEN or Education, Health and Care Plan (EHC). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at

Nursery through to Year 6, using a variety of different methods. Please ask the school if you require any further details

- Pupil Progress Meetings are held each half term between each class teacher and the Assessment Coordinator. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- At Holy Trinity, we carry out a Language Assessment (WELLCOMM) on all our children upon their entry to nursery/reception. Children with language difficulties are re-assessed at key points to enable us to monitor progress
- Where specific needs are apparent, the school has a range of assessments which can be used
- The Headteacher and Inclusion Manager report regularly to the Governing Body. We have a governor (Lin Street) who is responsible for SEN, who meets regularly with the Inclusion Manager and attends briefing sessions

They also report back to the Governing Body (see section 6)

**9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM,
INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

**HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE
SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting
- We can create transition booklets with the children if transition is likely to prove challenging.
- For children starting in Nursery and Reception, the Headteacher/Deputy Head Teacher hold meetings for all parents.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood

- If your child has complex needs, then the Statement or EHC review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEN is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

10. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEN
- The environment is designed to support children with individual needs wherever possible e.g. visual timetables and individual workstations etc. as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Pupil and School Support (PSS), Education Psychology (EP) Health services including: GPs, school nurse, paediatricians, speech and language therapists and specialist sensory support teachers for visual and hearing problems.

11. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEN HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. Staff regularly attend courses to increase their knowledge and skills and to keep abreast of current legislation and thinking.

Mrs Tabone, the Inclusion Manager received a Post Graduate Certificate in Education for Special Needs Co-ordination in 2015.

12. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- Further information is available from the Head teacher (Mrs. Burns), Deputy Head teacher (Mrs Page, SENCo (Mrs Tabone) or, in exceptional circumstances, the SEN Governor (Lin Street).
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following website:

The Birmingham Authority Local Offer, outlining services available for children and Young people who have SEN.

<https://www.birmingham.gov.uk/localoffer>