

SEN Information Report

March 2022

SENCO: *Claire Taylor*

SEN Governor: *Mary-Ann Thomson*

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Dedicated SEN time: *Monday – Thursday and every other Friday*

Local Offer Contribution: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

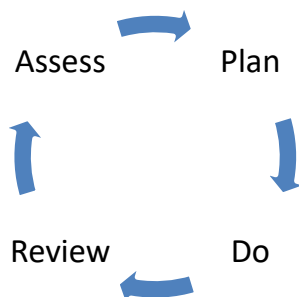
SEN Policy: <https://www.holy-trinity-pri.surrey.sch.uk/attachments/download.asp?file=480&type=pdf>

Whole School Approach:

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special educational Needs Code of Practice (2015).

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We discuss aspirations with all our learners.

Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. We hold termly progress meetings and discuss the needs of all learners in the class. The Inclusion Leader attends all of these meetings. Where children are not making age expected progress, interventions may be discussed but these will target the needs of the learner.

If there are concerns, the Inclusion Leader will carry out more specific assessments or make a referral, to help identify the nature of need. Strategies advice and guidance will be shared with teaching staff and parents. The Surrey Profile of Need and assessments are used to identify if children need to be on the SEND register.

We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHE programme also looks to develop emotional and social development. The school also employs 1 ELSA (Emotional Literacy Support

Assistant) to work with learners to positively focus on social and emotional development. In the first instance every child has a class teacher who they can talk to in order to share any concerns.

The school has an SEN policy which can be found on our school website. <https://www.holy-trinity-pri.surrey.sch.uk/attachments/download.asp?file=480&type=pdf>

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Please see the Waves of provision document for more information on how we support children in the class who may have extra needs in these areas. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Where there are concerns about a child's progress or engagement, the teacher or parent will meet with the Inclusion Leader and key staff. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed; parents are also consulted when the profile is put together.

One page profiles are put together with the child so that all staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.

Adaptations to the curriculum and learning environment:

Staff differentiate approaches and resources so as to support access to the curriculum. We have an accessibility plan which shows how adaptations are made not only to the building but to the curriculum and how information is accessed by learners and their parents.

We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussion on what can be done to overcome these. We make reasonable adjustments so learners can join in with activities regardless of their needs. We adopt a graduated approach to meeting the needs of the pupils and the first line of intervention begins in the classroom.

Consulting with children, young people and their parents

We have an open door policy where parents are invited to come in and speak to the Inclusion Leader should they have any concerns about the overall progress of their child.

The Inclusion Leader liaises with key staff in the school, where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed or reviewed; parents are also consulted when the profile is put together.

During our assess, plan, do and review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. We invite parents in to offer support and make recommendations on how they can positively engage with their child's learning and all round development.

The school also has a regular reporting cycle where parents are informed of progress. The Inclusion Leader is also available during parent's evenings. Following the report, parents are able to come into school to discuss how they can support learning and progress.

We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents.

We have a very proactive parent teacher association (HTSA) where parents can become involved in school life. We also have parent governors who take an active role in the running of the school including financial management, curriculum development and whole school improvement.

To help develop reading we have parent volunteers who come into to school to support learners with reading. These parents have regular reading training from our Head of School, Liz Ambrose.

If are interested in becoming a school governor or joining the HTSA please contact the school office for more information.

If you would like to volunteer at the school, please visit our school office so we can arrange a DBS check.

Staff development

We are committed to developing the ongoing expertise of our staff. We have trained staff in our school who have been trained in ELSA, Numicon, Literacy for All (Reading Intervention) Fischer Family Trust (Literacy support), ELS (Early Literacy Support), Talk Boost (language development), precision teaching and pre-learning of vocabulary, Drawing and Talking intervention and Speech and Language.

This year, we have put in additional training into:

- Speech and Language intervention;
- Emotion Coaching;
- Positive touch training for key staff;
- Literacy for All reading intervention led by the STIPs team;
- Attention Autism training for key staff led by Inclusion Leader;
- Colourful semantics;
- NELI language intervention for EYFS;
- Lego Therapy from SALT;
- ELKLAN trained staff attend regular update training;
- Specific medical training for certain staff.

Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with the referral.

This academic year the school has had support from SALT, learning language and support service, Behaviour support service and the Educational Psychologist. We are also working with community paediatricians from Goldsworth park health team and outreach workers from Freemantles and Carwarden House schools.

We hold meetings where professionals from outside school are invited to attend. During these meetings we may discuss individual cases where it is felt support above what the school can offer may be necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person.

Evaluating provision

We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for those needs. Some of the funding the school receives may go towards funding in-house training so that in-house provision is more targeted. The Inclusion Leader attends all pupil progress meetings so she can review how provision is delivered and support staff with meeting the needs of the learners who need extra support.

Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

The Inclusion Leader has a provision management tool to monitor the effectiveness and impact of interventions. Where children have not made expected progress, interventions will be reviewed and where appropriate changed.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We hold meetings with staff at our local secondary schools and feeder pre-schools. During these meetings we share an overview of learners who have SEN. Good practice is shared so that transition to the next phase is made easier. In some cases secondary school staff come in to work with learners to give them a familiar face for when they transfer. All children attend their induction day to secondary school and when the need arises, extra transition days are set up for those more vulnerable pupils. Where we know there may be high levels of anxiety, we may send staff along for parts of the induction day. Parents are offered support and advice, where needed, when choosing their child's secondary school.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our Designated Teacher (Claire Taylor) meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically. The designated teacher attends regular training around LAC children.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include continued training for TAs, LSAs and teaching staff in light of an audit of understanding of elements of SEN.

Complaints procedures

The Inclusion Leader at the school is Mrs Taylor. Contact is best via email or phone call. In the first instance, if a parent has a complaint or concern they are encouraged to speak to the class teacher or form tutor. If the matter cannot be resolved at this stage then the Inclusion Leader may become involved and a meeting set up to look at the nature of the complaint and look for a resolution to the issue.

A copy of the school complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and the school cannot be reached parents will be advised to see external support through the Parent Working Partnership.

In preparing this report we have included staff, parents and children and young people.

Date presented to/approved by Governing Body: March 2022