

All about Special Educational Needs and Disabilities (SEND)

Some children find it much harder to learn than other children of the same age. They may need extra help in school. These children are said to have special educational needs. About 1 in 5 children will need extra help at school at some time in their education. Some children have extra help all the time they are at school, while other children need help for a short time.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

These difficulties cause barriers to the child's learning. The school will assess your child to identify their strengths, needs and the extra help they may require.

The government has produced guidance to enable staff in early education settings and schools to provide the best possible help for children with Special Educational Needs and disabilities (SEND). This guidance is known as "The Special Educational Needs Code of Practice for 0-25."

When a teacher thinks a child may have special educational needs they will look at how they can adapt their teaching and the work they ask the child to do. This is called differentiation.

If they think a child needs something additional to other children in class or something different, they will talk to the school's special educational needs coordinator (SENCO), Mrs. Boneham-Hill. The SENCO may suggest other things the class or subject teacher can do. They may decide the child needs additional support

What is offered to your child?

The school offers the following according to your child's special educational needs:

- Quality first teaching
- Adaptations to the curriculum to match needs
- Individuals and groups supported in class
- Working in small target groups with children with similar academic needs with some additional Teaching Assistance support in class
- Individual 1-1 support with an Individual Provision Map for specific needs
- Targeted interventions, including Speech and Language therapy, to deliver a programme for the individual child's needs in school often led by teaching assistants, over a specified length of time
- Adapted teaching styles and materials
- Use of appropriate ICT equipment and programs
- Access to appropriate resources for learning
- Support from a teaching assistant in order to ensure health and safety where appropriate
- TA support at designated times for extra specified support and mentoring
- Social skills programmes
- Close liaison between teaching staff and outside agencies, such as Speech and Language and Occupational Therapists

Outcomes for pupils

The extra help the school offers will enable the child to:

- Reach their full potential
- Achieve their personal best
- Make progress
- Feel valued and included
- Enjoy school

The School SEN Policy

At Holy Trinity we aim to:

- Make sure that the arrangements made for pupils with special educational needs are in line with the requirements of the Special Educational Needs and Disability Act and Equality Act 2010

- Support our SEND pupils to make progress in all aspects of their education from whatever their starting point, in order to achieve the best possible outcomes and prepare them for their future life.

- Make sure that pupils with special educational needs are able to take part in all the activities of the school, including those that take place out of hours.

- Make sure that our pupils are involved in decisions made about themselves and their education.

- Make sure we involve their parents in reviews and keep them informed about their child's progress and opportunities available to them.

The school SEN policy is reviewed annually

Working in partnership with parents

We believe that a close working relationship with parents is vital in order to ensure:

1. Early and accurate identification and assessment of SEND, leading to the correct intervention and provision
2. Continuing social and academic progress of children with SEND
3. Personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through, parent's evenings, provision reviews and annual reports.

In cases where more regular contact with parents is necessary, then this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will be consulted with regards to future provision.

For more in depth information on SEND provision.

Please take a look at our Information Report.