

## SEN Information Report 2023



### **1. What kinds of special educational needs does the school/setting make provision for?**

Holy Trinity Catholic Academy is a mainstream primary school and is part of the Our Lady of Lourdes Multi Academy Trust. Here at Holy Trinity we are committed to inclusion and work collaboratively to enable each child to achieve their full potential, whatever their ability or specific needs

The broad areas of SEND needs are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

At Holy Trinity we believe that all children are unique individuals and should be valued equally. We recognise the entitlement of all children to receive a broad and balanced curriculum and we strive to nurture each child's spiritual, academic, personal and social development. We believe that provision for pupils with special educational needs is the responsibility of the whole school community requiring a whole school response.

### **2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

At different times in their school life, a child or young person may have a special educational need.

The Code of Practice 2014 defines SEN as follows:

*"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

At Holy Trinity we recognise that children learn and progress at varied rates and we use a range of teaching strategies and approaches, personalising provision to ensure that the learning needs of all pupils can be met. Early identification of pupils with special educational needs is a priority and at Holy Trinity and we follow a graduated approach beginning with quality first teaching. Support is given through the type of task given, differing complexity of task or the resources used. Special educational provision is additional to or different from that made generally for others of the same age. Progress is closely monitored by the class teacher and, if a child is not making expected progress, support is put in place focusing on the individual's specific needs. This support may be small group or individual work. If further support is needed the class teacher liaises with the SENCO to further personalise support and access outside agencies as necessary. At all times the school works in partnership with parents.

In order to identify those pupils with a special educational need, we use progress over time as a key indicator. The signs that class teachers look for and discuss with the Special Educational Needs Coordinator (SENCO) are if the child is:

- making no or very limited progress over a period of time
- working considerably below Age Related Expectations (ARE)
- experiencing profound difficulties with communication and interaction
- having severe difficulties in mastering the basic key skills in English and/or Mathematic
- experiencing emotional/social /mental health problems, which impacts their learning
- impaired physically or sensory and are not making progress, despite receiving a differentiated curriculum and support

Children may also be identified as having SEND through the following

- Liaison with the previous setting
- Liaison with external agencies including
- Schools and Families Support Services (SFSS)
- Educational Psychology Service (EPS)
- Physical Disability Support Services (PDSS)
- Speech and Language Services (SALT)
- School nurse and community Paediatrician

If you have any concerns about your child's progress you should speak to your child's class teacher initially. The class teacher will seek advice from the SENCO if necessary

**3a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?**

Special needs provision is reviewed and evaluated at the school as part of an on-going cycle. We assess children's performance using a wide range of strategies in order to measure their progress. Teacher assessments are completed each term and this is analysed by the class teacher, Senior Leadership Team.

All parents and carers of children who have SEND are invited to attend termly review meetings to discuss the progress of pupil's with special educational needs and to update on the success of any interventions which have been put in place.

Class teachers and Teaching assistants work closely to ensure progress is made and regularly update each other on an individual child or group's progress and adjust their planning accordingly. The SENCO works closely with class teachers to ensure that appropriate provision is in place (where needed) and this is reviewed each term after analysis of progress with parents and outside agencies where appropriate. This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the types of intervention that are most effective in supporting a pupil to achieve good progress and outcomes in the time between each review. The governors receive termly updates on practice and provision within school and the SEN governor meets with the SENCO to review and discuss areas for development. Each year the SENCO produces a SEND action plan detailing successes and areas for development for the forthcoming year.

**3b) How will both the school and I know how my child is doing and how will the school help me to support their learning?**

As a school, we track children's progress from entry at Foundation Stage through to Year 6. It is from our use of this systematic tracking that children who are not making expected progress are identified. Pupil progress meetings take place termly where teachers meet to share information and data with the school's Senior Leadership Team. Here discussions take place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.

Holy Trinity has an 'open door' policy and encourages strong home-school links. We welcome parents to come in and discuss any concerns or strategies with their class teacher. Holy Trinity holds parent/teacher discussions throughout the year. Pupils who are on our SEND support register will be invited to attend review meetings to discuss the progress and the success of any interventions which have been put in place. Achievements and successes will be discussed, as well as next step targets. The targets set are: "SMART" (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that a child will achieve each target by the time it is reviewed. Parents/carers are given a copy of their child's targets. Parents will also be advised of any activities that they can do at home to support their child's progress.

If your child has more complex special educational needs, then they may have an Education Health Care Plan (EHCP) which means that a formal annual meeting takes place to discuss your child's progress. A longer, more in-depth report is usually produced detailing progress and future plans of action; this is also overseen by the Local Authority.

### **3c) What is the school's approach to teaching pupils with special educational needs?**

At Holy Trinity Catholic Academy, we believe that all children are unique and special. The approach to teaching all pupils in school is set in this context – of a Catholic Christian school living out its mission of 'in every child there is a space that only God can fill'. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*, working in partnership with parents and acquiring specialist support where needed. All children receive 'Quality first teaching' with a differentiated curriculum according to pupil's needs. Curriculum activities are adapted appropriately to meet the needs of individual pupils with additional adult support given when required –Teaching Assistants (TAs) support in whole class lessons, small groups or through undertaking one to one work.

### **3d) How will the curriculum and learning be matched to my child/young person's needs?**

All pupils on the SEND support register have a Pupil Passport which outlines the child's strength and areas of difficulty, with specific interventions identified and targets to be achieved. This enables children to have a voice in relation to their curriculum.

The curriculum is reviewed annually by the Governing Body, Headteacher and Senior Leadership Team to ensure that it is fully inclusive of all pupils. A differentiated curriculum, with conscious regard to the particular learning needs, is in place in each class. Individual class teachers remain responsible for planning additional provision and for and the overall delivery of the curriculum for children with special educational needs and disabilities on a day-to-day basis. The evaluation process measures the impact and quality of the various support and interventions planned by the class teachers.

**3e) How are decisions made about the type and amount of support my child will receive?**

Teachers attend termly progress meetings to discuss the needs of all individuals in the class and support is allocated according to need. If it is felt a child needs increasing support, the SENCO may discuss this with the Family of schools and additional funding may be given in accordance with agreed criteria for Nottinghamshire Schools.

**3f) How will my child be included in activities outside the classroom, including school trips?**

As a school we highly value the benefit of education outside of the classroom and believe that all children have the right to participate in these experiences which may include residential, lunch and after school clubs, school visits and visitors. Prior to trips being made, pre-visits are usually made by members of staff and a risk assessment is carried out. All risk assessments consider the needs of children with special educational needs. Where necessary, members of staff meet with parents to discuss any additional support that may be required. Where it is beneficial for a parent to participate alongside their child, this is discussed at the planning stage.

**3g) What support will there be for my child/young person's overall well-being?**

We want all our pupils to feel happy and safe whilst at Holy Trinity. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. For those children who find aspects of this difficult we offer Teacher Assistants run interventions based on identified needs such as building self-esteem, social skills, developing friendships and anger management.

- A trained ELSA Teaching Assistant provides targeted support individually or in groups
- Forest school's activities are timetabled for pupils each week in our 'Ecoland'.

- Social awareness games and activities
- Lunch time and play time support / play partners
- Peer mentoring
- Access external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at our school. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. Each classroom also has access to any emergency first aid such as epi-pens and asthma inhalers. There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Prior to SEND review meetings, pupils have the opportunity to share their views.

#### **4. (For mainstream schools and maintained nurseries) who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details?**

Mrs Sheila Boneham-Hill is the school's SENCO.

She can be contacted via the school office: 01636 689177 or [sbonehamhill@holytrinity.notts.sch.uk](mailto:sbonehamhill@holytrinity.notts.sch.uk)

#### **5. a) What training have staff supporting special educational needs had and what is planned?**

The SENCO attends relevant courses, including local school's SEND network meetings. From these they are able to facilitate/signpost relevant training opportunities for all staff. We plan our staff training around the needs of the children we currently have in school. This is reviewed on an ongoing basis as the needs and circumstances of the children change. A range of training has taken place as a whole school and as individuals. We work closely with

specialist services who train, guide and advise us, so that we can deliver the best support for a child with SEND.

**During 2022-2023, the following training has taken place:**

Safeguarding training for all staff – Safeguarding and Child Protection

Designated Person for Safeguarding

GDPR

E-Safety awareness

Contextual Safeguarding

CRB (previously known as MAPA) training

EAL Network termly meetings

Safer recruitment

Paediatric First Aid

1 new ELSA TA trained

RWI phonics whole school

Interoception awareness

Zones of Regulation

ADHD

**Training to take place this academic year 2023-2024**

Making sense of Autism

Interoception

Safeguarding training for all staff – Keeping children safe in Education 2023

Safeguarding training for all staff – Safeguarding and Child Protection

GDPR

Designated Person for Safeguarding

E-Safety awareness

Equality and diversity

Safer recruitment

Phonics – RWI

Dyslexia Tool Kit (NCC)

## **b) What specialist services and expertise are available or accessed by the school?**

Currently being accessed:

- Schools and Family Services (accessed through the family Springboard process)
- SFSS C and I Team
- SFSS S and P Team (sight and hearing)
- Educational Psychology Service (accessed through the family Springboard process)
- Physical Disability Specialist Services (PDSS)
- Occupational Therapy
- Speech and Language Therapy (SALT)
- Physiotherapy
- CAHMS – Emotional Health and Well-being Service
- Healthy Families Team
- SBAP
- Social Services
- Small Steps Service
- Community Paediatricians

## **6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?**

Part of the school budget is allocated to providing equipment and facilities to support pupils with special educational needs. The allocation of funding (including the allocation of equipment and facilities) is reviewed on a regular basis to ensure special educational needs provision is effective and best value for money. Every effort is made to cater for the unique needs of each individual pupil with any specialist equipment being applied for through the appropriate channels. Specialist equipment is accessed through the Physical Disability Specialist and Occupational Health Services. The Accessibility Plan can be found on our website.



**7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?**

At Holy Trinity, we recognise the vital role that parents play in the education of their children and we strive to work in partnership. Parents are invited to attend review meetings to discuss the provision and progress of pupils with special educational needs and to update parents on the success of any interventions that have taken place.

**8. What are the arrangements for consulting young people with SEN and involving them in their education?**

Regular daily discussions take place between pupils and their class teacher and teaching assistant. Prior to a review meeting with parents, children will be invited to discuss what has worked well for them and how they feel about their education. Depending on the age and need of the pupil, this will be recorded in different ways

We value and celebrate each child being able to express their views on all aspects of school life. Regular daily discussions take place between pupils and their class teacher and teacher assistant. In addition, children who have Special Educational Needs and Disabilities prior to a review meeting with parents, will be invited to discuss what has worked well for them and how they feel about their learning. Depending on the age and need of the child, this will be recorded in different ways.

**9. What do I do if I have a concern or complaint about the SEN provision made by the school?**

Firstly, we would like you to work with your child's class teacher and/or SENCO in order to discuss your concerns. We will ensure regular dialogue between school and home until the issue is successfully resolved. The Head teacher may be involved in order to monitor how the concern is being acted upon. If, although regular updates are in place, on the rare occasion you feel unsatisfied, you can list your complaint with the school Governors and follow the formal part of the procedures which are set out in the School Complaint Policy

**10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

There are a wide range of governor training opportunities both in and out of school. Mr Beall, as our SEND link governor, accesses information available from outside agencies. He also works with the SENCO during monitoring visits about different agencies the school may be involved with however individual pupils will not be discussed.

**11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?**

Teachers seek advice and information from the SENCO and Headteacher to signpost parents to support organisations and services when parents have sought support. Due to positive home-school links, we are usually able to signpost parents to organisations quickly.

**12. How will the school/setting prepare my child to:**

**i) join the school/setting?**

The admission arrangements for all pupils are in accordance with National legislation, including the Equality Act 2010. This includes any children with any level of SEN; those with Education Health Care Plans and those without. See Admissions Policy for more information. We encourage all new children to visit the school prior to starting; this provides an opportunity for them to be shown around the school. For children with special educational needs, we encourage additional visits in order to assist with the acclimatisation of the new surroundings. We also visit new starters or children with special educational needs in their current school/nursery. At this point we sometimes find it useful to write social stories if transition is potentially going to be difficult.

**ii) Transfer between phases of education (e.g. early years to primary, primary to secondary)?**

We acknowledge that transition can be a difficult time for some children and their parents/carers. Holy Trinity Catholic Academy aims to support families through this time of change to ensure the transition is as smooth as possible.

**When moving classes in school:**

- Teachers meet to share academic and well-being information with the new class teacher.
- The children also have the opportunity to meet their new teacher and to be in their new classroom during a planned transition day in the Summer term.
- Additional transition arrangements may be in place for identified pupils.

**If your child is moving to another school before Year 6:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.

**In Year 6:**

- Transition to Secondary School is carefully planned and personalised through close liaison with the Secondary SENCO and is tailored to meet an individual's specific needs. Additional funding (Transition Funding) may be accessed to ensure smooth transition between Primary and Secondary school.

**iii) Prepare for adulthood and independent living?**

Our ethos is to provide pupils with life skills for later life from F1 upwards! These are taught discreetly in our curriculum, rewards, roles and responsibilities

**13. Where can I access further information?**

Please see the school's SEND policy for more information