



# HOLY TRINITY

## A BATH AND WELLS ACADEMY

Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.

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### **SEND information Report for CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS 2019 – 2021**

Reviewed: January 2020 by teachers, SENDCO, parents and governors.

All Bath and Wells Multi Academy Trust (BWMAT) schools have a similar approach to meeting the needs of pupils with Special Educational Needs and disabilities (SEND) and are supported to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a SEND being met in a mainstream setting wherever possible and where families want this to happen.

#### **Core Standards**

Somerset Core Standards is a framework which describes the entitlement of children and young people in Somerset schools, settings and colleges. These Core Standards are part of the Local Offer and will assist schools, settings and colleges in further developing their provision for children and young people with (SEND) to be more consistent.

#### **The types of SEND that are provided for:**

The 0-25 SEND Code of Practice (2015) identifies '**four broad areas**' of special educational need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

- Sensory and/or physical needs

### **Definitions of 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. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Policies**

We have an SEND policy, an SEND Governors report and an Accessibility plan. All can be found on our website. <https://holyltrinity.somerset.sch.uk/special-education-needs-local-offer>

<b>How we identify individual special educational learning needs</b>
<ul style="list-style-type: none"> <li>❖ When children have been identified with SEND before they start at our school, we will work with the people who already know them and use the information already available to identify what their SEND needs and provision will be in the school setting.</li> <li>❖ If you tell us you think your child has SEND we will discuss this with you and check it out – we will share with you what we find and, with your agreement, what we will do next and what you can do to help your child.</li> <li>❖ If our staff think that your child has a SEND, this may be because they are not making the same progress as other children. We will observe them, assess their understanding of what we are doing in school and use assessments to pinpoint what is causing difficulty (what is happening and why). We will always do this in consultation with parents and carers.</li> <li>❖ We have an SEND policy which details provision and actions for pupils with SEND.</li> </ul>
<b>How we involve pupils and parents/carers in identifying SEND</b>
<ul style="list-style-type: none"> <li>❖ We are a child and family centred school so you can expect ‘no decision about me without me’.</li> <li>❖ Children with SEND have a ‘One Page Profile’, which is a document written in collaboration with the SENDCO, the child, their teacher and parents. This sets out what support the child may need.</li> <li>❖ Children may also have a tailored support plan, which is a part of the ‘Assess, Plan, Do, Review’ process to ensure that before children are put on the SEND register, we have put in the right provision and reviewed it.</li> <li>❖ When we assess the SEND, we will discuss with you if the child’s understanding and behaviour are the same at school and home; we will take this into account and work with you, so that we are all helping your child in the same way to enable them to make progress.</li> </ul>

- ❖ We highly value discussions and feedback between parent/carers and school.
- ❖ We sometimes use additional homework to repeat and practise activities that are new and possibly presenting a challenge to a child.

#### **How we adapt the curriculum so that we meet SEND**

- ❖ All our staff are trained to make materials and 'work' easier or more challenging (differentiation) so that every child is able to learn at their level. We have developed our own UPLIFT approach; to ensure that all children have quality first teaching at all times. The UPLIFT approach is explained in more detail on our website.  
<https://holytrinity.somerset.sch.uk/curriculum>
- ❖ We use additional schemes/materials so that we have something at the right level for children with SEND. For example - Toe by Toe, Rapid Reading, Rapid Maths, Dyslexia Gold, precision phonics, forest school, social groups and THRIVE.

#### **How we modify teaching approaches**

- ❖ Our Teachers and many TAs are trained in a variety of approaches which means that we are able to adapt to a range of SEND: specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; speech, language and communication needs and social and emotional difficulties. Training involves consulting with outside professionals i.e. Educational Psychologist, social and emotional mental health advisor, Nina Britneff and the Learning Support Team.
- ❖ We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching, all within the classroom setting and outdoors at forest school.
- ❖ We have teachers and support staff who have received training related to specific learning and/or medical issues e.g. dyslexia, autism, hearing impairments, Downs Syndrome and ADHD. Teachers and support staff have also received specific training in relation to the use of resources, programmes and strategies to support our children e.g. Clicker 7, precision teaching, STC, Social stories and Theraplay.

#### **How does the school manage the administration of medicines and providing personal care?**

- ❖ Through the writing and sharing of individual personal care plans.
- ❖ The school has a policy regarding the administration of medicines on the school site. Parents should contact their child's class teacher if medication is recommended by health professionals to be taken during the school day. A personal care plan may be written with the information you have given us to ensure that your child's needs are met. Most of our staff are first aid trained and they receive regular updated training on common medical needs. We have two senior first aiders.

#### **What training have the staff had in supporting children with SEND and disabilities?**

- ❖ Our teachers have attended various SEND training courses and have certain expertise in certain areas. In the past few years, many teachers and TAs have been trained and attended conferences on trauma, attachment and mental health. 'Wellbeing' is a topic of conversation and focus that runs right through everything we do as a school.
- ❖ There have been all-staff training in the past year on autism and dyslexia. We hold INSET days regularly and often there are dedicated sessions relating to SEND such as Social, emotional and mental health and trauma.
- ❖ All teachers and most TAs are Team Teach (training in de-escalation/positive handling techniques) trained to support children with challenging behaviours.

- ❖ TAs who deliver interventions to support Speech and Language and Occupational Therapy have regular liaison with a relevant therapist and many have completed training courses.
- ❖ Some staff members have received training and can carry out the dyslexia portfolio and Sandwell numeracy assessment.
- ❖ There are ILI (Individual Literacy Intervention) trained staff working in school who assess and deliver this intervention.
- ❖ We have a detailed provision map which sets out the provision available in school.
- ❖ All our TAs have received training in delivering phonics, guided reading and some maths, literacy, reading and emotional difficulties interventions.
- ❖ Our UPLIFT approach is relevant to ALL children and therefore ALL staff. Training is rigorous in this approach and is revisited regularly.

**How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress (including how we involve pupils and their parent/carers).**

- ❖ Teachers regularly assess pieces of work to check that their judgements are correct (moderating) and this is also done with other schools across the BWMAT.
- ❖ We use nationally agreed guidelines on progress to check that progress is aspiring to be at national expectations or above.
- ❖ We check how well a child understands and makes progress in each lesson. This is done throughout the lessons, through the school's marking scheme and ongoing assessments.
- ❖ Performance and Appraisal meetings, and moderation of marking and learning meetings with teachers enable the Senior Leadership team to check progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help. Tailored support plans are written for any child who is not yet meeting expected standards and interventions are put in place where necessary.
- ❖ For children with SEND, teachers discuss progress with parents every term, or more often if we believe this will help. The SENDCO liaises with the children, staff and parents according to need.

**What equipment or resources we use to give extra support**

- ❖ We use workstations, visual timetables, communication aids, desk slopes, wobble cushions, countdown timers and coloured overlays/bookmarks.
- ❖ We have a range of OT resources to support children with physical needs.
- ❖ We have a variety of iPad apps for children with communication difficulties and maths and literacy difficulties such as dyslexia. Access to an iPad is part of normal school practice for all children.
- ❖ We have a well-resourced Forest School area, a climbing wall, labyrinth and trim trail within the school and also seize opportunities to work with other schools in the local area, including a local nursery.

**What extra support we bring in to help us meet the needs of children with SEND and how we work together collaboratively**

- ❖ We employ a specialist in social and emotional mental health support on a part time basis. Her expertise is recognised county-wide and we make the most of her knowledge and understanding in this area.
- ❖ We have support from specialist teachers/support staff for support with SEND related needs (speech, language and communication; hearing impairment; visual impairment; occupational therapy needs; physiotherapy needs; social,

emotional and mental health related needs, severe learning difficulties and autism).

- ❖ We receive support from other schools and SENDCOs in the BWMAT and our SENDCO attends regular liaison meetings and training.
- ❖ The SENDCO is a part of a local 'pyramid' group of SENDCOs who meet regularly and attend SENDCO update meetings.
- ❖ We receive support from speech and language therapy (SALT) to train our staff and advise on strategies and programmes and we refer pupils for assessment if we believe they need to be assessed for therapy.
- ❖ We can request support from our local teaching school, Fiveways, plus Fairmead School and the South Somerset Partnership School.
- ❖ We receive support from the integrated therapy service for occupational therapy for pupils who need assessment e.g. for special seating or writing equipment.
- ❖ We receive support from the integrated therapy service for physiotherapy for pupils who need it.
- ❖ We can make referrals to GETSET, Yeovil 4 Families, children's social care and CAOT (Children's Autism Outreach Team)
- ❖ Together we review the child's progress and agree on what everyone will do to make the teaching more effective and learning easier in order to meet our target for the child's achievement. We work together delegating different areas. At an agreed date, we review how well the child is doing, if we are making a difference, and what we need to do next; we include the child and the parent in these discussions.

#### **What other activities are available for pupils with SEND in addition to the curriculum**

- ❖ We have a range of after school activities/clubs, where all children with SEND are included and we provide additional staff support for their equal access, where appropriate and when staffing is available. This is discussed on a case by case basis.
- ❖ We have regular educational visits and the children of Year 5 attend a residential trip. Children with SEND are always included in these. If appropriate, we provide additional staff support to ensure their full involvement. We chose visits that are accessible to all.
- ❖ We have a childcare breakfast club, run by the school; we operate an equal access policy for this facility.
- ❖ We have a good relationship with our local specialist provision school and can access their facilities where appropriate.
- ❖ Many staff are trained to use Theraplay and THRIVE as a therapy for social and emotional difficulties.

#### **How accessible is the school environment?**

- ❖ There are 3 accessible toilets large enough to accommodate changing.
- ❖ There is a school Accessibility Plan.
- ❖ We liaise with Ethnic Minority Achievement Service (EMAS) who assist us in supporting our families with English as an additional language. When necessary, the school uses the translation service to translate reports and to attend meetings.
- ❖ We liaise with the Hearing support team to ensure our environment is accessible for children with hearing loss.

#### **How we support pupils in their transition into our school and when they leave us**

- ❖ To gain greater understanding of how our school works, we encourage parents to visit the school and attend new parent/carer meetings.
- ❖ We hold a school entry plan meeting for parents/carers and all professionals involved with SEND children that are joining us in September.
- ❖ We hold a school entry plan review in the Autumn term to share information
- ❖ Children will have several play visits before they start school in September.
- ❖ We fully support parents in making decisions about the secondary schools they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
- ❖ We invite all transition co-ordinators into school to meet with any children with SEND.
- ❖ Additional pre-visits are encouraged and supported where necessary.

#### **How additional funding works**

- ❖ Funding and provision is carefully allocated according to a child's needs and via an 'Education Health Care Plan' (EHCP) which may be applied for either via the SENDCO or by parents.
- ❖ The application is based upon a criteria set by the Local Authority and funding is allocated on a case-by-case basis.

#### **Where pupils can get extra support**

- ❖ Your views are paramount to us and it is important that people listen to them and you are satisfied with what happens.
- ❖ Children can get support from their class teacher and the adults working in their classes as teachers and most TAs have had attachment training and are aware of the importance of good relationships. Claire West, the SENDCO will arrange for children to meet with another adult or herself if this is not working. She can also arrange for pupils to see Nina Britneff who is
- ❖ Children are regularly reminded about child line and there are posters on display with details of this.

#### **Where parents/carers can get extra support**

- ❖ The School has a social and emotional, mental health advisor, Nina Britneff (Social, Emotional and Mental Health Consultant) who can be contacted via the Senior leadership team.
- ❖ There are a number of parent/carer support groups e.g. CAOT
- ❖ The Somerset Parent Carer Forum can provide information and support.  
[www.somersetpcf.org.uk](http://www.somersetpcf.org.uk)
- ❖ Somerset SENDIAS (Special Educational Needs and Disability (SEND) Information, Advice and Support) can give children, young people (aged 0 to 25) and their parent carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Plans.  
<http://www.somersetsend.org.uk/welcome/>

#### **The local offer**

- ❖ This can be found on our website: <https://holytrinity.somerset.sch.uk/special-education-needs-local-offer> and on 'Somerset Choices' website: <https://choices.somerset.gov.uk/025/schools/holy-trinity-church-school-yeovil/>

#### **How are the Governors involved and what are their responsibilities?**



- ❖ The school appoints a SEND Governor. This Governor ensures, through regular monitoring and liaison, that the school's SEND policy is effective in practice throughout the school.
- ❖ With the SEND governor, the SENDCO evaluates the effectiveness of provision and the way that funding is spent.
- ❖ The SENDCO reports to the Governors every term to inform them about the progress of children with SEND. This report does not refer to individual children. Confidentiality is maintained at all times

#### **How is the SEND provision evaluated?**

- ❖ With the SEND Governor, the SENDCO evaluates the effectiveness of provision and the way that funding is spent.
- ❖ The SLT and the SENDCO regularly meet to evaluate provision and funding. The SENDCO is a member of the SLT and is also designated safeguarding lead.

#### **What to do if you are not satisfied with a decision or what is happening (for parents)**

- ❖ Your first point of contact is always the person responsible – this may be the class teacher, the SENDCO, the Assistant Head Teacher or the Head Teacher and explain your concerns to them first. If you are not satisfied that your concern has been addressed, please see the school website for our complaints procedure.
- ❖ You can contact SENDIAS for advice.

#### **Unresolved issues**

- ❖ If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child.
- ❖ The local authority has a panel of Senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in any meeting between you and with whom the person you need to reach an agreement.
- ❖ The Parent Partnership Service provide independent information and advice.  
[www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)

#### **The people you can speak to in the school**

- ❖ You can speak to individual teacher; appointments can be made through the school office.
- ❖ Head Teacher – Mr Adam Beauford
- ❖ SENDCo and Inclusion Leader – Miss Claire West
- ❖ SEND Governor – Mrs Samantha Hann
- ❖ Clerk to the Governors – Jane Harrison