



Holy Trinity Primary Information Report 2024-2025

Meeting the needs of Pupils with
Special Educational Needs (SEN)
and Disabilities (SEND)

*'To be the best we can be - for God, for others and for
ourselves'*



Definition of SEN

'A child or young person has SEN if they have a learning difficulty which calls for special education provision to be made for them, A child of compulsory school age or young person has a learning difficulty 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 education 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,'

Code of Practice 2014

Who are the best people to talk to about my child's difficulties with learning?

The first step is to speak to your child's class teacher if you have concerns about your child's progress.

- ✓ The class teacher is responsible and accountable for providing quality first teaching. This includes, adapting and refining the curriculum to respond to strengths and needs of all pupils. Monitoring the progress of pupils and identifying, planning and delivery of any intervention or additional support.

You may also wish to speak to the Special Educational Needs and Disabilities Coordinator and (SENDCO), the school SENDCO is Mrs Hitchen. The SENDCO is responsible for:

- ✓ Coordinating provision for children with SEND and developing the school's SEND policy.
- ✓ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- ✓ Monitoring progress and effectiveness of provision.
- ✓ Ensuring parents are involved in supporting their child's learning and access to the curriculum.

Other members of staff who may useful to contact are:

- ✓ The Headteacher, is responsible for the day-to-day management of all aspects of school, including provision made for children with SEND.
- ✓ The SEND Governor, Mrs A Tudor, is responsible for supporting the school to evaluate and develop the quality and impact of SEND provision.



- ✓ The SEND Teaching Assistant, Mrs M Hannah, is responsible for supporting children through additional support programmes and interventions.
- ✓ The Learning Mentor, Mrs J Rankin and class teaching assistants, may also be a point of contact for parents. These members of staff must always communicate any information shared with them to the child's class teacher and SENDCO.
- ✓ The Trauma Informed Mental Health Practitioner and Teaching Assistant, Mrs Harwood.

How do we identify pupils with SEN and assess their needs?

- ✓ As a caring school community, we know and value all of our children. We have on-going teacher assessments and termly pupil progress meetings with members of the leadership team to identify those pupils making less than expected progress.
- ✓ The first response to such progress is high quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENCO.
- ✓ In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.
- ✓ This information gathering will include an early discussion with parents/carers and where appropriate, the child.
- ✓ There begins a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.
- ✓ If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND nor placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will normally be placed on the SEND register at "SEND Support." The school will then seek to remove barriers to learning and put effective special educational provision in place.

How will school engage with parents about concerns and support?

- ✓ The class teacher will meet with all parents twice a year through Parents Evening.
- ✓ If your child is receiving SEND Support then additional meetings are held three times per year (Autumn, Spring, Summer) with the class teacher and SENDCO.



- ✓ At different points in the year, the class teacher may invite the parent into school for an informal discussion regarding their child's progress or difficulties.
- ✓ A parent can request a meeting with the class teacher or SENCO at any time of the year.

How will teaching be adapted to meet the needs of my child?

- ✓ As part of quality first teaching, teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. **All teachers match the tasks, support and resources to the differing needs of the children.**
- ✓ **Where appropriate our Discover Curriculum is personalised and individual learning targets are set. Teachers plan lessons to accommodate different learning styles.**
- ✓ Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.
- ✓ Teachers set different tasks for pupils of different abilities. They allocate additional help and support to certain pupils in the class and allow pupil response at different levels and through alternative means of recording.
- ✓ Independence of pupils is kept of the forefront of planning for different needs.
- ✓ Seating / Grouping arrangements are organised flexibly with an emphasis on mixed ability groups, to maximise learning opportunities to the full.
- ✓ Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent skills.
- ✓ When a child with complex SEND needs meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (eg. adapted seating or auxiliary aids in the classroom.) Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted. If necessary, additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out.



How will the school adapt the curriculum and learning environment for pupils with SEND to ensure children receive a broad and balanced curriculum that is accessible?

- ✓ We provide a curriculum that is broad, balanced, motivating and accessible to all children. We want our Discovery Curriculum to be one of the many reasons our children love coming to school.
- ✓ We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning - for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.
- ✓ We encourage children with SEND to play a full part in the life of our school. Children with SEND are represented on our school council and in the role of Play Leaders along with their non -SEND peers. Taking these responsibilities helps children to communicate more confidently with other children.
- ✓ We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessments and when necessary make reasonable adjustments to plans and arrangements.
- ✓ Our Provision Map shows additional specialist interventions to accelerate children's progress in specific areas. These sessions run for a limited time (between 6 - 12 weeks), they are frequent (at least 3-4 per sessions a week) and are short (for example 20-30 minutes). They are well taught by our trained Specialist SEND Teaching Assistant.
- ✓ Our SENDCo monitors the quality and effectiveness of these interventions every half term through regular meetings with class teachers and the SEND TA.
- ✓ We measure a baseline at the start of an intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and/or is falling short of expectations, we will consider other forms of support in discussion with parents and children.
- ✓ Subject Leaders have a working knowledge of the SEND Code of Practice and give this knowledge high status within their subjects.
- ✓ All class teachers take responsibility for meeting the needs of all learners in their class by differentiating learning. Where pupils have SEND, class teachers will be aware of each pupil's strengths and areas for development, and will make every effort to provide for these.
- ✓ Where learners are working at a level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups.
- ✓ We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as closely as possible to the level and strengths of the learner. For those pupils who require a more specialist approach to learning, class teachers are encouraged to discuss strategies of support with the SENDCO, who may in turn seek advice from other specialist agencies.



How is the progress of my child tracked and evaluated?

- ✓ We track progress for all pupils at Pupil Progress Meetings which are held three times a year. The meeting involves the class teacher and senior leaders including SENDCO and Head teacher.
- ✓ Any child not making progress is highlighted and immediate interventions are put into place.
- ✓ The monitoring and evaluation of SEN support is evaluated and measured in relation to progress towards personal outcomes.
- ✓ Progress is also tracked through targets set at SEND meetings involving the class teacher, parent/s and SENDCO. These happen three times a year.
- ✓ Upon entry into an intervention programme children are assessed and then re assessed at the end of the intervention to measure the impact of the programme.
- ✓ Provision for SEND pupils is reviewed each half term by SENDCO. This involves the SENDCO meeting with class teachers and the SEND TA to review the impact of support and discuss next steps so that support is maximised and highly effective.
- ✓ If a child is making progress through Quality First Teaching and additional support in place then they may no longer require SEND support.
- ✓ Once identified as a pupil with SEND, a One Page Pupil Profile and is prepared and children who are working significantly below year group expectations may be assessed using the Birmingham SEND Toolkit.
- ✓ The Combined Birmingham SEN Toolkit focuses on attainment in speaking and listening, reading, writing and maths. It is a tool that supports school in identifying specific levels of need and ability for pupils with their literacy and maths skills (including speaking and listening). The resource breaks down areas of reading, writing, speaking and listening, core and supplementary maths into discrete skills on a continuum that enables teachers to set appropriate and aspirational targets and to track progress, as well as supporting teachers with a range of teaching and learning ideas to develop skills alongside quality first teaching in the classroom.

How do we identify pupils for additional support programmes or interventions?

- ✓ Steps are taken to ensure all pupils can access what is being taught. There may be times when an individual or groups of children require additional support or teaching to ensure that progress is made.
- ✓ The class teacher is responsible for monitoring a child's progress through an assess, plan, do and review approach. The class teacher will decide which pupils are not making expected progress and will implement additional support.



- ✓ There may be times when an outside agency offers recommendations or programmes for school to use. The class teacher will try to implement these programmes flexibly in the classroom to ensure a broad and balanced curriculum is offered to each pupil.
- ✓ There are many programmes and interventions offered at Holy Trinity. Listed below are a selection that we offer:

The 5-minute Box

ALS Programme

Fresh Start (RWI)

Fine motor skills programmes such as Clever Fingers

Social and Emotional development programmes such as Socially

Talented, The Conversation Train, Friendship Terrace and access to an ELSA (Emotional Literacy Support Assistant)

Speech and Language programmes provided by NHS Therapists

How do school identify targets and involve parents in this process?

- ✓ The class teacher and parent will meet three times a year at the established SEND review meetings. The class teacher and parent will discuss the progress made against each target set for the child. As part of this review new targets will be set in line with the current needs of the child.
- ✓ If parents wish they may add their view to the One Page Profile.

How do school involve children, ensuring that pupil voice is heard?

- ✓ There are several opportunities in which children may share their view.
- ✓ Older children may be invited to the SEND review, if the class teacher and parent feel it is appropriate.
- ✓ Younger children may be asked about their learning and the teacher may complete a 'How am I doing?' questionnaire to bring along to the SEND review.
- ✓ Children may also receive pastoral support with Mrs Hannah, Mrs Rankin Or Mrs Harwood who may then share the child's view with the class teacher and parent.

What support from outside does the school use to help my child make progress?

- ✓ The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:
Sefton Special Educational Needs and Inclusion Service (SSENIS) - Our Inclusion Consultant is Sophie Walsh. Sophie works on a consultancy basis with school, offering support where school identify a need.
Sefton SEN Assessment and Monitoring Service



Educational Psychology Service - Our attached Educational Psychologist is Stuart Duckworth. Stuart is a familiar face in school and comes into school several times each term to work with children, teachers and parents.

SSENIS Visual Impairment Service

Occupational Therapy Service

Speech and Language Therapy Service

Child and Adolescence Mental Health Service (CAHMS)

Paediatric Services

School Nurse or Specialist Nurses

ADHD Foundation

Early Help

- ✓ The class teacher or SENDCO may signpost one of these agencies for additional support for your child. If you are happy to seek involvement from one of these agencies, the SENDCO can make a referral as required.
- ✓ The relevant agency will assess the child and make recommendations to school and parents.
- ✓ Access to each service is not immediate and usually results in being placed on a waiting list.

What arrangements are in place to support transition between key stages or year groups?

Children with SEN can become particularly anxious about 'moving on' so we seek to support successful transition:

- ✓ **When moving to another school:**
We will contact the School SENDCO and share information about provisions that have been named to help your child achieve their learning goals. Additional transition visits will be arranged if it is felt appropriate. We will ensure that all records are passed on as soon as possible.
- ✓ **When moving classes in school:**
An information sharing meeting will take place between the current teacher and new teacher, including the teaching assistants. Children will also have an opportunity to visit their new classroom and experience a taster session with their new teacher. For some children, transition may be enhanced further through additional visits or graduated start. Class teachers may work together to plan additional experiences for individual children.
- ✓ **When moving to High School, Year 6 to 7:**
The SENDCO and/or Year 6 class teacher will meet with the SENDCO or representatives from the High school to discuss a child's specific needs, including the nature and level of support which has had the most impact. In some cases, additional multi- agency meetings may be arranged to create a more detailed 'transition plan' which may include additional visits to the high school.



✓ **When moving from Nursery to Primary School:**

The SENDCO and Reception class teacher will meet with the SENDCO and/or Keyworker from the Nursery setting to discuss a child's specific needs, including the nature and level of support which has had the most impact. In some cases, additional multi- agency meetings may be arranged to create a more detailed 'transition plan' which may include Holy Trinity visiting the Nursery setting and enhanced visits for your child to visit Holy Trinity.

How can I be sure that the school has the appropriate knowledge and expertise to support my child's needs?

- ✓ An audit of the school population takes place each year to ensure that the relevant teachers and teaching assistants have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND with whom they work. On-going training is given and is available as required to meet individual needs.
- ✓ Care plans are updated yearly unless the need arises prior to this to adapt them.
- ✓ The SENDCO actively engages with opportunities available locally to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.
- ✓ The SENDCO has completed the National Award in Special Educational Needs.
- ✓ The SENDCO also attends relevant training throughout each academic year as provided by both the local authority (Sefton) and the Academy Trust (LDST). This may also lead to whole staff training.
- ✓ There are two staff in school trained as Trauma and Mental Health Practitioners - the SENDCO, Mrs Hitchen and a Teaching Assistant, Mrs Harwood.

How do we make all opportunities in school accessible to children with SEN? How are specialist resources used to support my child?

- ✓ Holy Trinity is a mainstream primary school on three levels.
- ✓ Physical access at Holy Trinity includes, wheel chair access throughout the ground floor level.
- ✓ Advice from external agencies regarding accessibility is disseminated and followed. Our Accessibility plan is completed through a company we engage with called 'Compliance Education'.
- ✓ The purchase and use of any recommended equipment and resources within the parameters of school's budget are sourced.



- ✓ Specialist equipment as required on an individual basis to access the curriculum is either purchased within the school's budget or loaned from an agency.
- ✓ Training has been provided by specialist nurses and advice from professionals disseminated and followed for pupils with diabetes and epilepsy. Refresher training and further training is arranged and provided.
- ✓ All children are given access to any extracurricular activities and school trips. It may be necessary to complete an enhanced risk assessment.

How do we ensure that children with social, emotional and mental difficulties are supported?

- ✓ Strategies to support the development of pupil's social skills and enhance self-esteem are used throughout school.
- ✓ The SENDCO, Mrs Hitchen / SEND Teaching Assistant, Mrs Hannah / The Learning Mentor, Mrs Rankin, all support parents, class teachers and pupils through regular contact and liaison. By talking and listening to the children, we are able to help gain a better understanding of the child's needs and how best to provide support.
- ✓ Mrs Harwood is also a qualified Trauma and Mental Health Practitioner.
- ✓ The following are some of the ways we support children:
 - Pastoral Support Programme
 - Small group programmes e.g., Social skills, Kids Skills, Socially Talented.
 - Playtime Buddies
 - Peace out Lunchtime group
 - Reduced or modified timetables
 - Choice boards / Choice boxes
 - Reward systems to celebrate success
 - Transition Support
 - Home / School Diaries
 - Regular contact with parents

What are the arrangements for supporting children who are looked after by the local authority (LAC) and have SEND?

The SENDCO will work closely alongside the child's class teacher and the school safeguarding co-ordinator. Sefton Council's Virtual School supports Looked After Children, through their education journey to help them overcome barriers to learning and achieve their potential. Both Holy Trinity and The Virtual School work together through the use of the child's Personal Education Plan (PEP). This is developed by the Social Worker, the Looked After Child, the school and the carer. The plan is monitored each term and adjusted as needed. The plan is ambitious,



focused and detailed enough to be effective and will pay Pupil Premium Plus grant to the school to help with the cost of carrying out the plan. Each Looked After Child has an Education Coordinator who will monitor their progress and work with the child, and any professionals who are involved in their care to ensure successful outcomes in education.

Where can I find further information about the support services available for parents of children with SEND?

Within school, Mrs Hitchen (SENDCO), may be able to direct/ signpost you to more specific organisations and services that can provide additional support.

The Local Authority may be a useful point of contact -

For more information you can contact Sefton SEN and Inclusion Service on 0151 934 2347 or by emailing SEN & Inclusion Service: SENIS@sefton.gov.uk

You can find the Sefton SEN and Inclusion Service at:

Sefton SEN and Inclusion Service
4th Floor Sefton MBC
Magdalen House
30 Trinity Road
Bootle
L20 3NJ

Sefton provide a Local offer for Special Educational Needs and Disabilities, more information regarding this can be found on the website -

<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0> (there is a link to this on the school website)

What are the arrangements for handling complaints from parents of children with SEND about the support that school provides?

At Holy Trinity we aim to provide the very best education and support for every pupil at our school to enable them to take full part in the life of the school and to achieve their best. Children who have special education needs, specific access requirements or particular health issues may need to have additional help, resource or support. Holy Trinity seeks to ensure there are no barriers to learning or taking a full part in the life of the school for any child. We especially ask parents of children with special needs to work in close partnership with us. If a situation arises where we have any concerns or need to talk to you, we shall contact you quickly and discuss matters confidentially, openly and fully with you.



If parents have any matter that they wish to talk over, or any concerns whatsoever, please talk to your child's teacher. If you feel that the matter has not been resolved then you can arrange to speak to Mrs Hitchen, the school SENDCO or Mrs Thompson, the headteacher. They will endeavour to find a solution. They can be contacted via telephone by calling the school office on 01704 538366 or by email at Alex.Hitchen@ldst.org.uk / Linda.Thompson@ldst.org.uk

If you are still not satisfied with the outcome then please follow our school complaints procedure. A copy of this is on our school website under the tab 'Key Information' then the sub tab 'Policies'.

Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found in the Sefton SEND Local Offer - <https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=3>