

## **Holy Trinity C of E Primary School, Durham Diocesan Multi Academy Trust:**

### **SEND Information Report**

Also refer to SEND Policy, Mentoring Policy and Urgent Action Follow Chart

The Special Educational Needs and Disability (SEND) Code of Practice July 2014 requires schools to produce a SEND Report. This report aims to outline how we meet the needs of pupils with SEND children within our school including children who are looked after by the local authority and have SEND. The information within the report is based upon the school policy, Hartlepool LA and School's Local Offer.

#### **SEND Context October 2019**

- The number of pupils classed as 'SEND support' is inline with the national average Sch-12% (not including nursery) National-11.9% (Jan 2019).
- The number of children with EHC plan is below national average (Sch 0.3% National 3.1%).

*The main areas of need of SEND support children and EHCP:*

- Communication and Interaction- **17%**
- Cognitive and Learning- **71%**
- Social Emotional and Mental Health Difficulties- **12.5%**
- Sensory and/or Physical Difficulties- **0%**

#### **Who are the staff supporting SEND in Holy Trinity?**

Through quality first teaching, the class teacher is often the first person who identifies and supports the needs of children with SEND.

Mrs Wheeldon (Deputy Headteacher) is the school SENDCO. She has a National Award for SENDCO Co-ordination (NASENCO) and level 3 in Understanding ASD.

SENDCO priority areas for development are placed in our School Development Plan. Mrs Wheeldon monitors all of the children with SEND, in school and supports parents and staff to source assessments and support from a range of external agencies and services. These lists are regularly updated.

The Governor for SEND is Mr. Bull (Deputy Headteacher), he collates data and works with staff to ensure children make the required amount of progress and attainment throughout school.

Staff and Teaching Assistant **support children who require assistance with social and emotional needs.** All Teaching Assistants have been trained in mentoring and Thrive. 1 member of staff has been trained in ELSA (Emotional Literacy Support Assistants).

#### **How will Holy Trinity offer support for my child?**

Holy Trinity C. of E. Primary School is part of Durham Diocesan Multi-Academy Trust where all children are valued as individuals and will be given the best opportunities to achieve their full potential. We continually assess and monitor the academic, emotional and social welfare of all children within our school to ensure that they can access the National Curriculum and achieve their potential, making significant progress from their starting points. All pupils, including those with SEND, are tracked on their attainment and progress. Quality first teaching, supplemented by differentiated intervention, is put in place and monitored continuously.

If children do not meet targets for attainment or progress, they are identified. We identify their barriers and needs, put short term support and interventions in place and monitor progress rigorously; this is discussed with parents. If pupils do not begin to make progress towards targets they will be registered as SEND Monitoring. Specialist assessments may be requested, with the permission of parents/guardians, from a range of support services- enabling school to have a clearer understanding of the pupil's needs. Pupils will then be included on the SEND Support Register.

### **How will we identify, assess and plan support?**

At Holy Trinity we firmly believe in early identification of children with SEND.

We ask parents if they have any concerns about their child. When children are identified as having a learning difficulty or a disability, parents are invited into school to discuss their child's barriers to learning as well as discussing their strengths. Their consent is needed to place their child on the SEN Support Register. We identify four broad areas of need (as outlined in the Code of Practice July 2015): Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and Physical Needs. Alongside the class teacher and any other relevant professionals, we plan for the needs of their child both at home and at school. Individual Education Plans (IEPs) are put in place and a graduated response plan (assess, plan, do, review) is discussed and reviewed each term. Provision maps support IEPs which outline the support they receive throughout the week. The purpose of the IEP is to inform staff and professionals who work with the child what the specific targets are for each child. Children and parents contribute to the targets on IEPs by feeding back on the progress made over the course of the plan. Children with EHC Plan are reviewed with parents throughout the year and have annual meetings with all professionals to revise the plans.

### **How do we listen and respond to children with SEND?**

A child's individual needs are at the centre of everything we do at Holy Trinity C of E Primary School. We believe that children should voice their opinion about the support they receive. We ask them about what they feel has worked well and what they think they need in order to improve. In addition to this, we constantly encourage children to play an active role in their own education, taking charge and ensuring that they understand what the next steps are in order for them to overcome their learning barriers.

To enable Holy Trinity C of E Primary School to evaluate the support which we provide, we have gathered information from staff, professional agencies, parents and children. We conducted questionnaires with SEND children and the parents of SEND children. We also gathered views from children with SEND about what helps them to learn and what they find difficult.

*Relevant outcomes of the most recent SEN questionnaire with SEN Support children in KS2:*

November 2017	Agree	Partly Agree	Disagree	Don't know
I enjoy coming to school	44%	44%	6%	6%
I have friends at school	82%	12%	0%	6%
I feel I have enough support in school	63%	25%	0%	12%
I know my targets	57%	12%	19%	12%
I feel happy to ask for help	57%	37%	0%	6%

### **How do we work in partnership with parents and carers?**

Parental involvement is paramount when assessing and reviewing the needs of a child. We know parents are the first educators of their child and we need their knowledge to plan effectively. As a result, we involve parents in every stage of the process, encouraging them to share their opinions and viewpoint. Parents feel that school provides them with enough information about their child's targets and progress.

*Relevant outcomes of the most recent SEN questionnaire from parents with children who receive SEN Support:*

November 2017	Agree	Partly Agree	Disagree	Don't know
I feel that my child is making good progress	60%	20%	20%	0%
I feel that my child is getting enough support in school	80%	20%	0%	0%
I feel I have sufficient information and communication about my child's progress	60%	40%	0%	0%
I know my child targets on his/her IEPs	100%	0%	0%	0%
I am fully informed of how my child is progressing towards their targets	80%	20%	0%	0%
I feel that Holy Trinity staff have given me suggestions and ways to support my child at home	60%	40%	0%	0%

### *Comments*

- 'I am carrying out all the recommended support.'
- 'I'm pleased with the support ----- has received by all staff members.'
- 'My child has been very well supported and her teacher has been exceptional in her support.'
- 'Lexia is helping my child.'

As a result of the comments from previous questionnaires, CPD was put in place for staff within school and one member staff supported parents in the National Autistic Society (NAS) Early Bird Programme. Parents felt that Lexia intervention helps their children.

### **How do the staff of Holy Trinity C of E Primary School support my child with SEND?**

We ensure that all children can access the National Curriculum and the learning environment within school through the use of additional targeted support, challenge and differentiation and modifications to the classroom environment eg adaptations to classroom furniture and writing equipment.

We have many different methods and approaches to support children within school some of which are outlined below.

- Quality first teaching (whole class teaching) involves the teacher delivering a lesson which caters for and challenges all learning needs, whilst ensuring children with SEND can access the National Curriculum.
- Teaching Assistants are deployed to support individuals and groups using various programs to target the needs of the child.
- The use of interactive resources as Lexia.

### **How do we develop the skills, knowledge and staff expertise to support children with SEND?**

Staff at Holy Trinity C of E Primary School have access to the most up to date training in order to provide support for the learning needs of all children. Staff receive training within the Cluster schools from Hartlepool EP service and annual issues depending on need. All staff have received training from PACUK on 'Understanding and Meeting the Needs of Children With Trauma' the School's EP has undertaken training on ACEs and Executive Learning .'. Staff regularly attend courses such as 'Supporting Learning through Developing Thinking Skills' and 'Autism Spectrum Awareness Raising and Specific Learning Difficulties Awareness Raising' and all staff have received training on 'Growth Mind set'. This CPD has had an impact on classroom interaction and how groups of learners work together.

Pupil interviews also highlighted that there is a Growth Mindset culture within school, to encourage children to be positive towards learning and 'keep trying'. One child said his teacher is teaching him to persevere. Another child also explained how he is trying to change from a 'Fixed Mindset' to a 'Growth Mindset.' He said he talked though his problems; "It's like you have two voices at war: One says, you can do this, try. If you do this you will get praise. The other voice distracts me."

'Learning Support' has provided CPD for staff and given practical ideas and resources; these new resources have been positively received by children. This year, the Educational Psychologist will be providing further training for ASD, Mental Health Issues and mindfulness. We are also taking part in Trailblazer to provide early intervention for children with mental health issues.

As a school, we believe that support should be provided for all children to improve their emotional and social development as well as having a strong approach to prevent bullying (see Anti-Bullying Policy).

### **Intervention**

Where appropriate, pupils discuss their achievements and review their targets and next steps. All children have provision maps to show where they are given extra support and intervention.

Pupils are identified to work on 'Thinking Skills' or 'Memory Skills'. We aim to empower children to succeed and feel that thinking skills are important in order for children to;

- deepen their understanding rather than superficial learning
- learn explicit strategies for **how** to learn
- be challenged and motivated

During interviews with the SENCO, Year 3 to 6 children commented about what they found difficult and what they enjoyed most about school:

- Challenges at school:
  - 'English is a big challenge'
  - 'Not the best at it but I still try'
  - 'I try my hardest'
  - 'School keeps challenging us and we have to try hard at things'
  - 'RE challenges me because I really have to think'
  - 'Self-control is really hard'

The interviews also highlighted what the children found helpful at school:

- Jobs in Y6 had given them confidence to speak up;
- Social Club helps the feel part of a group;
- Happy to be me group( nurture group) commented on the activities being fun;
- Partners / friends helped them keep focused on their task;
- Teachers making me think;
- Small group work outside the class and 1:1
  - It's quieter
  - Not as many children to look at;
- Mindfulness- not giving up and trying to think for self;
- Resources such as word maps or personal dictionaries;
- Helps in smaller groups;
- Reading
  - 1:1 teacher makes you think. They say 'make sure you understand' 'Do you know what punctuation they (the author) have used?'
  - We talk about the target and what might help us to get it
  - I have to concentrate to get the answer;
- Maths
  - Teacher going through things with you
  - Visual – having things on the board;
- Teacher
  - Helps us
  - Makes things fun and does games with us.
  -

### **What agencies are available to help my child?**

With permission from parents, school may ask for advice or support from educational or health services. A parent can also refer their child to these services. We budget for extra time from certain agencies to support the specific needs of the children within our school.

*Educational services (this is not an exclusive list):*

- Educational Psychologist\*;
- Support teacher\*;
- Small STEPS;
- Hearing impaired service;
- Visually impaired service.

Health and Social Services (this is not an exclusive list):

- Occupational Therapist;
- Speech and Language Therapist\*;
- School Nurse;
- Health Visitor;
- Paediatrician;
- Clinical Psychologist;
- The HUB;
- Child and Adolescent Mental Health Service – CAMHS;
- Social Services.

\*As a school we buy extra time from these professionals.

Early identification of younger children is a priority. SALT intervention has empowered some children to become more confident as they move through school. One parent felt that her child’s speech had massively improved through working with SALT and she believed he would not have improved as much if he hadn’t had the support from school.

### **How does school support my child to transfer between classes and within Key Stages**

We are aware that some children, especially those with SEND, have difficulties when transitioning between classes or key stages; through identification, we endeavour to make this transition as smooth as possible. We identify children who need to have access to an early transition: children can meet their new teacher(s) early; visit their new school or new area within school; parents are given the opportunity to speak to the new members of staff.

EPs develop transition plans with ASD children in Year 5.; they highlight any issues which need to be addressed before they transfer to secondary.

We have a robust induction programme in place for welcoming new learners into the Early Years setting. Parents and children are welcomed so staff can build up relationships with them and a close liaison with other settings helps with transitions and ensuring that children who use other providers can transfer smoothly between both settings.

### **How does school support my child who is moving to secondary school?**

Before children transfer to secondary school, we hold a meeting in the Summer Term with the secondary school to share overviews of SEND Support IEPs, Provision Maps and the specific needs of the pupils. In some cases, meetings are set up to support early transition and a program is put in place to facilitate the transition prior to the Summer Term. In Year 6 we work closely with our feeder school to support the transition and where we know there are high levels of anxiety our staff can be used to ease transition.

### **How can I make a complaint?**

Parents are actively encouraged to contact the school SENDCO to discuss any of the provision provided for children with SEND either to provide positive feedback or to make a complaint (see our school Difficulties Concerns and Complaints procedure). The SENDCO can be contacted by phoning the school (01429 855620) or via the schools email address (admin@hpoolholyltrinity.org.uk).

Additional information regarding identification of children with SEND needs and how we address these needs can be found within the school policy, the school’s Local Offer (<http://www.holytrinitycofeseatoncarew.co.uk/SEND-Local-Offer>) and the Local Authorities Local Offer ([https://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/local\\_offer.page](https://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/local_offer.page)).

D. Wheeldon

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