**Holy Trinity C of E Primary School, Durham Diocesan Multi Academy Trust: SEND Information Report**

**Holy Trinity C of E Primary School**

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Holy Trinity School is a church and village school in the truest tradition. We have a school ethos based on 'Love thy neighbour as yourself' - Matthew 22 Vs. 3-9, of which we are all extremely proud and which has served the Church families and the village community for a huge part of the community's history.

Our aims are to meet the needs of individual children so that they are able to make the most of their abilities and to achieve personal excellence, whilst providing spiritual, moral, social and cultural guidance with the aim to prepare them to take on the responsibilities of later life; including those related to fundamental British Values, in an atmosphere of a caring Christian setting, where there is equality of opportunity for all children.

A copy of the SEN Policy can be found on the website, along with the Local Offer.

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.

**Catering for different kinds of SEND**

**Communication and interaction**. We recognise that the needs of pupils with speech, language and communication needs are different and will change over time. The SENCO, Mrs Wheeldon, works with pupils, parents and language communication experts to ensure pupils with communication and interaction difficulties reach their potential.

**Cognition and learning.** We understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD), affect one or more specific aspects of learning. We offer these pupils a range of support suitable to their needs.

**Social, emotional and mental health.** We understand that pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways. They may reflect underlying mental health difficulties such as anxiety or depression. We have an Emotional Wellbeing Lead and a trained staff in Thrive to support pupils with these difficulties.

**Sensory and/or physical needs**. We understand that impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND.We are aware that some conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision. In line with our Accessibility Policy we have made adjustments to the school building to accommodate pupils with specific physical needs.

**SEND Context**

* The number of pupils classed as ‘SEND Support’ is inline with the national average Sch-12.5% (not including nursery) National-12.2% (2020 2021).
* The number of children with EHC plan is below national average (Sch 1.4% National 3.7%).
* Children are also monitored to identify their difficulties – 21% of school are on monitoring.

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

* Communication and Interaction- **25%**
* Cognitive and Learning- **64%**
* Social Emotional and Mental Health Difficulties- **11%**
* 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. All teachers retain responsibility for the progress of all students, including those with SEND (SEND Code of Practice 2014). SEND is therefore a whole-school responsibility. It is the responsibility of everyone in the school to know how to remove barriers to learning and to share this knowledge.

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 Academy Councillor for SEND is Mrs Crowley (parent). She spends time in school discussing current information about SEND children and their provision.

Staff and Teaching Assistants support children who require assistance with mental health issues and social and emotional needs. All Teaching Assistants have been trained in mentoring and Thrive. One member of staff has been trained in ELSA (Emotional Literacy Support Assistants). Trailblazer (mental health support team) also visit school weekly to support children with mental health. The team come into school and promote resilience, encourage the development of self-care and self-help techniques and explore different strategies. This work is completed 1:1 interventions with the children, group work, parental support or signposting to more suitable organization.

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

Holy Trinity C. of E. Primary School is part of Durham and Newcastle Diocesan Learning Trust were 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 the class teacher will monitor their learning closely to identify concerns which prevents them from making progress. If the difficulties continue the parent and teacher will decide if the child should be registered as SEND Support. Specialist assessments maybe 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.

**Online Safety Support and Sexual Violence and Harassment**

The school has a 'managed system’ that enables children to use the internet safely. We ensure every year group accesses ‘internet safety’ sessions to ensure they are up-to-date with current issues and practices. We participate in Safer Internet Day. We do recognise that the use of these new technologies can put young people at risk both within and outside of the classroom. All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. School recognise the additional risks that pupils with SEND face online and sexual harassment eg through online bully, grooming and radicalisation. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

**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 they first visit school. When children are identified as having a 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.

**Assess** a child’s individuals needs

**Plan** the provision to meet child’s needs

**Do** put the provision in place

**Review** the support and progress

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 parents, Hartlepool SEND Team and all professionals who are involved 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 gather 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:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **October 2021** | **Agree** | **Partly Agree** | **Disagree** | **Don’t know** |
| **I enjoy coming to school** | 81% | 14% | 5% | 0% |
| **I have friends at school** | 100% | 0% | 0% | 0% |
| **I feel I have enough support in school** | 71% | 24% | 5% | 0% |
| **I know my targets** | 57% | 38% | 0% | 5% |
| **I feel happy to ask for help** | 71% | 19% | 5% | 5% |

1 child = 5%

Comments from children

Some children found it difficult to work at home during Covid. However, some felt they could complete their work and have more time doing things they enjoyed. Children who worked from home said they struggled to do the work and needed parents to help them. The children who attended school full time or part time felt that they had more support in class and said they would have struggled to do the work at home. They also felt it was fun in school as there were less people.

When they return to school they enjoyed being together in worships and outside on the playground as they couldn’t do this during covid as each class was in a bubble. They have also enjoyed celebrating World Mental Health Day and attending sporting events at the secondary schools since they have returned.

Year 5 / 6 children are enjoying their new responsibility, especially monitoring jobs in the hall and helping the younger children.

The children talked about adults who could support them in school and the tools they access to help them to become independent in their learning eg multiplication grids, place value mats, word mats. They feel dictionaries are difficult to use as they can’t spell the word so it is hard to find the correct spelling.

The children had a good understanding of online safety and who they could ask for help. They gave examples or when they have used these skills at home.

**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:*

(We are currently gathering up to date views as we were unable to during COVID. Sent out to parents October 2021)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **October 2019** | **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).

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?**

Teaching focuses on the pupil as an individual, not allowing their SEND to become a label. Support is adapted and tailored to the needs of the individual with a focus on pre-teaching and post-teaching interventions to allow pupils, where possible, to access the curriculum a long side their peers. We ensure that all children can access the National Curriculum and the learning environment within school through the use of additional targeted support, tools to support their learning, 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, mathletics.

**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’. CPD is also cohort specific to help staff understand a child’s needs eg ‘ADHD’ and ‘Making sense of autism in the Early Years’. This CPD has had an impact on classroom interaction and how groups of learners work together.

Currently we have teachers and teaching assistants who have had training in the following areas:

* Speech and Language
* Dyslexia
* Autistic Spectrum Disorder
* Anxiety
* Attachment and Early Trauma
* ADHD
* ACEs
* Emotional Wellbeing
* Managing Strong Emotions
* Effective Teaching Assistant support in the classroom

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.“

The Educational Psychologist has provided training for ASD, ACES, 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 knowledge and understanding rather than superficial learning
* learn explicit strategies for **how** to learn
* be challenged and motivated

During interviews with the SENDCO, 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’
  + ‘ is really hard’

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

* Jobs in Yr 5/6 had given them confidence;
* Social Club helps them to feel part of a group;
* Friends helped them keep focused on their task;
* Teachers making me think;
* Small group work outside the class and 1:1
  + It’s quieter and can concentrate
  + 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;
* It is helpful when they work in a smaller groups;
* Reading
  + 1:1 teacher makes you think. They say ‘make sure you understand’ ‘Can you summarise that part of the chapter.’
  + We talk about the target and what might help us to get it
  + I have to concentrate to get the answer;
  + Overlays help me read better.
* Maths
  + Teacher going through things with you
  + Visual – having things on the board;
  + Tools in our drawer
* Teacher / Teaching Assistant
  + 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\*;
* Autistic Spectrum Disorder Services – including Daisy Chain and 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 services including Health Visitor;
* Paediatrician;
* Clinical Psychologist;
* The HUB;
* Trailblazer / Alliance
* 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.

**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. During Covid transitions photos of the class teacher were sent home and booklets were made for vulnerable children (ASD and post LAC) to help with transition.

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. These procedures changed during Lockdown but parents had conversations with the Nursery teacher and children who did not attend Holy Trinity Nursery came to visit before they started Reception and all parents were invited to a welcome zoom.

**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 school’s email address ([admin@hpoolholytrinity.org.uk](mailto:admin@hpoolholytrinity.org.uk)).

**Where can I find more information?**

**School Local Offer**

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 <https://www.holytrinitycofeseatoncarew.co.uk/for-parents/send-local-offer/>

**Hartlepool Local Offer**

To access more information in relation to ‘Hartlepool SEND’ view ‘Hartlepool Local Offer’ and Parent Carer Forum(1Hart, 1Mind, 1Future) (<https://www.hartlepoolnow.co.uk/local_offer> ). Within the ‘Hartlepool Local Offer’ you will find current and relevant information relating to many aspects of SEND provision and many related issues.

Mrs Wheeldon

October 2021