**Holy Trinity VC Church of England Primary School.**

**SEND Information Report.2016-2017**

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| How we identify individual SEND within our school. |
| * Staff in school who are responsible for coordinating support for children with SEND is Mrs Carol Knight Contact details: [carol.knight@holytrinity.blackburn.sch.uk](mailto:carol.knight@holytrinity.blackburn.sch.uk) * Telephone 01254 702119 or call into the school office. * If pupils are identified with SEND prior to starting school we work closely with the people who already know them and use the information already available to identify what their needs will be in our setting and how these can be met. * When parents tell us they think their child may have SEND we arrange a meeting to discuss these with them and possibly carry out diagnostic tests with the child. We share our findings with parents and agree what we will do next and how parents can support us and their child. * If our staff think a child has SEND this may be because they are not making the same progress as other pupils; for example they may not be able to follow instructions or answer questions. Class teachers discuss this with parents and refer to SENCO to carry out diagnostic tests a course of action is then devised to support identified needs. An IEP is developed and shared with parents. Opportunities are made available to discuss this further. * Our school currently uses Boxall Profile, BPVS, Derbyshire Language, Physical Development Baseline of Motor Skills, YARC assessment of early reading and passage reading comprehension, Dyslexia Screener, Sandwell Numeracy Assessment, TALC, Ravens, Visual Perception, PHAB2 and observational survey of reading ability. These assessments and screeners enable us to unpick a child’s difficulties and ensure that we plan the appropriate strategies, targets and interventions necessary to enable the child to make progress with their learning. School will also where necessary request the support of professionals for further diagnostic information for children. * We provide support for all categories of SEND – Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health, Sensory and/or Physical needs. |

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| How we involve pupils and their parents/carers in identifying SEND and planning to meet them. |
| * School operates an open door policy where parents are welcome to arrange meetings with their child’s teacher or the SENDCO to discuss their concerns. * When we assess children with SEND we discuss with parents if understanding and behaviour are the same at school and home, we take this into account and work with you so that we are all helping your child in the same way to make progress. * We write and review targets at meetings at least once a term these are shared with parents and children and opportunities made for them to be discussed further if needed. * We provide advice on further activities and resources that can be used to support your child at home to assist in achieving their targets. |

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| How we adapt the curriculum so that we meet SEND. |
| Quality first teaching is vital for all children to allow them to progress. This means that a range of teaching and learning styles are used and that appropriate, differentiated learning objectives are set for all children with a curriculum matched to their needs. Teaching approaches are consistent throughout school and any modifications needed for individual children are planned for each lesson. The class teacher ensures the children have access to a broad, balanced curriculum that is relevant to them. They do this through careful planning and differentiation.  Forms of differentiation may include:   * Content * Interests * Pace * Sequence * Structure * Teacher time * Teaching style * Grouping * Learning style * Method of recording   At Holy Trinity we apply a ‘graduated approach’ to identifying and meeting SEND which may be mapped onto the National Curriculum for English and Mathematics in three waves.  Wave One:  The effective inclusion of all children in a high quality daily English and maths lesson (Quality First Teaching). Children may be at any point on the graduated response, that is the differentiated curriculum.  Wave Two:  Small group intervention for pupils who can be expected to meet the age related expectation with their peers as a result of the intervention. This may be pupils that do not necessarily have special educational needs related specifically to learning difficulties in English or maths. Pupils included in Wave Two interventions may on occasion already be identified as requiring SEND support. This will be where they have needs such as social, emotional or mental health difficulties, communication and interaction difficulties, difficulties in physical development or sensory or physical impairment, for which they are receiving other forms of support.  Some interventions currently used are booster classes, Inference, Hands on Maths, PTV, Talkboost, Read, Write Inc Phonics.  Wave Three:  Specific targeted interventions for specific children usually carried out on a one to one or very small group basis. These pupils would be identified as SEND support. Pupils at wave three may have particular needs related specifically to English or maths, or needs associated with other barriers to learning. Provision at wave three may also draw on specialist advice and may involve the adjustment of learning objectives and teaching styles. It aims to reduce gaps in attainment and allow greater access to learning at waves one and two.  Interventions include Specialist Reading Support, Nurture, FFT wave 3, BRP, Units of Sound, all delivered by staff trained in the delivery of the programmes and Maths intervention from TA support. |

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| How we modify teaching approaches. |
| * All our staff have received training which enables us to be able to adapt to a range of SEND. They are also able to access support from the inclusion team who have specialist knowledge in a range of areas. This year training in specific Speech and Language Interventions have been delivered by the Inclusion Support Service. There has also been considerable involvement from the Autism Support Team. * We use a number of approaches to teaching including small group intervention, in class support, one to one intervention and whole class teaching differentiated appropriately. |

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| 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 parents/ carers.) |
| * We are beginning to use PIVATS to assess progress that is in smaller steps and at a slower pace than National Curriculum expectations. All other data is tracked using Target Tracker. Qualitative data is collected from interventions through diaries completed by staff. * We use staff meetings to allow all teachers to assess work together to check our judgements are correct, moderation. * We check how well a pupil understands and makes progress in each lesson through the use of assessment and monitoring. * Our Senior Leadership Team check the progress of pupils each half term, (more often if progress is slow) and discuss with class teachers what is being done to make sure all pupils make good progress. This includes the progress of pupils with SEND. * Children involved in specific interventions will undertake an entry and exit assessment. These are followed up throughout the year to ensure children are continuing to make progress. * All children are formally assessed each half term and there are additional assessments carried out across the year. * After formal assessment has taken place individual curriculum targets are set. * All pupils are tracked from reception through to Year 6 based on formative and summative assessment. |

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| **The expertise of staff within school** |
| * National Award for SEN Coordination * Nurture Group training. * Social, Emotional and Mental Health Needs * Speech and Language issues * Dyslexia Support * Dyscalculia Support * Autistic Spectrum Support * De-escalation training Team Teach * Child Protection and Safeguarding Training * Prevent Training * Evolve Training * First Aid and Paediatric First Aid |

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| What equipment or resources we use to give extra support. |
| * Visual timetables, countdown timers, workstations * Hearing aid devices for pupils who need it * Ipad apps and laptops * Mastering Memory * Sensory Room * Nurture Room * Forest School * Specialist equipment provided by Occupational Therapists. Seats, cushions, writing wedges * Further information on arrangements for children with physical needs is included in the accessibility plan. |

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| How we support social and emotional wellbeing and prevent bullying. |
| Holy Trinity is a nurturing school with a strong Christian ethos. All children are taught about bullying, friendships and staying safe through PHSCE, circle time and daily worship, this is also delivered through the behaviour curriculum. The school has a Designated Senior Person and Deputy DSP to deal with issues relating to child protection and safeguarding. Nurture groups are run in school to develop children’s social skills and self-esteem.  School also uses the Local Authority SEND Support Service and Link Educational Psychologist to provide extra support and expertise for staff and children. |

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| What extra support we bring in to help us meet SEND:  Specialist services, external expertise and how we work collaboratively. |
| Holy Trinity works closely with other agencies to focus on the identification and provision for those children with SEND. Liaison takes place with the following agencies:   * Educational Psychology Service * Education Welfare Officers * Speech Therapists * Occupational Therapists * Physiotherapists * SEND Support Service, including advisory teachers for ASD (Autistic Spectrum Disorder) Speech and Language, Physical Difficulties, Visual Impairment, Hearing Impairment, Early Years Team and Alternative Curriculum * Specialist SEMH provision * School nurse * Paediatricians * Jigsaw play therapy * ELCAS * Clinical Psychology * Children In Our Care Education Support Team * Virtual School (for CIOC) * YMCA out of hours provision   For those children who have a range of agencies working with them a CAF (Common Assessment Framework) might be agreed. The CAF’s main aim is to ensure all agencies work together according to an agreed plan of action leading to a positive impact on outcomes for the child. Where necessary school is able to provide lead professionals for CAFs. For more information see our entry on the Local Offer Website.  <http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=okZZR6RBwRw&localofferchannel=0> |

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| Extra-Curricular activities available for pupils with SEND. |
| At Holy Trinity we aim to ensure that children with SEND play a full role in all school activities as far as possible.  All activities within and outside school are covered by risk assessments and where needed additional assessments are carried out for specific children. All reasonable adjustments are made to ensure that children with SEND are able to access all activities safely. E.g use of a wheelchair to travel to church for services  A wide range of before and after school clubs are available to all children including those with SEND and where needed appropriate adjustments are made. E.g. increasing staff levels. |

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| How we support pupils in their transition into our school and when they leave us. |
| We have close links with a number of Early Years providers and have an induction programme for new reception children. For children identified as SEND prior to beginning school the SENDCO will attend meetings and arrange additional induction sessions if required. Links will be established with all professionals involved to ensure a smooth transition for each child.  For children moving between year groups and key stages the school holds a transition session in the summer term. For children with SEND further visit sessions may be arranged both to their new class and their new teacher visiting them in their current classroom. Moving on books can also be made to take home during the summer holidays where needed.  Children moving on to high school take part in the transition days arranged by the school they will be attending. Again for children with SEND additional visits are arranged and the SENDCO liaises with the SENDCO from the high school to make sure the child has a smooth transition.  Meetings with high schools and parents will be held in Year 5 and Year 6 for children with an EHCP. |

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| How additional funding works. |
| Schools receive funding for all pupils including those with SEND and they meet pupil’s needs from this (including aids and adaptations). If the cost of meeting an individual pupil’s needs is significantly different to what is usually available, an application can be made to the local authority for an Education Health Care Plan asking for support in meeting the costs. Further information about EHCP can be found on the Blackburn with Darwen Local Offer Website. <http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page> |

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| Where pupils can get extra support. |
| Children can approach any member of staff they feel comfortable with and they will refer the child on to the appropriate member of staff to deal with the issue. The safety and wellbeing of all children is important to us and we have a full time SENDCO and she also covers Pupil and Family Wellbeing liaising with outside services to provide support to our families. |

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| Where parents/ carers can get extra support |
| If parents have any concerns they should approach the class teacher in the first instance. They are also able to access the SENCO/Pupil and Family Wellbeing or any member of the SLT. For SEND support in the community parents can also access Blackburn with Darwen’s local offer website to identify other types of extra support in the local area and the Parent Partnership. <http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page> |

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| What to do if parents are not satisfied with a decision or what is happening. |
| The complaints procedure for SEND mirrors the school’s other complaints procedures. Often a meeting between parents and the class teacher can resolve the situation. Should a parent or carer have a concern that is not resolved then the SENDCO and Headteacher should be brought into the discussion process. Where concerns cannot be resolved at this time they should be put in writing to the SEND Governor Mrs D Thomson. |