HOLY TRINITY CE PRIMARY ACADEMY & NURSERY

SEND AND INCLUSION POLICY AND INFORMATION REPORT

2025-2026

Reviewed by : B. Bryant (SENDCo)

St Chad's Academies Trust

Introduction

Holy Trinity C.E. Primary Academy is a mainstream primary school with Nursery.
Our philosophy is to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as we can, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This document sets out the policy and information about our practice and provision for pupils with **special educational needs and/or disabilities.** It adheres to the requirements of the SEND Code of Practice: 0-25 Years (2015) which became effective from May 1st 2015.

SEND Code of Practice 2015

The SEND Code of Practice: 0-25 Years 2015 says that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

AIMS

At Holy Trinity C of E Primary and Nursery we strive to ensure that:

- We create an inclusive environment where all children, including those with SEND, have high aspirations, learn, achieve and make excellent progress together.
- We provide quality teaching and learning opportunities so that all children, including those with SEND, are motivated to become independent and confident learners.
- We provide all children, including those with SEND, a wide range of opportunities and appropriate support to achieve challenging but realistic goals.

OBJECTIVES

We will achieve our aims by ensuring that we:

- Recognise that every teacher is a teacher of every child including those with SEND
- Continuously develop our ways of working to provide the highest quality teaching and learning opportunities for our children within the resources available
- Organise all our activities to ensure that all children in school are included
- regularly assess and monitor pupil progress so that we are able identify individual needs and make provision to meet those needs
- Listen to the views and work cooperatively with parent/carers to form and maintain a partnership that supports their children
- Listen to the views and wishes of the children about their learning and needs, their provision and their progress
- Provide support and advice for all staff so that they continually develop understanding, knowledge and skills in how best to meet needs
- Work cooperatively and effectively with health and social care services where required.

In fulfilling our policy we will also take into account the following:

- National Curriculum Inclusion Statement
- Equality Act 2010 (advice for Schools)
- Working Together to Safeguard Children (2013)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

The information below details the offer within school and the ways in which parents and children may access the support required.

Who are the best people in school to talk to about my child's difficulties/special educational needs or disability?

We have an 'open door' policy at the school and would wish you to make an appointment to come and talk to us at any time with any concerns that you may have. The main people you may wish to speak to could be:

The Class teacher who is responsible for:

- checking on the progress of your child and identifying, planning and delivering any additional help your child may need which include things like targeted work, additional support.
- writing targets and sharing and reviewing these with parent/carers once each term.
- ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo **Beth Bryant** who is responsible for:

- coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- ensuring that you are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting
    - involved in reviewing how they are doing
    - liaising with all the other people who may be coming into school to help support your child's learning e.g. Learning Support Advisory Teacher, Behaviour Support Teacher, Speech and Language Therapy, Educational Psychology etc.
- maintaining the school's list of pupils who receive additional help for SEND and making sure that there are excellent records of your child's progress and needs
- providing some specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- supporting your child's class teacher to write provision maps that specify the targets set for your child to achieve
- organising training for staff so they are aware of, and confident about, how to meet the needs of your child and others within our school.

The Head of School **Mr Rob Kenyon** and Executive Principal **Mrs Laura Hopley** who are responsible for:

- the day to day management of all aspects of the school, this includes the support for children with SEND.
- they will give responsibility to the SENCo and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to

SEND.

- The SEND Governor **Mrs Jane Crouch** is responsible for:

- making sure that the necessary support is made for any child who attends the school who has SEND
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities
- making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school
- reporting to the Governing Body on the success of SEND provision within the school.

What should I do if I am concerned about my child's progress and think my child may have special educational needs?

- If you have concerns about your child's progress you should speak to your child's class teacher initially. Together you should be able to agree some activities to support your child both at home and at school.
- After a period of time, together you should review the progress your child has made and determine what should happen next. If your child has made good progress it may be that you simply agree some further supporting activities.
- If progress remains a concern then you and the class teacher may decide to discuss the ongoing concerns with the SENCo, and agree what action should happen next.
- If, after a period of action and review, you continue to have concerns you may wish to discuss this with the Head of School and/or SEND Governor.

What will the school do if they have concerns about my child's progress?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive

- discuss with you any referrals to outside professionals to support your child's learning

How is additional support allocated to children?

The school budget includes money for supporting children with SEND.

- The Executive Principal and Head of School decide on how the budget is utilised for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. Additional top up funding is received for certain pupils with high needs e.g. EHCP
- The Executive Principal, Head of School, SENDCo and class teachers discuss all the information they have about SEND in the school, including:
    - the children getting extra support already
    - the children needing extra support
    - the children who have been identified as not making as much progress as would be expected
- and then decide what resources/training and support is needed
- resources/training and support are reviewed regularly and changes made as required.

Support may be given in a variety of ways and is sometimes designed to encourage a child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly.

What support is available for children with SEND?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class.
- that all teaching is based on building on what your child already knows, can do and can understand.
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENDCo or external specialists) are in place to support your child to learn.
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.
This group, often called intervention groups by schools, may be:

- run in the classroom or outside.
- run by a teaching assistant who has had training to run these groups.

If your child has been identified by the class teacher as needing some extra support in school.
For your child this could mean:

- He/ She will receive intervention/support sessions with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. This intervention will be reviewed half termly.

SEN Support
Which means they have been identified by the class teacher/SENDCo as needing some extra support in school or extra specialist support in school from a professional outside the school. This may be from:

- Bought in services including the Learning Support Advisory Teacher, Behaviour Support Teacher, Specialist Teacher in Autistic Spectrum Disorder etc.
- Sensory Inclusion Service (for students with a hearing or visual need)
- Speech and Language Therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Services
- Educational Psychology Service
- Mental Health Support Team (MHST)
- Shropshire Inclusion Team

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Learning Support Advisory Teacher, a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
    - making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
    - support to set better targets which will include their specific expertise
    - a group run by school staff under the guidance of the outside professional e.g. a social skills group
    - group or individual work with outside professional
    - the school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP)). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.
Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- bought in services from the Learning Support Advisory Teacher, Behaviour Support Teacher, Specialist Teacher for Autistic Spectrum Disorder.
- Sensory Inclusion Service (for students with a hearing or visual need)
- Speech and Language Therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Services
- Educational Psychology Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.

- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more hours of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan. If this is not the case, they will ask the school to continue with the support at SEN Support.
- The EHC Plan will outline additional funding allocated to help your child meet the outcomes detailed in their EHCP the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- Any additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong.

Our Provision for pupils with SEND

Communication and Interaction:

1. **Speech, Language and Communication Needs**

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher via whole school assessment pupil tracking information from transferred schools, parental information, standardised tests, in class assessments and observation. • Observation and assessment by the SENDCo and/or a teaching assistant with expertise in speech and language. If, after assessment, a program is set in place this is reviewed regularly by class teacher and other staff supporting the child. • If the child continues to be of concern, a referral may be made to a speech and language therapist. This may lead to	• Differentiated curriculum, planning tasks, delivery and outcome • Simplified timetables • Visual timetables • Consistent routines and expectations • Teachers using attention and listening strategies • Modelling of correct use of language • Reinforcement of phonological knowledge in development of reading and spelling skills • Use of ICT • Use of talk partners during whole class and group learning sessions • Circle time	• Through good/outstanding teaching • Ensuring that the curriculum is adapted to meet all pupils needs • In class support with TA • Small group work • Personalised programmes • Reinforcement of instructions on a 1:1 basis • Pre teaching of new vocabulary and topic words • Use of simple language and breaking down instructions into smaller chunks • Speech and Language support from therapist/ TA in school • Mid-day and playtime supervisors support during unstructured times during the day.

assessment, advice and intervention to be implemented in school. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This may be by the school or through a specialist such as the speech and language therapist. • Pupils with an Education, Health and Care Plan will also have their progress reviewed through the Annual Review.	• Regular show and tell sections where appropriate	• Support children to develop confidence in speaking in class

2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher and support staff who keep careful track of the pupil, their understanding, interactions, behaviour and academic progress. • Observation and assessment by the SENDCo. If, after observation &/or assessment, a program is set in place this is reviewed regularly by class teacher and other staff supporting the child. • If the child continues to be of concern, a referral may be made to the specialist teacher for Autistic Spectrum. This may lead to assessment, advice and intervention to be implemented in school. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher. • Ongoing concerns which are not being	• Consistent rules, routines and reasons • Visual timetables/aids • Preparation for planned changes in routine • Consistent expectations • Clear and simple instructions in small chunks • Pre teaching of vocabulary • Use of visual clues • Avoidance of metaphors and idioms • Checking understanding in 1:1 • Be aware of sensory distractions: noise, texture, colours, smells in the environment and adapt classroom as appropriate • Monitoring of anxiety levels and subtle intervention to calm	• Quiet work area with little sensory stimulation • Small group mentoring sessions with teaching assistant or Learning Mentor where social skills are developed. • 1:1 support on specific aspects of understanding, learning, language or behaviour • 1:1 social stories • Provide a quiet safe space • At unstructured times support staff and supervisors are made aware of the needs of specific children

addressed by the support and intervention in place, may be followed by further referral to Child & Adolescent Mental Health Services (BeeU) which may lead to a formal diagnosis. • Pupils with an Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		

Cognition and Learning

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised tests, in class assessments and observations. • Assessment by and intervention by class teacher with guidance from SENCO. Progress is reviewed regularly by class teacher and other staff supporting the child. • If the child continues to be of concern, a referral may be made to the Learning Support Advisory Teacher. This may lead to assessment, advice and intervention to be implemented in school. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher.	• Multisensory equipment/activities given where appropriate to demonstrate concepts. • Given non verbal / verbal reasoning tasks • Sequencing activities • Memory training games • Teaching the meaning of subject specific vocabulary and having word banks. • Use of ICT and computer programs and games. • Visual time tables / resources around the class. • Differentiated homework given in form of phonics games, maths games. • Differentiated focus groups for spelling and phonological understanding using Letters and Sounds. • Checklists/ writing frames/ dictionaries/ modelling • Rigorous assessment for learning/ positive feedback, marking related to individual, class.	• Differentiated and small group support in reading, spelling and writing sessions. • Differentiated and small group support for maths. • Additional small group / 1:1 support for phonics, reading and spelling • Additional small group/1:1 support for reading and reading comprehension • Additional small group / 1:1 support for maths.

• Pupils with an Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		

2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification, but not diagnosis, is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised tests, in class assessments leading to referral for formal diagnosis • Assessment by and intervention by class teacher with guidance from the SENDCO. Progress is reviewed regularly by class teacher and other staff supporting the child. • Progress is reviewed regularly by class teacher and other staff supporting the child. • If the child continues to be of concern, a referral may be made to the Learning Support Advisory Teacher or to the Educational Psychologist. This may lead to assessment, advice and intervention to be implemented in school. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher/Education Psychologist. • Pupils with an Education, Health and Care Plan will also have their	• Calm, structured orderly environment. • Multisensory activities. • ICT programs and games • Simple verbal/ written instructions • Given time to process understanding and respond • Given extra time to complete tasks and tests. • Given tasks in small steps/ small amount of work at a time. • Have graphic / visual organiser • Maintain positive and helpful attitude • Individual incentives to encourage positive reinforcement e.g. certificates, sticker charts • Pupils are encouraged to develop independence in the classroom by accessing resources around them e.g. word banks, number lines etc. • Pupils are encouraged to develop their own strategies to overcome difficulties • Opportunities to revisit concepts more frequently to ensure they are secure	• Small group or 1:1 multisensory intervention e.g. Toe By Toe • Coloured overlays, reading rulers • Memory activities • ICT • Small group work in class with teacher or TA. • Small group / 1:1 on understanding language of maths and concepts. • Online intervention: IDL

progress reviewed through the statutory Annual Review.		

Social, Mental and Emotional Health

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher through careful tracking of pupil behaviour and well-being, information from parents, information from previous school. • Assessment and intervention by class teacher with guidance from SENDCO • Observation and assessment by the SENDCo. If, after observation &/or assessment, a program is set in place this is reviewed regularly by class teacher and other staff supporting the child. • If the child continues to be of concern, a referral may be made to the specialist Behaviour Support Teacher. This may lead to assessment, advice and intervention to be implemented in school. Individual personal targets are put in place, this is reviewed regularly / every term. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher. • Ongoing concerns which are not being addressed by the support and intervention in place, may be followed by further referral to Child & Adolescent Mental Health Services (BeeU), Shropshire Early Help or counselling	• Exciting and stimulating classroom and curriculum. • Whole school behaviour policy • Rewards/certificates/stickers/ celebrating work • Circle time • Consistent routines /boundaries and expectations of behaviour • Adult modelling of expectations and behaviours	• Small group / 1:1 work in class with Teacher/ TA. • Small group/1:1 Intervention and/or support with the Learning Mentor • Access to Rainbow or Noah's Ark; our nurture facilities • Quiet space for time out and reflection • Home school links • Access to Family Support Worker • Access to specialist support/ agencies if needed such as specialist Behaviour Support Teacher. • Boxall Profiling • Unstructured times support staff and supervisors are made aware of the needs of specific children. • Personalised programme/targets that pupil and parents are aware of.

services. • Pupils with an Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		

Sensory and/or Physical

1. **Hearing Impaired**

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher through careful tracking of academic progress, social interaction and general behaviours, parental concerns, information from previous school. • Observation and assessment by the SENDCo. If, after observation &/or assessment, strategies are set in place these are reviewed regularly by class teacher and other staff supporting the child. • Parents can request assessment by visiting their GP or school may request they take their child for a hearing test. • If the child continues to be of concern, a referral may be made to an external agency such as the Sensory Inclusion Service. This may lead to assessment, advice and intervention to be implemented in school. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will	• Small group work with subtle adult support • Adult repeating instructions, other pupil ideas and comments in clear, audible voice • Minimum distance between teacher and child to facilitate lip reading • Create optimal hearing environment by using noise dampening materials. • Have clear visual aids. • Word banks and precise teaching of subject specific vocabulary. • Face child in every oral communication • Pupils are encouraged to ask for instructions etc. to be repeated if they have not heard or understood • Have specialised equipment for hearing impaired	• 1:1 specialist teacher in class. • Good home school links. • 1:1 specialist teacher support on vocabulary and speech. • All staff made aware of difficulty in school during high noise level activities such as playtime, dinner times, PE to ensure safety of the child. • Classrooms given curtains/ thicker carpets instead of blinds and tile floors. • 1:1 support with specialist teacher when on school trips if required • Awareness of health and safety issues such as not hearing the fire alarm • Advice of Sensory Inclusion Service.

be by the school with/or through the specialist teacher. • Ongoing concerns which are not being addressed by the support and intervention in place, may be followed by further referral to health service specialists. • Pupils with Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher through careful tracking of academic progress, social interaction and general behaviours, parental concerns, information from previous school. • Observation and assessment by the SENCo. If, after observation &/or assessment, strategies are set in place these are reviewed regularly by class teacher and other staff supporting the child. • Parents can visit the optician or school may request they take their child for an eye test. • If the child continues to be of concern, a referral may be made to an external agency such as the Sensory Inclusion Service. This may lead to assessment, advice and intervention to be implemented in school.	• Ensuring the environment is well lit, avoiding glare • Pupils will be encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. • Any information that is displayed on the white board will be presented as clearly using large fonts. If this is not possible then pupils will be given a copy of the work on display. • If pupils have a significant visual impairment, then the teacher will ensure the furniture and resources stay in expected locations so they will be easy to find.	• Providing documents which use a larger font, contrast, etc. • Using different coloured paper to print worksheets and tasks. • Using coloured overlays / reading rulers. • Backgrounds to white boards are muted • Advice of the Sensory Inclusion Service

• Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher. • Ongoing concerns which are not being addressed by the support and intervention in place, may be followed by further referral to health service specialists. • Pupils with an Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		

3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Parents are best placed to advise us about the specific physical needs of the child. We would therefore rely on good communication between home and school to ensure that concerns about the child are addressed promptly. • The class teacher and TA will keep careful track of the child and record any observations. • If the child continues to be a concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as an occupational therapy or physiotherapy team. • If appropriate, the Occupational or	• Pupils will be provided with resources such as pencil grips, laptops, son they are able to write about their own ideas. • When the pupils are completing physical activities such as P.E. they will be encouraged to participate in the same way as their peers. If this is not possible they will be given different resources such as larger balls and support from an adult.	• Pre-writing skills such as tweezers, using mazes. • Pencil grips / tri-grip pencils • Lap tops • Wobble cushions • Fidget toys • Interventions as suggested by the Occupational Therapy or Physiotherapy Team.

Physiotherapy Team will give an assessment and additional strategies will be implemented • Parents can also request an assessment with the Occupational Therapist/Physiotherapist by visiting their GP • If appropriate, a request for statutory assessment will be made and additional interventions and strategies are put into place to support the children. • The progress is shared every term with parents and pupils • If pupils have an EHCP then they have yearly Annual Reviews to review their progress.		

What other personnel provide services to children with SEND in the school?

Directly funded by the school:

SEN Teaching Assistants

X2 Learning Mentors

X1 ELKLAN Trained Teaching Assistant

X2 Talk Boost Trained Teaching Assistants

Services bought by the school:
TMBSS Inclusion Services
Marches Outreach Learning Support Advisory Teacher
Educational Psychology Service
Shropshire Inclusion Support Service

Provided and paid for by Shropshire Council but delivered in school:

Tuition, Medical and Behaviour Support Service (TMBSS)

Specific Speech & Language Impaired Children's Team (SLICC)
Speech & Language

Trail Blazer (BeeU) Mental Health Practitioners

Provided and paid for by the Health Service (Shropshire NHS Trust) but delivered in school:
Sensory Service for children with visual or hearing needs
School Nurse
Occupational Therapy
Physiotherapy
Speech and Language Therapy

Voluntary Agencies
Lifelines
Enhance
Cruise
Red Cross Young Carers

How are the teachers and support staff helped to work with children with SEND and what training do they have?

- The SENDCo's role is to support the class teacher in planning for children with SEND.
- The school has a Development Plan which identifies training for all staff to improve the teaching and learning of children including those with SEND.
- Some professionals may provide some school based training for staff in relation to specific needs e.g. Speech and Language Therapist
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Sensory Inclusion Service
- Members of staff who attend additional training are expected to disseminate and share this with other staff in the school.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that yourchild's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific and /or differentiated resources and strategies will be used to support your child individually and in groups.
- Classroom displays and location of resources, where appropriate, will support your child's independence in the classroom.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How does the school measure the progress of my child?

- Your child's progress is continually monitored by his/her class teacher through observation, discussion and assessment of differentiated class based activities.
- His/her progress is reviewed formally every half term.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of pupils receiving additional intervention whether class based or in a withdrawal situation will be constantly monitored to ensure this continues to meet their needs. Adults working with the children with SEND will communicate regularly to ensure a consistent approach and to ensure that progress is being monitored and reviewed.
- Children at SEN Support will have individual targets included on a class provision map which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support and guidance is there for me as a parent/carer of a child with SEND?

In addition to our open door policy and termly parent's evenings:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- If your child is at the SEN Support level of the SEN Code of Practice, three meetings per year (one each term) will be available for you to meet with the class teacher to review and set new targets. This may be at parents evening where you will have a longer than normal meeting time with the class teacher.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We have Learning Mentors/Family Support who are experienced in supporting and working with parent/carers.
- We are developing our SEND Parent/Carer Consultation Group so that we can work together in reviewing and developing practice and provision for pupils with SEND.

How is Holy Trinity C.E. Primary Academy accessible for children with SEND?

- The school meets the requirements of the Disability Discrimination Act (2005)
- The school building is totally accessible to children with physical disability.
- The school meets the requirements of the Equalities Act (2010) through the Single Equalities Scheme.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Where specific equipment is recommended for individual or small groups of children, we purchase this or work with the local authority to ensure it is made available.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND; any individual arrangements are made to ensure all have equal access.

What support will my child receive when they are moving to another class OR leaving this school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
    - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
    - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
    - Information will be passed on to the new class teacher in advance and, in some cases, a planning meeting will take place with the new teacher. All PCPs will be shared with the new teacher
    - If your child would be helped by a book to support them understand moving on then it will be made for them
    - 'Move up' day during the summer term gives an opportunity for all children to get to know their new class/teacher
    - Further transition sessions/activities may be organised so that your child can get to know their new teacher before the next academic year.
- In Year 6:
    - Our SENDCo and the SENDCo of your chosen secondary school will liaise to discuss the specific needs of your child
    - Where appropriate, the SENDCo's of both schools will organise a meeting with the new school and the parents/carers to discuss the child's needs and any concerns
    - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
    - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How does the school evaluate how effective the provision for SEND is?

We will review and evaluate the effectiveness of SEND provision in a number of ways including:

- The number of pupils with SEND attaining specified levels in National Curriculum tests
- The progress made by pupils with SEND
- The progress of pupils through targeted support and intervention
- The implementation and impact of external agency advice for pupils with SEND
- The participation in all aspects of school life by pupils with SEND, including extra-curricular activities
- Pupils with SEND are confident, well-motivated and have a sense of self-worth
- Pupil views on support and intervention they receive
- Feedback from parents and through the SEND Parent Consultation Group.

Further Information

We hope this report provides you with the information you require. If you would like any further information, please do not hesitate to contact the school.

Telephone: 01691 654832

Website: www.holytrinitycepa.co.uk

Email: admin@holytrinitycepa.co.uk

Further information can also be found at:

- SEN & Disability Code of Practice: 0-25 www.gov.uk
- Shropshire Council Local SEND offer https://www.shropshire.gov.uk/the-send-local-offer/
- Information Advice and Support Service www.parentpartnership-shropshireandtelford.org.uk
- Parent and Carer Council Shropshire www.paccshropshire.org.uk
- Council for Disabled Children www.councilfordisabledchildren.org.uk