



Special Educational Needs and Disability Information Report

Vision:

Every Learner: Empowered. Inspired. Prepared.

To inspire a future and a world, learners at Holy Trinity are empowered and prepared through the key values of faith, compassion, endurance and respect. Our learning environments seek to foster these values; that they might be a light to shine before others; inspiring a community of learners and give glory to God.

We aspire to be a confident community who can nurture individuals' gifts with respect and compassion. Where learning is delivered in a way that brings opportunity, growth, hope, new technologies and creativity whilst holding to the wisdom that endures.

"You are the light of the world. A city on a hill cannot be hid. No one after lighting a lamp puts it under a basket, but on the lamp stand, and it gives light to all. In the same way, let your light shine before others, so that they may see you good works and give glory your father in heaven.

Matthew 5:14-16*

* A condensed version of this "Let Your Light Shine"

Our Inclusion Team

Head Teacher: Yvonne Barnett

Special Educational Needs and Disability Coordinator (SENDCo): Angela Hunt

Pastoral Care Manager: Pauline Cunningham

Designated Safeguarding Lead: Angela Hunt

Governor with responsibility for SEND: Gwen Gutzmore

School contact Number: 0207 254 1010

What is SEND?

High quality teaching for all is at the heart of what we deliver at Holy Trinity, however for some children there will be occasions when further additional support may be needed to help them to achieve their learning. At different times in their school life, a child or young person may have a Special Educational Need/Disability (SEND) which means they need to access support over and above what is provided for all children. There are 4 main areas of need as set out in the 2014 SEND Code of Practice, these areas are:

Communication & Interaction
Cognition & Learning
Social, Emotional and Mental Health
Sensory & Physical Needs

SEND Steps to Identifying children with SEND

<p>HIGH QUALITY TEACHING FOR ALL PUPILS</p> <p>This must be the highest priority and the first consideration when there are concerns about a pupil's progress.</p>	<p><u>STEP 1</u></p> <p>Regular assessments for ALL pupils as part of school assessment cycle Whole school tracking data.</p> <p>↓</p>	
	<p><u>STEP 2</u></p> <p>Pupils falling behind /making less than expected progress are discussed at termly pupil progress meetings.</p> <p>The class teacher provides extra targeted support with help from the SENCO. This intervention should be reviewed after 8 weeks. A review date should be made between the class teacher and SENCO.</p> <p>↓</p>	
	<p><u>STEP 3</u></p> <p>If pupils fail to make expected progress despite high quality teaching and targeted support from the class teacher working with the SENCO, child will be assessed as to whether the child has a SIGNIFICANT LEARNING DIFFICULTY using the SEN toolkits.</p> <p>↙ ↘</p>	
	<p><u>STEP 4 No SEN</u></p> <p>Underachieving</p> <p>Review meeting held with pupil and parents. Class teacher together with phase leader investigate further.</p> <p>Pupil continues to be supported from the school's CORE OFFER.</p>	<p><u>STEP 4: SEN IDENTIFIED</u></p> <p>Review meeting held with pupil and parents and outcomes and provision agreed.</p> <p>SENCO and class teacher carry out an analysis of need and, if appropriate, create a pupil support plan for the child.</p> <p>A cycle of assess/plan/do/review is followed in order to monitor the effectiveness of additional provision that is in place and consider next steps for support.</p>

How we support children with SEND

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. There is an important emphasis on high quality teaching and how this can support all children to make progress. However, many children, at some time in their school life, need extra help. Because of this we offer the following support for children with SEND:

Each child's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs
- Other small group support to promote skills identified in the child's support plan
- Using additional adults within the classroom to support vulnerable learners

With the permission of parents, we may seek additional advice from outside specialists such as speech and language therapists, occupational therapists, health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers and teaching assistants work in partnership with parents and the SENDCo to find ways to support each child with their needs, including giving parents ideas on how to help their child at home.

Our school staff will set targets for SEND children which will be shared with parents, either during Parents' Evening or a Review Meeting once a term.

Throughout this support process, the child's wishes, aspirations, understanding of their own need and best ways to support them will be at the centre of the process.

If your child has Special Educational Needs our SENDCo will:

- Ensure the right support is put in place for each child
- Advise teachers and teaching assistants on how to help each child
- Where appropriate, support the class teacher to write a support plan where targets are set and detail how a child's needs will be met in school

- Arrange training for staff so they understand each child's needs
- Work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have
- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapist / medical professional/ educational psychologist.

Support Plans

All teachers are aware that children learn in different ways and high quality teaching and classroom adaptations provide the majority of SEND support. However, for some children with SEND, an individual support plan will be written that details what the school, the class teacher, the SENDCo and, where relevant, other professionals plan to do to help individual children learn over and above high quality teaching. This may include specialist interventions or programmes.

It should include:

- Short term targets for the child which are linked to their needs
- Details of any extra support the child will get
- Who will give the child help
- How often the child will get help
- How families can help at home

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment:

- This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
 - At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.
 - Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
 - Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENDCo or the Parent Partnership Service will be able to advise you about this.
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School Expertise

The SENDCo is responsible for ensuring that all teaching staff receive regular and high quality SEND training. In addition, different members of staff have received specific training related to SEND. These include:

- How to run specific targeted interventions
- Supporting children with speech and language difficulties
- Supporting children on the autistic spectrum
- Supporting children with behavioural, social and emotional needs
- Supporting children with literacy and numeracy

Children with SEND are supported by school staff who have the relevant skills and understanding needed to offer meaningful support.

Children with SEND will, when appropriate, also be able to access the specialist support services of a number of external agencies, including:

- Speech and Language therapy
- Occupational therapy
- Educational Psychology
- Specialist teaching services
- School nurse
- School doctor
- CAMHS (Child and Adolescent Mental Health Services)
- First Steps
- Social Services
- Re-Integration Unit
- Hackney Ark

Parents will always be consulted and asked to provide consent before these specialist services are accessed.

Well Being

Holy Trinity takes the emotional well-being of all its pupils very seriously. The school offers a wide variety of pastoral support for pupils who have emotional difficulties including a dedicated pastoral manager who is available to support children and families who may need help or advice. All members of staff are readily available for pupils who wish to discuss issues or concerns. There is a robust PSHCE curriculum embedded throughout the school designed to celebrate differences, encourage mutual respect and tackle issues such as bullying. In the Spring of 2020 Holy Trinity will also become part of the WAHMS (Wellbeing and Mental Health in Schools)

project that will see us have a dedicated CAHMS worker based in school to support with the aim of improving the mental health and wellbeing of all pupils.

Transitions

Some children find transition very difficult. We aim to support all children through their transition either into the EYFS, into KS1 / 2 and into secondary school. We ensure that children who find transition into a new class difficult are thoroughly supported through visits to the new class, meeting class teachers, 'passports' from the new class/teacher that they can refer to over the break before school starts in September, meetings with class teacher, SENDCo and parents wherever possible. The SENDCo will also support parents of children with SEND when thinking about a suitable secondary school place and will liaise with other SENCOs to share information and support plans.

Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local directory of all services available to support disabled children, children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help to care for their child.

Link to the Hackney Local Offer

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

Complaints Procedure

Should you feel that you are unhappy with the support your child with SEND is receiving from the school, we would encourage you to make contact with your child's class teacher, SENCo or Head Teacher to discuss things further.

Hackney Sendiags is an independent organisation that can provide advice and support for parents and carers of children with SEND:

<https://hackneysendiags.co.uk>

Who can I contact for further information?

If ever you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the class teacher or the SENDCo Angela Hunt.

If you have any other questions, please do not hesitate to contact the school.

School contact Number: 0207 254 1010

Glossary

SEND is full of acronyms that can make things difficult to understand! Here is a list of the most relevant terms and acronyms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health & Care Plan
EP	Educational Psychologist
FSM	Free School Meals
GPM	Group Provision Map
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MAP	Multi-Agency Planning
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
PP	Pupil Premium
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SEND Lead	Special Educational Needs Co-ordinator
SLD	Specific Learning Difficulty
VI	Visual Impairment

Useful Websites



<http://www.cafamily.org.uk/>



[http:// www.hiphackney.org.uk](http://www.hiphackney.org.uk)



<http://www.specialkidsintheuk.org/>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.homerton.nhs.uk/our-services/services-a-z/c/childrens-services-in-the-community/hackney-ark.aspx#ActivitiesWeOffer>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

all about people



<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>