

Special Educational Needs and Disability (SEND) School Information Report

School Vision & Ethos

Every Learner: Empowered. Inspired. Prepared

Holy Trinity's core values of faith, compassion, endurance and respect can be found in everything we do. Our learning environments seek to foster these values as we aspire to be a confident community who can nurture all individuals with respect and compassion. Every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

Policies for identifying pupils with SEN and assessing their needs

We know your child needs help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Outside agencies inform us of identified needs.

As part of the school's admissions process, home visits or in-school meetings are held with parents/carers and the child before they start the school. This is to discuss any needs that the child may have and to discuss how we can ensure that the child's needs are met.

If a member of staff has a concern about a child's learning needs or if they believe that a child needs additional support, they are encouraged to speak to the SENDCO immediately and complete the referral to SENDCO form. Where leaders are concerned about the progress of children's attainment, teachers are asked to discuss progress and explain the support in place in Fundamental Check meetings.

The SENDCO and class teacher will then meet to discuss the child's needs. If it is felt that the child needs additional support and is to be placed on SEN support then a further meeting would be organised with the child's parent/carer, a plan made and any referrals to professionals made.

If the parent or school feels the child requires an education, health & care (EHC) needs assessment, then a request is made.

What kinds of special needs are provided for in this school?

We provide for all kinds of needs at the school, usually grouped into four categories:

- Communication and interaction
- Cognition (thinking) and learning
- Physical and sensory
- Social, emotional and mental health needs.

Arrangements for consulting parents and children with SEND

Parents are contacted by the SENDCO when SEN has been identified. They are provided with details of the provision in place and invited to provide their feedback and contribute to any plans. If a parent wants to request an EHC needs assessment and the school is in agreement with this, then the SENDCO will support the parent in completing the request if the school is not yet in a position to make the request (i.e. reports from professionals have not yet been received).

We always involve children in meetings about their progress alongside parents, where appropriate. We regularly ask children about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual reviews using an 'all about me' questionnaire where appropriate.

Arrangements for assessing and reviewing pupil's progress towards outcomes

- The class teacher will work with the SENDCO to discuss individual needs.
- The SENDCO will talk to the child and parents/carers to find out their views and needs.
- The SENDCO will come to lessons and work with the child.
- There may be referrals to outside agencies (consent from parents/ carers is always obtained first).

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 other professionals are doing to help individual children learn over and above high quality teaching. This may include specialist interventions or programmes. Additional information around the progress of these children is gathered in Fundamental check meetings. When a child has an EHC plan. Annual reviews are held (or six monthly if under five) to ensure that children are progressing as expected. If it is felt that the EHC plan requires review prior to this schedule, then an emergency annual review is held. Parents and the children are involved in all review meetings, unless it is not considered appropriate to involve the child.

Arrangements for supporting pupils moving between phases of education and preparing for Adulthood

Some children find transition, and the uncertainty that can come with it, challenging. We aim to support all children through their transition into the EYFS, KS1, KS2 and beyond into secondary school through a focus on change and new beginnings in PHSE during summer 2. 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. There will also be transition meetings between the SENDCO and the new teaching team to talk through areas of strength, need and strategies in place to support. The SENDCO will also support parents of children with SEND when thinking about a suitable secondary school place and will liaise with other SENDCOs to share information and support plans. SENDCOs from relevant secondary schools are invited to attend the Annual Reviews of pupils with EHCPs who are moving into their setting.

The approach to teaching pupils with SEND

At Holy Trinity 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 needs and best ways to support them will be at the centre of the process.

How adaptations are made to the curriculum and the learning environment of pupils with SEND

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress. Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If appropriate, specialist equipment or environment adaptations may be given/offered to the pupil e.g. a personalised workstation, visual supports, writing slopes, concentration cushions, pen/pencil grips etc.

Additional support for learning that is available for pupils with SEN

The school works with a speech and language therapy team and an educational psychology team who both attend the school. The school also works with the re-engagement unit (REU) from Hackney Education who attended on a case by case basis. Other additional support comes in the form of:

- Specific resources to help the learner e.g. sensory aids, assistive technology or visuals support.

- TA adult support in class that promotes independence.
- Precision teaching from a member of the senior leadership team (SLT).
- Interventions provided by either a teacher or teaching assistant e.g. speech and language, phonics, motor skills, zones of regulation.
- Access to specialist speech and language interventions through our dedicated speech and language TA. These include programmes such as social communication groups, colourful semantics, attention bucket, transporters and others.
- Invitation to a particular club.
- Mentoring from a member of the pastoral team/ SLT.
- Social and emotional support.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

Regular INSET is held in school with foci that are identified from the school's development plan. These may be held by the SENDCO, another member of the SLT with a particular expertise or a professional service that works with the school. If it is felt that there is a need which cannot be met by this group, then an external company would be secured.

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties.
- How to support children on the autistic spectrum.
- How to support children with behavioural, social and emotional needs.

Occasionally a pupil may need more expert support from outside of school such as educational psychology. Where this is the case a referral will be made with your consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.

Expert services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- SCAC (Social Communication Assessment Clinic)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- Partnership Placement Team

- PRU (Pupil Referral Unit)
- Inclusion Team
- School Nurse
- School Doctor

How equipment and facilities to support children and young people with SEND will be secured

The type of support, equipment and facilities needed to support pupils with SEND is led by the child's individual need. Pupils with an EHCP will receive support linked to their identified needs and targets. The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs. The additional provision may be allocated after discussion with the class teacher at a pupil progress meeting or if a concern has been raised at another point during the term. Resources may include deployment of staff depending on individual circumstances

How the effectiveness of the provision made for pupils with SEN is evaluated

Provision for all pupils is observed during regular learning walks, book looks, speaking with children and liaising with professionals. There is a focus on SEND on a regular basis and this is evaluated by the SLT. During progress check meetings, teachers are asked to discuss the effectiveness of intervention following a plan, do, review cycle.

How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?

All children are encouraged to participate in a wide range of activities. Where it is felt that a child with SEN faces a challenge to participate in a particular activity then adjustments are considered. This may be in the form of assistive technology, additional adult support or asking a parent or carer to accompany on a school trip for example. This would be assessed and facilitated on a case by case basis.

What is the support for improving emotional and social development?

Emotional and social development are promoted across the curriculum. Where there is a concern around a child's emotional or social development then a plan to provide additional support is devised. This will consider the particular needs of the child in question, their relationships and how these can be met. Support may include but is not limited to:

- Creating a circle of friends for the child.
- Use of Zones of Regulation
- Social skills group.
- Checking in regularly with a member of staff.
- Invitation to attend a particular club after school.
- A referral to Young Hackney.
- A pastoral support plan.
- A referral to the REU and a bespoke plan.

In some cases, the emotional and social development may meet the threshold for the SEN register. The views of children with SEND are always sort, through conversations with the SENDCO or their class support where appropriate. 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, including the safe use of social media. Zones of Regulation is also taught across the whole support to support children's understanding of emotions, both in themselves and others and how this understanding can support emotional regulation and problem solving. We also invest heavily in our playgrounds, use zoning, equipment and have a weekly playground game focus to engage children and promote positive play. Holy Trinity is also part of the WAHMS (Wellbeing and Mental Health in Schools) project that will see us have a dedicated CAMHS worker based in school to support with the aim of improving the mental health and wellbeing of all pupils.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families

Holy Trinity works collaboratively with other agencies to ensure the best possible support for SEND pupils' and their families. This is sought through referrals from a range of agencies, including but not limited to:

- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- WAMHS (Wellbeing and Mental Health in Schools)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If you have concerns about your child's progress you should speak to your child's class teacher. If you have further questions or are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCO.

Formal complaints should be made to governors@primaryadvantage.hackney.sch.uk The school follows Primary Advantage federation's complaints procedure, which is available here: <https://primaryadvantage.co.uk/about-us/governance/primary-advantage-policies/>

Contact details of support serves for parents of pupils with SEND



The Hackney SEND Information, Advice and Guidance Service (SENDIAGS) is an arm's length service providing impartial and confidential information, advice and support to parents and carers of children with SEND and young people and children with SEND.

You can find out more about the SENDIAGS service here:
<https://hackneysendiags.co.uk>
Tel: 020 7275 6036

Named contacts within the school for when young people or parents have concerns

If 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 0207 254 1010**

Other key people are:

LAB link member for SEN: Natascha Lloyd

Federation link governor for SEN

Headteacher: Catherine Thomas

Assistant Headteacher: Leah Grant-Muller

If you have any other questions, please contact the school on: 0207 254 1010

The school's contribution to the local offer and where the LA's local offer is published

The Children and Families Act 2014 requires the publication of a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.

Hackney Education maintains the local offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

You can find the local offer website here: <http://www.hackneylocaloffer.co.uk>

The arrangements for the admission of disabled pupils

Admissions, for all pupils from Reception to Year 6, are arranged by application to Hackney Education. If successful, Holy Trinity then receives notification that a child has been allocated a place. Nursery applications are made directly to our school. Further considerations are then made in the light of need and accessibility on an individual basis.

The steps we have taken to prevent disabled pupils from being treated less favourably than other Pupils

Holy Trinity endeavours to ensure that no child is unable to attend our school because of any special need or disability. In order to promote equality of opportunity for disabled children we will make all reasonable adjustments to prevent them being at a disadvantage. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Education Need (SEN). Resources are organised within the school to increase access to learning and participation by all pupils.

The facilities we provide to help disabled pupils access our school

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Low level access to all school buildings.
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Education via the following details:
Phone 0208 558 4283

How to find our school's accessibility plan

The school accessibility plan is updated at least every three years. You can find a copy on our website here:
<https://holytrinity.hackney.sch.uk>

Appendix 1

Useful Websites



<http://www.netmums.com/parenting-support/special-needs>



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



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



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<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/>



<https://www.homerton.nhs.uk/hackney-ark/>



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



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



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



<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/>

