

# Trinity Primary School



Special Educational Needs and Disability Local Offer

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## Statement of Intent

Trinity Primary School is an inclusive school. We aim to provide inspiring teaching within a supportive learning environment which empowers children to achieve their full and unique potential.

The school is required to work in line with the Special Educational Needs and Disability Code of Practice (2014), which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010).

Some children may have a Special Educational Need, which could require additional resources and/or provision beyond that of the normal classroom. The school are committed to offering a range of support to those pupils with communication and interaction difficulties; cognition and learning difficulties; social, mental and emotional health problems; or sensory/physical needs. The range of support deployed will be tailored to individual needs following thorough assessment by internal and/or external agencies. At Trinity Primary School we aim, where possible, for *'Early Identification, Early Intervention'*.

The school's Local Offer is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation. It has been produced in line with the Children and Families Act 2014, the updated Code of Practice, and the Equality Act 2010. There has also been a consultation process conducted with parents, carers and staff.

The Code of Practice (2014) defines SEND as:

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

They have 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 educational facilities of a kind generally provided for others of the same age in mainstream schools...”

More information about services available through Herefordshire Council can be found in their 'Local Offer' at: <https://www.herefordshire.gov.uk/education-and-learning/local-offer/about-the-local-offer>

This is a working document; it will be reviewed regularly and necessary changes made.

## A Graduated Approach

### Stage 1 – Quality First Teaching:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- If a concern is raised about a pupils" progress, discussions should take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.
- Pupil Progress Meetings are used to monitor and assess the progress being made by pupils.

### Stage 2:

- This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage 1.
- Pupils become Stage 2 if they are below their Age Related Expectation (ARE) and have made less than expected progress.  
At this stage the SENCo will seek consent from parents to assess a pupil in-house, or refer to an external agency, to
- ascertain what the specific barriers to learning may be.  
Pupils will now be placed on the SEND Support Register, and an SEND Pupil Passport will be provided which will detail
- the specific provisions and adaptations that can be made to ensure the pupil can access the full curriculum offer. This will include pupil, parent / carer and teacher voice.
- The school provision map will detail all interventions that are being carried out across the school.
- It will be the responsibility of the SENCo to monitor the individual and school provision maps, the effectiveness of the provision and the progress of the pupils.

### Stage 3:

- When a pupil has been identified as having SEND, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
- This may involve further consultation with external agencies, who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
- The SENCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

### Educational, Health and Care Plans:

- If a pupil has lifelong or significant difficulties, the School, family and/or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an Education, Health and Care Plan.
- Further and more specialist provision may be put in place.
- The SENCo will be responsible for monitoring the provision, and for preparing the annual review that will take place for such pupils.

### Transitions:

- Carefully planned transitions take place between year groups at the end of every school year.
- For pupils with very specific needs, the SENCo will arrange to meet with the parents, teachers and any support staff involved with the child.  
Training will be arranged for staff who will be working with specific needs, especially medical ones.
- The SENCo will be involved with the transition process of SEND pupils to High School.
- For in-year transitions, the SENCo will be part of the transition discussions, and will assess the current ability of all new pupils to the school.

## School Entitlement Offer

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1. Pupils with additional needs		
Communication and Interaction	Autistic Spectrum Disorder (ASD)  Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"> <li>• Consultation with specialists</li> <li>• Individual pupil profiles</li> <li>• Small group interventions, such as Talk Boost and POPAT</li> <li>• 1:1 support assistant (ASD)</li> <li>• Provision of CPD for staff</li> <li>• Nurturing ethos to maintain self-esteem</li> <li>• Individual visual timetables</li> <li>• Hampton Dene ASD outreach service</li> </ul>
Cognition and Learning	Cognitive Ability: Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)	<ul style="list-style-type: none"> <li>• SEND Pupil Passports</li> <li>• Provision of CPD for staff</li> <li>• Consultation with specialists</li> <li>• Differentiated curriculum to meet education needs</li> <li>• Nurturing ethos to maintain self-esteem</li> <li>• Intervention programmes specific to needs, e.g. Rapid Reading, Plus 1, Power of 2, Lexia</li> <li>• Specialist provision and resources available in class</li> </ul>
Social, Emotional and Mental Health	Emotional Well Being Social Behaviour Learning Behaviour (SEMH)	<ul style="list-style-type: none"> <li>• Pupil and Family Support Worker</li> <li>• Learning Mentor</li> <li>• Access to outside counsellors and play therapists</li> </ul>
Sensory and/or Physical	Hearing Impairment (HI) Visual Impairment (VI) Physical / Health / Medical (PD)	<ul style="list-style-type: none"> <li>• Access to Physiotherapists and Occupational Therapists on an individual basis (through referrals)</li> <li>• VI and HI specialist teachers visit pupils and provide advice to the school</li> <li>• Specialist equipment provided (usually on loan from Local Authority services) eg Soundfield Systems</li> <li>• CPD arranged for staff</li> </ul>

The school works closely with many external agency providers. These include:

- The English as an Additional Language team (EAL)
- The Virtual School Team, who support the learning outcomes of Care Experience Children
- Child and Adolescent Mental Health Services (CAMHS)
- Local Health Services, including the school nursing team, Physiotherapists, Occupational Therapists
- Educational Psychologist
- Chance 2 Learn Educational Assessment
- Speech and Language Therapists
- Young Carers Support
- Behaviour Support Team
- Inclusion Team
- Education Welfare Team
- SENDIAS
- Local Authority SEND team

## Staffing Expertise

All staff undergo internal training through staff meetings and INSET days.
All staff have undergone Safeguarding training, which is regularly updated.
Some staff have been Team Teach trained.
SENCo: <ul style="list-style-type: none"><li>• Has completed the National SENCo Award</li><li>• Is a member of the Senior Leadership Team</li></ul>
Other expertise – some staff have undertaken training in the following areas: <ul style="list-style-type: none"><li>• Supporting dyslexia in the classroom</li><li>• ELSA training</li><li>• Child Mental Health</li><li>• Visual Impairment – using Braille</li><li>• Administering specific medication to diabetic, epileptic and allergy pupils</li><li>• Autistic Spectrum Disorder awareness</li><li>• Attachment theory training</li><li>• POPAT (speech and language) training</li><li>• The Nuffield Early Language Intervention (NELI) training</li></ul>

There is a continuous programme of staff development in operation.

Please also refer to:

- SEND Policy
- Equality Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Policy