

## **SEND Information Report (reviewed September 2022)**

Trinity Primary School is an inclusive school that aims to provide inspiring teaching within a support learning environment which empowers children to achieve their full and unique potential. Our SENCo is Sally Campbell, who can be contacted through [admin@trinity.hereford.sch.uk](mailto:admin@trinity.hereford.sch.uk) or 01432 266268. The purpose of this report is to answer any questions you may have about SEND at Trinity Primary School. Please do not hesitate to contact us if you would like to discuss anything further, or have any other questions.

### **What types of SEND do we provide for?**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe and multiple learning difficulties

### **How do we identify and assess pupils with SEND?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Equally, it should not be assumed that progress in line with chronological age means that there is no learning difficulty or disability.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **How do we consult with and involve pupils and parents?**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **How do we assess and review pupils' progress towards outcomes?**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **How do we support pupils' transition to High School?**

We will share information with the school/setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will ensure that opportunities are provided to ensure a smooth transition, such as induction sessions.

### **What is our approach to teaching pupils with SEN?**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions as needed for each child, across all four areas of need, such as Rapid Reading, Lexia, POPAT, Direct Phonics, Learning Mentor support, physiotherapy and speech and language therapy.

### **What adaptations do we make to the curriculum and learning environment?**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- SEN pupil passports that give pupil, parent /carer and teacher voice to ensure all pupils have equal access to the full curriculum

### **What additional support for learning do we offer?**

We have teaching assistants who are trained to deliver interventions such as Rapid Reading, Lexia, POPAT/The Nuffield Early Language Intervention (NELI), Colourful Semantics, physiotherapy and speech and language therapy.

Teaching assistants will support pupils on a 1:1 basis when it meets a child's need.

Teaching assistants will also support pupils in small groups.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy
- Children's Therapy Teams, including Occupational Therapy and Physiotherapy
- Hearing Impairment Team
- Visual Impairment Team
- Child and Adolescent Mental Health Services
- Intervention at The Brookfield School

### **What expertise and training does our staff have to support pupils with SEND?**

Our SENCO has experience in this role and is allocated 5 days per week to manage SEN provision.

We have a team of teaching assistants.

In the last academic year, staff have been trained in Colourful Semantics, ELSA and Lexia.

### **How do we secure additional equipment or facilities?**

Where a pupil requires additional equipment or facilities we will work with the Local Authority and external agencies to support this.

### **How do we evaluate the effectiveness of SEN provision?**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Using pupil voice questionnaires
- Monitoring by the SENCO
- Monitoring by the Head teacher
- Book scrutiny
- Learning Walks
- Holding annual reviews for pupils with EHC plans
- Communicating with parents

### **How do we enable pupils with SEN to engage in activities available to those in the school who do not have SEN?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **What support do we offer for improving emotional and social development?**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council

- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships etc.
- All pupils have access to a Learning Mentor, who works to remove social and emotional barriers to learning. We run ELSA interventions.
- We have a zero tolerance approach to bullying.

### **How do we work with other agencies?**

We seek support from external agencies in order to meet a child's needs and support their families. Agencies we work with include the SEN team at the Local Authority, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Child and Adolescent Mental Health Services.

### **What can I do if I am not happy with a decision or what is happening?**

Complaints about SEN provision in our school should be made to the class teacher or SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **What support services are available for parents of pupils with SEN?**

Herefordshire Special Educational Needs and/or Disability Information, Advice and Support (SENDIAS) service provides an impartial and confidential support service for parents and carers of children, and young people up to the age of 25, with special educational needs and disabilities. They can be contacted on 01432 260955.

Herefordshire Carers Support is a registered charity that provides practical support and advice to carers in Herefordshire. They can be contacted on 01432 356068.

Details of other support agencies in Herefordshire can be found on the [Herefordshire.gov.uk](http://Herefordshire.gov.uk) website.

### **Who do I contact if I want to raise a concern?**

Any concerns should be raised with the class teacher or SENCo in the first instance.

### **Where can the Local Authority offer be found?**

Our contribution to the local offer is published on our school website at [www.trinity.hereford.sch.uk](http://www.trinity.hereford.sch.uk)

Our Local Authority's local offer is published at <https://www.herefordshire.gov.uk/localoffer>.

The Head of Additional Needs at the Local Authority is Les Knight [lknight1@herefordshire.gov.uk](mailto:lknight1@herefordshire.gov.uk) .