HOLY TRINITY

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): Yvonne Barnett

Pastoral Care Manager: Pauline Cunningham

Designated Safeguarding Lead: Victoria Coulson

Governor with responsibility for SEND: Gwen Gutzmore

School contact Number: 0207 254 1010

Who can I contact for further information?

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.

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

School contact Number: 0207 254 1010

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. 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:

We talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving. Yvonne Barnett is appointed as the Special Educational Needs Co-ordinator (SENDCo).

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 Individual Provision Map

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/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.

If your child has Special Educational Needs our SENDCo will:

- Ensure the right support is put in place for each child
- Advise other teachers and teaching assistants on how to help each child and ensure they have up to date
- Support the class teacher to write an Individual Provision Map where targets are set and detail how their 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.

An Individual Provision Map will be written for a child with SEND.

An Individual Provision Map details what the school, the class teacher, the SENDCo and, where relevant, other professionals plan to do to help individual children learn. All teachers are aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

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.

Transition

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 also ensure that children who find transition into a new class are thoroughly supported through visits to the new class, meeting class teachers, 'passports' of the new class/teacher where they can refer to this over the break before the enter school in September, meetings with class teacher, SENDCo and parents wherever possible.

Local Offer

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

What will it do?

- The Hackney Learning Trust will allow 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.

Link to the Hackney Local Offer

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

SEND Steps to Identifying children with SEND

HIGH QUALITY TEACHING FOR ALL PUPILS

This must be the highest priority and the first consideration when there are concerns about a pupil's progress.

STEP 1

Regular assessments for ALL pupils as part of school assessment cycle

Whole school tracking data.

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STEP 2

Pupils are falling behind /making less than expected progress are discussed at termly pupil progress meetings.
The class teacher provides extra support targeted at their area of weakness with support from the SENCO. This extra support should come from the school's CORE OFFER.
This intervention should be reviewed after 8 weeks. A review date should be made between the class teacher and SENCO.

RECORDED ON SCHOOL PROVISION MAP

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STEP 3

If pupils fail to make expected progress despite high quality teaching targeted at their areas of weakness, the class teacher working with the SENCO, assess wh ether the child has a SIGNIFICANT LEARNING DIFFICULTY using the SEN toolkits.

Concern meeting held involving parents and pupils.

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STEP 4 No SEN Underachieving

Review meeting held with pupil and parents.
Class teacher together with phase leader investigate further.

Pupil continues to be supported from the school's CORE OFFER.

STEP 4: SEN IDENTIFIED

Review meeting held with pupil and parents and outcomes and provision agreed.

SENCO and class teacher carry out an analysis of need and create a pupil support plan for the child.

Intervention should be decided from the School's ADDITIONAL AND DIFFERENT offer and recorded on an individual provision map.

A cycle of **assess/plan/do/review** is followed in order to monitor the effectiveness of the provision that is in place and consider next steps for support.

Useful Websites

http://www.cafamily.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/

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

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

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

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