



'Aim High, Let Your Light Shine.' Matthew 5:16

## Holy Trinity SEN Information Report 2023-2024

**At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.**

**Our vision for the school is: 'Aim high, let your light shine' Matthew 5:16**

The vision for the school is one where everyone is seen as so valuable in God's eyes that everyone must be supported and encouraged to be the very best they can be. We are a fully inclusive school where **no one** will or can be left behind.

At Holy Trinity we aim to give all children the opportunity to experience success in learning and to achieve as high a standard as possible. Our children are encouraged to be the very best they can be. We are proud to deliver an inclusive curriculum for all our students and we believe that all children have the right to access the curriculum and be part of our inclusive setting.

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. The curriculum in our school starts from the moment the children arrive to the moment they leave and everything else in-between. Our primary aim is to help each pupil reach his or her full potential so that they may develop the attitudes, skills and knowledge to take full advantage of the opportunities available in their future lives. We believe that co-production with parents and families is an integral part of the process.

Recent Ofsted inspection in June 2021 noted 'this comprehensive approach continues for pupils with SEND as they move through the school. Strong, ambitious leadership of SEND provision ensures pupils benefit from a range of support tailored directly to their needs. Staff are trained well to support pupils with SEND. They make effective use of the strategies leaders provide to help pupils. The result is that pupils with SEND access curriculum provision well. They experience the same strengths and weaknesses across the curriculum as other pupils.'

As a school we have experience of working with pupils with a wide range of Special Educational Needs (SEND) and work closely with professionals to support families. We work with the Developing Special Provision Locally group 4 (DSPL4) sharing our expertise and provision to ensure all children within this DSPL have equality of provision and services.

Headteacher – Sarah Chaloner

SENCO- Amy Plant

SEND Governor – Gracie Howard

## How does the school know if children/young people need extra help?

At Holy Trinity we monitor children very closely and assess their progress at regular intervals throughout the academic year. All class teachers develop a good working knowledge of children's strengths and abilities and build strong relationships with pupils. As a school we work together to build up a comprehensive picture of our children and where there is strong evidence of support needed we will endeavour make adaptations for our pupils;

If a child's progress is a concern, the provision for this child is adjusted according to their individual specific needs. This may include;

- Adaptations of work,
- Adaptations of resources including specialist equipment,
- Adaptations of questioning,
- Providing reinforcement of previous learning,
- Allowing further opportunities to develop basic concepts and new vocabulary,
- Providing additional small group work, or in some occasions individual support

If further concerns are identified, the class teacher will meet with the Special Educational Needs Co-ordinator (SENCo) to discuss the next steps. These could include;

- Planning any additional support your child may need
- Creating an Individual profile to track and monitor provision if necessary
- Considering making referrals to outside professionals such as Educational Psychologist, Speech and Language Therapists etc.

At this time, we will also discuss our concerns with you so that we can work in partnership to provide the best possible support for your child. These meetings may occur during Parent Consultations; alternatively, your child's class teacher or SENCo may contact you to arrange a meeting.

## What should I do if I think my child may have Special Educational Needs?

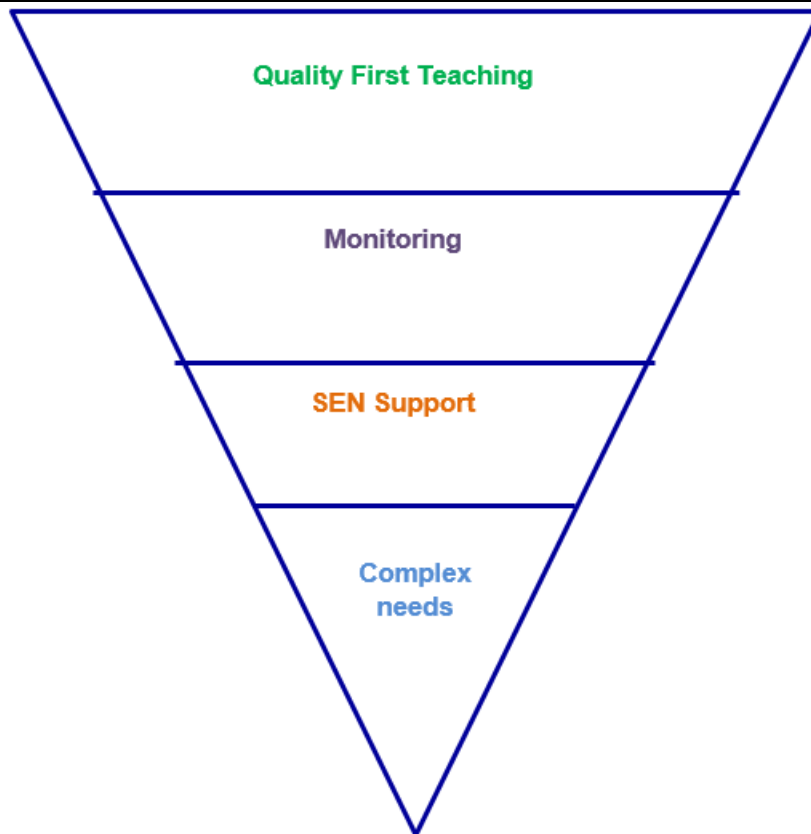
In the first instance, speak to your child's Class Teacher. They will listen to your concerns and explain any strategies we use in school. They may also suggest activities you could do at home to support your child. If you continue to remain concerned parents are encouraged to contact the school and SENCO at any point they wish. As a school we will endeavour to listen to all parents and young people views and wishes in all instances and support you.

If the Class Teacher also feels there is cause for concern, then they will arrange a meeting with you and the SENCo.

Alternatively you can approach the SENCo directly through the email: [senco@holytrinity.herts.sch.uk](mailto:senco@holytrinity.herts.sch.uk) or via the school office.

## How will school staff support my child?

At Holy Trinity we have high aspirations for all pupils, including those with SEND. Therefore, we aim to ensure all pupils make progress both academically and personally. The class teacher takes responsibility for the daily provision for your child within the classroom with support from the SENCo when required. All children are involved in class activities with the provision being adapted to meet the differing needs of the children in each class. When a need for additional support is identified parents are informed. As set out in the SEN code of Practice we follow a graduated support in identifying and supporting those pupils with additional needs as set out below;



### **Quality First Teaching**

Teachers provide high quality teaching on a daily basis for all children which includes differentiating the curriculum and adjusting tasks to meet the needs of all pupils within their class. This is part of our whole school practice and differentiation is embedded in our curriculum and whole- school practice. This may involve using practical equipment, writing frames and additional in-class support from the teacher or teaching assistants. If a child requires extra support to enable access to the curriculum, every effort is taken to ensure that barriers to learning are identified and effective provision is implemented.

### **Monitoring**

For some children, who are not making as much progress as we would like or whose needs relate to a more specific area of learning, an intervention will be put in place to further support them. This will be closely monitored by the class teacher and SENCo. The intervention may take place as small group work or on an individual basis, led by a teacher or a teaching assistant (TA). The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed regularly to establish the effectiveness and to inform future planning.

### **SEN Support**

If a pupil has higher needs this may result in them being identified as requiring SEN support. In partnership with the parents/carers, pupils and teachers, additional provision will be put in place to support the identified needs. Targets or outcomes for the term/year may also be discussed. An individual profile may be created as a way of recording the support and targets discussed. For some children, we may seek, with parental permission, to refer for specialist involvement from external agencies such as the Educational Psychology Service or speech and language therapist etc. These specialists can help to advise us on effective support, interventions, and strategies. They may even suggest specialist resources to support your child further. At every opportunity we will endeavour to involve parents in all decisions made and hear your thoughts and wishes.

## **Complex Needs**

If a pupil's needs are more complex a formal assessment for an Education, Health and Care (EHC) Plan may be applied for. This is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention support. Your child may also have been identified by professionals as needing a particularly high level of individual or small-group teaching. This is a legal process which results in an individualised EHC Plan being created which will outline the support your child will receive and strategies that will be put in place to support this.

At any point during this process where we feel something isn't working, we are quick to respond and find alternatives through discussions with the class teacher, pupils and their families. We will endeavour to engage all parents in the process.

## **How will I know how my child is doing?**

All families are informed of their children's progress regularly. This can be through, parental consultations and the more formal written reports, postcards and text messages home, Standard Assessment Tests (SATs) at the end of year 2 and year 6, Phonic assessment results at the end of year 1, annual review meetings for those pupils on Education Health Care Plans.

We will ensure that we meet with the parents or carers of a child with SEN at least once a term. If your child has been identified as needing extra support, early in the year you will receive an appointment to speak to the school SENCo where you can discuss your concerns and ask any questions you may have. However, we will always see a parent if they have concerns in between meeting dates at any point.

As a school we will explain to you and your child how we have carried out assessments and what it means. We will explain how we have monitored the effectiveness of support/interventions we have put in place. We will always listen to your views as parents and welcome your ideas for helping your child at school. We can provide a home/school book for day-to-day communication to support with this.

We match provision to your child's needs through a thorough understanding of what those needs are by building up a picture over time using many different methods such as teacher assessment data, class teacher knowledge, children's own opinions about their strengths and weaknesses, and sometimes data/results from relevant tests, to access the appropriate provision and support for your child's individual needs.

## **How will the schools approach to teaching and learning be matched to my child's needs?**

At Holy Trinity we believe that every child is as individual and every child should be supported and encouraged to be the very best they can be. We will match provision to your child's individual needs through a thorough understanding of what those needs are by building a picture over time. Staff at Holy Trinity are vigilant and will ensure a comprehensive understanding of your child so that those who struggle with communication are well supported too. This knowledge is enhanced by a good working relationship with families taking into account all of your concerns.

## **What support will there be for my child's overall wellbeing?**

At Holy Trinity we are aware that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways and act as a barrier to learning. Therefore, all classes follow a structured Personal, Social, Health Education (PSHE) curriculum to support their development and there are regular opportunities to develop this further through assemblies and school events.

We are part of the school Mental Health team and have a dedicated Mental Health support worker in school on Mondays whom is able to support our families.

Class teachers provide pastoral support for all children in their class, alongside the class teaching assistant and pupils can have access to the school counsellor whom can work with your child on a 1:1 basis. (For more information about the school counsellor please contact Miss Plant)

We try to ensure that all children, in all school activities (on or off-site), feel safe, secure and happy.. Teachers develop a close bond with the children in their class and where a child's wellbeing is felt to be insecure we can support them in a variety of ways such as the use of friendship groups, 'Drawing and Talking' Therapy, inclusion in our school nurture groups, access to the in-school counselling service, referral to the school nurse, Step2, or the mental health schools team. In addition, wellbeing is monitored yearly by the SENCo in an effort to provide an early intervention service where emotional difficulties persist.

Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Child and Adolescent Mental Health Services (CAMHS), Rivers Education Support Centre or the school nurse.

All staff undergo regular training in order to provide a high standard of pastoral support. On all occasions staff are encouraged to listen and respond to your child's views. We are a STEPS trained school and follow a therapeutic continuum when working with your child which includes preventative strategies and supportive interventions in order to avoid exclusions and increase attendance

## **What training have the staff, supporting children and young people with SEND, had or are having?**

All staff at Holy Trinity are well trained in how to support a multitude of special needs. As part of professional development, all staff, including lunchtime staff have access to ongoing training which is determined by the needs within school at the time. The school provides continuous training and support to improve the teaching and learning of all children, including those with SEND. Individual teachers and support staff also have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with.

Our SENCo is a qualified teacher and holds the National Award for SENCo (July 2015) and Advanced SENCo award (July 2019). She attends regular training to keep up to date with policy and practice. She then shares this knowledge with the rest of the staff during our weekly staff meetings

## **What specialist services and expertise are available at or accessed by the school?**

We currently have a School Counsellor and a Speech and Language Therapist employed each week. If we feel further support may be needed we will also employ the support of a private Educational Psychologist.

We are able to access support from the following agencies/services:

- Educational Psychologist
- Speech and Language Therapist
- Visual Impairment Team
- Hearing Impairment Team
- Autism Specialist Teacher
- Outreach support from Amwell View (Special School for Severe Learning Difficulties)
- Outreach Support from Middleton (Special School for Moderate Learning Difficulties)
- SpLd team
- Outreach from Rivers Educational Support Team (Behaviour based support)
- CAMHS
- Health Visitor
- School Nurse
- Broxbourne Children Centre West (Family Support Worker, Parent support and advice)
- Mental Health School Team

The arrangement for triggering extra support is detailed in how we will support your child section. In addition to the above we have staff trained in the principles of nurture and communication techniques as well as supporting children with memory difficulties and specialist interventions for English and Maths. Parents can seek further support through SENDASS

### **How will you help me to support my child's learning?**

We ask that parents take an active interest in their child's home learning tasks and read daily, with their child, this includes the regular use of Google classroom. We can always provide ideas for activities to use at home. Homework activities will be differentiated according to your child's needs. We regularly access DSPL4 and will communicate with you any support or training course/workshops that are made available. There is further support for parents via SPACE or our Local Children's Centre

In addition, we have a Parent Resource Library which stocks a range of games and activities for maths and literacy. We also have books, puppets, story sacks and a wide range of Parenting and Child Development books, as well as periodical magazines. All these items are available for parents to borrow.

At Parents Evenings we clearly share what can be done by families at home to support the learning at school. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. We have Parent coffee mornings to provide a link between parents and school. We rely on them to feedback to us and support us in providing the things our parents and students require.

### **How does the school enable constructive partnership with families**

We welcome all parents into school. We regularly work with parents and will begin to set up regular Parent coffee mornings this academic year. We have a school counsel and regularly seek pupil voice for our pupils with SEND on their thoughts about school and all children are included in their annual review process.

In the Autumn term every family is invited to a meeting with the SENCo where we discuss the needs of your child and make plans for the year ahead. At this meeting we create/ update the One Page Profile, which is a document used to inform teachers' understanding of your child's needs, and the appropriate support methods, from your perspective. You then have access to all regular school meetings i.e. parental consultations, meet the teacher evenings, reports etc. The

SENCo has an open-door policy with regards to meeting with families and will make every effort to meet with you upon request. In reality families are at the very core of what we do and we welcome all opportunities to involve you in our processes

### **How will my child be involved in activities outside the class, involving school trip?**

We attempt to include all children in every activity we do including all class trips, providing risk assessment/ behaviour are satisfactory, safe and appropriate. For all school trips a risk assessment is carried out to ensure that every individual is kept safe. Inclusion is important at Holy Trinity and it is an integral part of school life. Therefore, all pupils are given the opportunity to be included in all activities and trips. You are involved in the planning process to ensure full participation and active engagement of all children. When outside agencies lead visits they are made aware of any additional needs, prior to the visit taking place, so they support children appropriately. To ensure this happens we:

- Carefully plan and make appropriate adjustments where necessary
- Ensure extra adults are involved if needed
- Put any medical support in place as required
- In some instances, ask parents/carers to attend the trip or activity with their child.

### **How accessible is the school environment?**

Holy Trinity, along with all schools in Hertfordshire comply with the 2010 Equality Act. Our school is situated on one level and has ramps at some entrance points including the school office. We have one disabled toilet. Specialist equipment is provided, where appropriate and advice is sought from the appropriate medical/health professionals to ensure all health and physical needs of children are catered for within the school environment. Further adjustments would be made, where possible, within the school if required by our pupils in accordance with the equality act

### **Who can I contact for further information**

In the first instance parents should contact the class teacher. Following this they can contact the SENCo, Miss Amy Plant, in person, by appointment through the school office, by email or telephone.

Email: [senco@holytrinity.herts.sch.uk](mailto:senco@holytrinity.herts.sch.uk)

Tel: 01992 623467

Our SEN Governor is Gracie Howard who can be contacted via the school office. If a parent is not satisfied and wishes to make a complaint they should follow the guidance in our complaints procedure.

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

Transitions can be a difficult time for any child but especially for some children with SEND. We have good relationships with both local pre-schools and Secondary School and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will undertake a pre-visit where appropriate.

- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the new school's SENCo and discuss support or provision that your child requires. If necessary, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- A "goodbye" transition book may be made to support them with leaving.

In Year 6

- We will contact the school's SENCo and head of year 7 and discuss support or provision that your child requires. If necessary, a planning meeting will take place with the SENCo from the new school.
- We run a transition programme with year 6 discussing their anxieties and hopes as well as talking them through the similarities and differences between primary and secondary schools. Pupils are then taken in groups, according to which school they will be going to, to look at timetables and maps.
- All secondary schools hold transition days which your child will attend and if necessary further visits will be arranged. The SENCo or class teacher may be able to visit the school with you and your child if this is necessary

Between classes within Holy Trinity

- At the end of each academic year, we hold a transition staff meeting where teachers pass on information about their class to the next teacher.
- A transition day occurs; usually on the same day year 6 are visiting their new school. This allows the pupils to meet their new teacher and experience their new classroom.
- Where necessary pupils will have additional visits or a transition book made for them.
- Year 2 have a question and answer session with existing members of year 3 and will also have allocated play times on the junior playground.
- In some circumstances we may arrange for the child's current teaching assistant to move into the next year group with them.

**How are the school's resources allocated and matched to children's special educational needs?**

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources and training etc. which will support the progress of children with SEND. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEN, as outlined in this policy. Budgets are closely monitored and aligned to the school improvement plan. Resources are matched and allocated by each child's need on a case by case basis. Some children may require augmented learning materials, changes to the learning environment, an enhanced level of lesson differentiation or greater staff support. This is different for each and every child. The decision is made with members of staff and, if necessary, professionals from outside agencies. Whatever decisions are made they will be developed with your involvement. Regardless of the support that is available to meet your child's needs, all staff working with your child will build up a comprehensive knowledge of their abilities and needs and will be able to share that understanding with you whenever necessary.

**How is the decision made about how much support my child will receive?**

This is determined by a detailed analysis of your child's, barriers to learning, stage development, parental views, their own views and consultation with the class teacher and when appropriate,



outside agencies. The level of support is then discussed in Pupil Progress Meetings with the Class Teacher and then agreed by the Senior Leadership Team, the support is timetabled and the parents informed. The support is reviewed in line with the Graduated Response cycle. Any support offered is reviewed regularly and interventions are monitored to look at amendments that need to be made. There is an emphasis on early identification and targeted effective support to minimise any long term need for additional support.

Our ultimate aim is to support all children to become independent learners.

**Where can I find out about the local authority's local offer of services and provision for child and young people with SEND?**

Access the Local Offer at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)