



## **SEN Information Report Holy Trinity CE Primary Academy, Rothwell (2017-18)**

### **1. What kinds of special educational needs is provision made for at our Academy?**

Our Academy is an inclusive Academy where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our Academy's Inclusion policy document is available on this website, detailing our philosophy in relation to SEND. Additional and/or different provision is currently being made in Academy for children with a range of needs, including:

- Cognition and Learning – moderate learning difficulties; specific learning difficulties – Dyslexia, Dysgraphia.
- Medical – Nephrotic Syndrome, Wiedemann Beckwith Syndrome, Epilepsy, Bowel and Bladder conditions, Hypermobility, Asthma, food allergies and intolerances.
- Communication and Interaction – autistic spectrum condition, speech and language difficulties.
- Social, Emotional and Mental Health – attachment difficulties.

Our SENCO is Tracy Wheatley who can be contacted via the main office telephone 0113 8591842 or by email [tracy.wheatley@holytrinityce.co.uk](mailto:tracy.wheatley@holytrinityce.co.uk)

### **2. What are the Academy's policies with regard to the identification and assessment of children with SEN?**

Our Academy's SEN and Inclusion Policy which is available on the academy website outlines how we identify pupils with SEN. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 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.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into Academy life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties. Where a class teacher has implemented additional in class intervention and there is still limited or no progress a referral for additional support will be made to the SENCO.

Parents are always informed if Academy staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. The types of plans drawn up are listed in the SEN policy. We often



recommend initially that eyesight and hearing are checked to discount these aspects as underlying causes to learning issues.

At Holy Trinity a range of specific, more specialised assessments are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

### 3. How will the academy support my child or young person with SEND?

Your child's Class Teacher is responsible for assessing the progress of your child, identifying, planning and delivering any additional help your child may need and letting the SENCO know as necessary. The class teacher will write, share and review support plans with parents and pupils as required. The Class Teacher will ensure the SEN policy is followed in their classroom for all the pupils they teach with any SEN. The Inclusion Team supports class teachers by delivering interventions or pastoral support to pupils, offering in class support, liaising with other professionals and outside agencies and supporting parents.

### 5. How will the curriculum and learning environment be matched to my child or young persons needs?

At Holy Trinity we pride ourselves in matching our curriculum as closely to each group of children we teach as we can. As an inclusive academy all pupils are included and the needs of all children in their class are met through their classroom organisation, teaching materials, teaching style and differentiation. If a learner is identified as having SEN, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality individualised teaching. When providing support that is 'additional to' and 'different from' we engage in a 4 stage process: assess; plan; do; review. Examples of how the learning environment can be adapted would include: personalised work space; writing slopes, wobble cushions, break out spaces, nurture room (The Ark).

### 6. How will both you and I know how my child or young person is doing and how will you help me to support their learning?

In addition to the normal reporting arrangements, there will be an opportunity for parents to meet with their child's class teacher and/or SENCO to review the short term outcomes and to discuss the progress the child has made. Individual targets and progress against them, SEN Support Plans and Speech and Language Support Plans are sent home regularly. Your child's progress will be continuously monitored by class teachers who are available to talk to parents after school if you would like a more regular update of any issues that arise. The progress of pupils with FFI funding will be formally reviewed at an annual review with all adults involved in the child's education. To help parents to support their child's learning the academy send out copies of relevant policies including the calculation policy, spelling policy and homework policy. We also hold workshops and/or Stay and Play sessions for Reading/Phonics and SATS so you can see how we teach things in school and what you can do at home to support this. In the Early Years Tapestry, an online learning journal is used to share progress and achievements with parents. See-Saw', a similar system for the rest of the school, will be launched in early 2018.



## 6. What training have the staff supporting children with SEND had in the last 12 months?

Precision Teaching

Supporting Children with Attachment Difficulties

Social, Communication Difficulties and Lego Therapy

Using the Boxhall Profile

## 7. What specialist services and expertise are available at or accessed by Holy Trinity CE Primary Academy?

### **Speech and Language Therapist**

As a Trust we have our own Speech and Language Therapist working in school 1 day per fortnight. We can also access support from the NHS Speech and Language Service when needed.

### **Cluster Support Team**

We can access support from the Cluster Support Team. Support offered from this team includes family support, attendance support, counselling services.

We have a good working relationship with a group called STARS who support children and families with Autism. The organisation provides training for our staff and we can discuss concerns we may have about a child, and they provide support and guidance in accessing the best help available.

### **SENIT (Special Educational Needs Inclusion Team)**

The Academy are able to refer pupils to SENIT for advice to support pupils with complex needs.

### **Educational Psychologist**

We have access to statutory EP time identified by the local authority. We can access EP time via the Rothwell cluster. We can access additional time via the Abbey Multi Academy Trust.

If we have any further concerns about a child, we have access to various support services in Leeds who will give specialist advice on request.

### **Gypsy, Roma Traveller Outreach and Inclusion Team**

We have access to the Leeds based GRT team to offer support for Gypsy, Roma, traveller families in school.

## 8. What support will there be for my child or young person's overall wellbeing?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those pupils who find aspects of this difficult we offer, through our Pastoral Team: social awareness games and activities; lunch time and play time support; LEGO therapy; Sad Events; Messy Play; Friendship Groups;

Individualised programmes such as anger management and emotional literacy activities.



We believe that regular attendance at school contributes to a child's learning, achievement, and wellbeing. Attendance is monitored closely by our Learning Mentors and we are happy to support parent/carers to improve their child's attendance.

At Holy Trinity we believe that every child has a voice and can contribute to the school with ideas they may have. Our school council meet regularly for children from years 1-6. They discuss issues raised by other students and look for solutions.

If your child requires any prescribed medication we are happy to administer these once you have completed a consent form, which you can obtain from our school office. If your child needs further support for medical issues, or has a long term medical issue which requires extra help and support being given, please contact the school office who will be happy to discuss this with you.

### 9. How will my child or young person be included in activities outside the classroom, including school trips?

At Holy Trinity we believe all learners are entitled to the same access to all areas of school life e.g. residential, trips, after school clubs and holiday clubs and are committed to making reasonable adjustments to ensure participation for all. Please contact the academy if your child has any specific requirements for extra curricular activities.

### 9. How accessible is your environment?

The school has a disabled toilet, and a disabled parking space close to the main entrance. The school is built on a single storey and all classrooms can be accessed by a wheelchair.

### 10. How will you prepare and support my child or young person to join Holy Trinity Primary Academy and how will you support them to move on to the next stage?

#### **New Pupils to Holy Trinity CE Primary Academy**

Prior to a child starting the academy, we have visit sessions where children can spend time in the setting. If it is felt your child needs more than one visit we are happy to accommodate this. We also have meetings for parents/carers before your child starts school and soon after, where parents/carers are given information about our school. Information is sent home during the summer holiday to help your child prepare for their start at our school. The Reception class teacher has close links with the local nurseries and wherever possible, visits the children in their pre-school settings. Home visits can also be arranged on request.

Children joining the school are expected to come with relevant information. If this is not the case the Inclusion leader will coordinate information gathering from their previous school.

#### **Preparation for Transition to new year group of school**

At the end of each year we operate an early transition where children will move up into their new year group to help them adjust to their new environment. If a child is particularly anxious about transition a programme can be put in place to ease this. There is then an opportunity for parents to come and see their new classroom and meet the teacher in the new academic year, once they have settled in. For children in Year 6 who will be moving on to secondary school we have a full transition programme to support their move. Staff from their chosen secondary school will visit Holy Trinity and a visit to the secondary school also takes place. All student files are transferred to the new school to ensure a smooth transition. For children who choose to transfer to our school during the



school year, our Learning Mentors work closely with them to help them settle in to their new environment.

### 11. How is the decision made about what type and how much support my child will receive?

The Academy Budget, received from Leeds Local authority, includes money for supporting pupils with SEN which is considered as element 2 funding (notional budget). The Principal decides upon the deployment of resources for SEND in consultation with the school governors on the basis of needs in the Academy. Where the needs of a pupil are more complex and element 1 and 2 funding have been already used and evaluated we would then consider additional support through element 3 funding. This is top up funding from the local funding where a child has significant and complex needs. In Leeds this is called Funding for Inclusion (FFI) which can only be applied for in Reception, Year 1, year 3 and Year 5.

The Principal and the SENCO discuss all of the information they have about SEND in the academy, including the children getting additional support already, the children needing extra support and the children being identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The academy identifies the needs of SEND pupils on a whole school provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources as effectively as possible.

### 12. How do I make a complaint regarding how the school are meeting my child's special educational needs?

An individual wishing to make a complaint about any Inclusion matter should discuss this with the academy in the first instance. If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in our published Parent/Carer Complaints Policy (Spring 2017).

### 12. Who can I contact for further information?

The Class Teacher is the first point of contact if you need to discuss any concerns around the provision available for your child, if you need any further information our named Inclusion leader is Tracy Wheatley and she can be contacted via the school office if you have any specific worries or concerns.

The Leeds Local offer can be found at:

<https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>