



Trinity St Mary's Church of England Primary  
School

**SEND Information Report**  
**Autumn Term 2023**

***"Many Hearts Make A School"***



# Trinity St Mary's C of E Primary School

## SEN Information Report

<p><b>Schools Ethos for SEND</b></p>	<p>At Trinity St. Mary's C of E Primary School we endeavour to ensure our school is a happy, caring community where all feel valued and secure. We respect the contributions made by all children, professionals and parents to help improve and preserve our inclusive school community. Furthermore, our five key Christian Values; Love, Forgiveness, Dedication, Sharing and Honesty, underpin this ethos.</p> <p>We appreciate and value the best efforts of every child in all aspects of school life, and support them as they realise their potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.</p> <p>At Trinity St. Mary's C of E Primary School we aim to promote positive learning for our children with SEND through:</p> <p>Ensuring they feel a valued part of the school community</p> <ul style="list-style-type: none"> <li>• Providing a safe and supportive environment</li> <li>• Having access to a range of teaching and learning strategies to suit their needs</li> <li>• Promoting independence and resilience as a learner, without overreliance on adult support</li> <li>• Identifying and addressing needs as quickly as possible</li> <li>• Communicating their needs appropriately throughout the school</li> <li>• Encouraging parents/guardians to maintain close links with the school to help support their child throughout their learning and development – for example, through attending meetings, ParentTeacher Consultation appointment, and following up on recommendations made with input at home.</li> <li>• Making effective use of all support services available to us wherever possible.</li> </ul>
<p><b>Partnership Ethos with the School</b></p>	<p>Admissions Policy: Please see school website.</p> <p>All schools must offer a full-time place for new Foundation entrants irrespective of the term in which they were born.</p> <p>All children have the chance to visit the school in the Summer term before they start. There are also induction meetings arranged for parents.</p> <p>There is one Foundation stage class at Trinity St. Mary's C of E Primary School.</p> <p>Parents with children who are moving into the area and are interested in transferring to Trinity St. Mary's C of E Primary School from another primary school are also most welcome to come along and tour the school. All children joining are introduced to school procedures from day one.</p>

1. The arrangements for consulting parents of pupils with SEN.	<p>We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We encourage parents to maintain close communication links with the class teacher and SENCo/ Inclusion Manager, LSAs/TAs and Head Teacher. Teachers are available both before and after school to discuss any issues and we ask that you contact us to arrange a mutually convenient time. We welcome the involvement of parents supporting at home, within the school for example, hearing readers and with specific events or trips.</p> <p>For some SEN pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written school report in the summer – which may be discussed face-to-face with the teacher if necessary.</p> <p>For pupils on a One Plan and an EHCP, meetings take place with the class teacher and can include the SENDCo/ Inclusion Manager – to discuss pupil progress and targets.</p> <p>Relevant policies are available from the school website – paper copies can be made available by enquiring at the School office.</p> <p>Parents may have the opportunity to meet face to face in school with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Teachers etc. who are involved in their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, etc. Social Care input is also available where needed.</p> <p>The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.</p> <p>The Head Teacher/ Inclusion Manager are able to signpost parents to various support services such as Optometrists, local support groups etc. should they require this.</p> <p>The Governing Body has a contingent of Parent Governors – the Governing Body as a whole regularly communicates with, and seeks views of parents and pupils.</p> <p>There is a specific SEN Governor whose role is to regularly support and challenge the Inclusion Manager about the provision for SEN pupils.</p> <p>Parental views are sought via questionnaires and face-to-face at review meetings.</p>

<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p>Pupils are involved in their education plan and are encouraged to contribute their views. Where possible they are invited to review meetings.</p> <p>At our school, we have a variety of ways of celebrating pupils' success such as certificates linked to the Christian Values, opportunities to show and talk about achievements and work in assemblies etc.</p> <p>Depending on individual needs, targets may be set and celebrated in different ways, for example, reward charts, points cards.</p> <p>We aim to provide pupils with a curriculum suited to their educational needs, which is rich, varied and enjoyable using themes to promote a context for learning.</p> <p>Pupils can pass on views about the school via their class councillors who raise them at School Council Meetings.</p> <p>Children are encouraged to talk about their views and needs with the staff.</p>
<p>3. Contact details of the SENDCo/ Inclusion Manager</p>	<p>Claire McDonald She is contactable by phone or email. 01245 321711 <a href="mailto:admin@trinity-st-marys.essex.sch.uk">admin@trinity-st-marys.essex.sch.uk</a></p> <p>The Inclusion Manager holds the NASENCO national accreditation.</p>
<p>4. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>We aim to resolves any issues swiftly and in person.</p> <p>A parent's first port of call is to arrange for a meeting with the class teacher.</p> <p>If necessary, then the Key Stage Lead, they would then go to the Inclusion Manager, after which, the matter progresses to the Deputy Headteacher and the Headteacher.</p> <p>In the unlikely event that the matter is not concluded, the Complaints procedure can be read on the school website, or a copy is available in the school office on request.</p>
<p>5. Information on where the local authority's local offer is published.</p>	<p>The LA's local offer can be found on the website <a href="http://www.essex.gov.uk">www.essex.gov.uk</a> / or from SENCAN, Goodman House, Harlow – 01279 404502</p>

Identification and early intervention	
<p>6. Information about the school's policies for the identification, assessment and provision for pupils with SEN, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support is available, activities, and emotional support, which is additional to those available for all pupils.</p>	<p>We use on-going assessment to identify specific needs and aim to address these through adjustment of 'quality first teaching', teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, and individual and group support.</p> <p>The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation.</p> <p>It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting. Should a child be starting at the school that has an existing issue meetings are encouraged to enable a smooth transition.</p> <p>A child may initially be placed on a One Plan where appropriate teaching will be delivered at classroom level. If a child requires further support the provision for this will be detailed in a request will be sent for specialist teacher involvement.</p> <p>Special Needs pupils who are entitled to the Pupil Premium Grant will receive support as appropriate and this is detailed on the school website.</p> <p>The SEN budget is used to partly fund the deployment of LSAs, equipment and resources, and training and CPD of LSAs.</p>

<p>7. Information on the kinds of SEN provision made in the school.</p>	<p>Specialist groups run mainly by school following advice and programmes from outside agencies.  For example:  Speech and Language therapy  Occupational therapy  Sensory support  Educational Psychologist  This means they have been identified by the class teacher/Inclusion Leader as needing some extra specialist support in school from a professional outside of the school.  For your child this would mean:</p> <ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher/ Inclusion Leader (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching.</li> <li>• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li> <li>• You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more in school under their guidance and recommendations.</li> <li>• A group run by school staff under the guidance of the outside professional e.g. a social skills group</li> <li>• A group or individuals may work with outside professionals in the</li> </ul>
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	<p>school setting or by appointment outside of the school setting.</p> <ul style="list-style-type: none"> <li>□ The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> <li>□ This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.</li> </ul>
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<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>The SENDCo/ Inclusion Manager holds the NASENCO Award.</p> <p>The SENDCo/ Inclusion Manager regularly attends training and up skilling. The SENDCo/ Inclusion Manager also keep up-to-date with current documentation and initiatives.</p> <p>LSAs are currently deployed on a needs basis to classes, identified support for small groups of children and specific identified needs for individual children. The deployment is constantly reviewed and monitored.</p> <p>Staff members are encouraged to attend CPD courses.</p>
<p><b>Quality First Teaching and Personalisation</b></p>	

<p>9. Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p>	<p>All staff are informed of the principles of quality first teaching and adaptive teaching, which is their responsibility for teaching all pupils in their class. We differentiate and adapt teaching and learning in lessons. We believe in trying to meet pupils' needs through this approach. However, where the child's needs are 'different from and additional to their peers' and 'they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use educational facilities of a kind generally provided for others of the same age in mainstream schools', a variety of strategies and interventions may be used, which may then lead to involvement of external professionals or advice from outside agencies. Parents will be consulted before this happens.</p> <p>Children's progress is tracked on a termly basis against National Expectation both for attainment and progress. Where this raises concerns then additional support may be deemed necessary. As well this, children who have behavioural and or emotional difficulties will have their specific needs met in the ways outlined above</p> <p>Wider support may be required for emotional needs. At this point we would consult with parents first before referring to extended services.</p> <p>Progress and attainment data is analysed to inform the SENDCo/ Inclusion Manager and parents about pupil progress. This information is currently included on individual education plans and annual reports. The data is also used to inform staff about the effectiveness of interventions and next step targets.</p>
<p>10. Information about how equipment and facilities to support children with special educational needs will be secured.</p>	<p>The Local Authority comes in to undertake an assessment regarding equipment, furniture or access to the building.</p> <p>Currently, the Local Authority/ Health Service provides some equipment – some items are purchased by the School.</p>
<p>11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</p>	<p>The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose and fully inclusive.</p> <p>The SENDCo/ Inclusion Manager signposts, recommends and instigates links to services to meet identified needs.</p> <p>The SENDCo/ Inclusion Manager has contact with local paediatrician as needed.</p> <p>The Inclusion Manager prepares reports for the Governing Body.</p>

<p>12. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>SNAP – <a href="http://www.snapcharity.org">www.snapcharity.org</a> – 01277 211300  FACE – Families Acting for Change Essex – 01245 608231  <a href="mailto:info@faceessex.org">info@faceessex.org</a> Local GP surgery  Local Library  School Nurse – contact via the School.  Families in Focus (Essex) – 01245 353575  <a href="http://www.familiesinfocusessex.org.uk">www.familiesinfocusessex.org.uk</a> Parent  Partnership – 01245 436036  Parentpartnership@essex.gov.uk</p>
<p>13. School arrangements for supporting pupils transferring between stages of education.</p>	<p>Pre-school: The Early Years Specialist teacher team contact us to arrange a meeting, usually in the summer term before the child starts at the school. Parents and other professionals are invited to the meeting. The Inclusion Manager and relevant staff visit pre-school settings of children with complex needs and liaise with key workers.  The EYST continues to work with the child for the first term and organises a meeting to handover to the Primary Specialist Teacher.  EYFS teachers prepare for the transition of pupils to Year 1 of Key Stage 1 at an appropriate point towards the end of foundation stage.  Year 2 teachers and LSAs support the transition of pupils going up to KS2 during the summer term.  The SENDCo/ Inclusion Manager and key staff from secondary schools visit Trinity St. Mary's C of E Primary School to discuss pupil needs. Some Secondary schools arrange additional transition visits for pupils with SEND.  The SENDCo/ Inclusion Manager works on a transition programme with Year 6 SEND pupils.  Copies of essential paperwork is transferred to the secondary school in the summer term prior to the child leaving.  Information regarding the special educational needs of any looked after children is reported to the placing local authority termly.</p>