

**Trinity CE Primary School**  
*'Living, learning, growing together'*  
**Special Educational Needs or Disabilities (SEND)**  
**Questions and Answers for Parents**

**School context**

- Trinity is a smaller than the average-sized rural, voluntary controlled church Primary school in the village of Acton Turville in South Gloucestershire.
- It has five classes; there are just over 140 pupils on roll. Most pupils are from White British backgrounds and the proportion of pupils known to be eligible for the additional funding (Pupil Premium) is below average.
- The proportion of pupils with SEND support is below average.
- The proportion of pupils with a SEND EHCP is above national.
- Trinity 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
  - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
  - Sensory and/or physical needs, for example, processing difficulties
  - Moderate and multiple learning difficulties.

**How does the school know if a child has SEND or requires extra help?**

At Trinity CE Primary children are identified as having SEND through a variety of ways including:

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by Teacher/ Parent
- Liaison with external agencies such as a Speech Therapist or Educational Psychologist
- Health diagnosis through paediatrician

**What should I do if I think my child has Special Educational Needs or Disability?**

- Talk to us. Please contact your child's class teacher, SENDCO (Special Educational Needs Coordinator), or Headteacher
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they will do the same with us.

**How will the school support my child?**

**Who will oversee, plan and work with my child and how often?**

- Our SENDCO and Headteacher oversee all support, and tracks the progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. We will follow the four-part cycle of assess, plan, do, review.
- There may be a Teaching Assistant (TA) working with your child, either individually or as part of an intervention group, if this is seen as necessary by the class teacher.

**Who will explain this to me?**

- The class teacher will meet with parents at least three times a year in addition to Parent's evening to discuss your child's needs, support and progress.
- For further information the SENDCO is available to discuss support in more detail.

**How are Governors involved, and what are their responsibilities?**

- The Headteacher reports to the Governors regularly, to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENCO. They also

report to the Governors to keep all informed.

- The Governors agree priorities for spending, with the overall aim that all children receive the support they need in order to make progress.

#### **How will the school secure equipment and facilities to support my child?**

- School will liaise closely with the local authority responsible for any EHCPs, and other agencies such as Occupational Health and Speech & Language Therapists, to obtain appropriate specialist equipment e.g. adjustable height table and chair.

#### **How will the curriculum and learning environment be matched to my child's needs?**

- We differentiate 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. Work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class; however on occasions this will be differentiated individually. We may also use recommended aids, such as laptops, coloured overlays and visual timetables. Teaching approaches can be adapted to include, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud if required.

#### **How will I know how my child is doing, and how will you help me to support my child's learning?**

- We offer an open-door policy; you are welcome to make an appointment to meet with either the class teacher or SENDCO to discuss your child's progress. We can offer advice and practical strategies for helping your child at home.
- We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. This could involve phone-calls, home/school books, emails or face-to-face meetings.
- A child may have an Individual Education Plan (IEP) or an Education, Health and Care Plan (EHCP) accompanied by a provision plan. This will have individualised targets. These targets are discussed at least 3 times a year, and parents are given a copy of the IEP or provision plan. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled).
- If your child has an Education, Health and Care plan, an annual review will take place to discuss your child's progress.
- As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher assesses each child continually, and notes areas where they are improving, and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods.
- Children who are not making expected progress are identified through pupil progress meetings with the class teacher, SENDCO and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's IEP, EHCP or provision plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

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

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this is always a parents' first point of contact. If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. Alternatively, class teachers can refer children to the schools ELSA.

**How does the school manage the administration of medicines?**

- The school has a policy regarding the administration and managing of medicines on the school site.

**How does the school support behaviour and attendance?**

- As a school we have a very positive approach to all types of behaviour, with a clear policy and reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties a Behaviour Support Plan may be drawn up to identify the specific issues, relevant support put in place, and targets set for improvement. The school may also purchase support and advice from the local authority Behaviour Support Team.
- After any behaviour incident we expect the child to reflect on their behaviour with the Headteacher. This helps to identify why the incident happened, and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored by the Headteacher. Lateness and absence are recorded, monitored and followed up. Good attendance is encouraged and rewarded throughout the school.

**How will my child be able to contribute their views?**

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs or EHCPs are invited to discuss and set their targets with their parent and class teacher.

**What specialist services are available to the school?**

Services in school include:

- A SENDCO
- Teaching Assistants with experience of dealing with a wide range of difficulties including speech and language and emotional issues.
- A team of Teaching Assistants experienced in supporting children with Downs Syndrome.
- An emotional, literacy, support assistant (ELSA).

External agencies include:

- Behaviour Support Team
- Inclusion Support Team
- Educational Psychology
- Occupational Therapy
- Speech and language Therapy
- CAMHs (Child & Adolescent Mental Health)
- Supportive Parents
- School Nurse
- GPs
- Community Paediatrician
- Social Services

School welcomes the involvement of all external agencies and always invites and includes all professional working with specific children to their annual review.

**What training have staff had / are staff having?**

- Makaton
- Dyslexia-friendly classrooms
- Speech and Language programmes
- Working- memory
- Downs Syndrome Support Group Network Training
- Delivering reading, phonics and maths support programmes
- Mental Health First Aid
- ELSA

**How will my child be included in activities outside of the classroom, including school trips?**

- All children are included in all parts of the school curriculum including extra-curricular, and we aim for all children to be included on school trips. We aim to provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**How accessible is the school environment?**

- The school site is wheelchair accessible with two disabled toilets, one of which has a shower, and is large enough to accommodate changing.
- The school is all on one level.

**How will the school prepare and support my child when joining and transferring from the school?**

- We encourage all new children to visit the school prior to starting, when they will meet their buddy (all new Reception children are allocated a 'buddy' from the Year 6 class).
- We liaise closely with pre-school settings, visiting these (wherever possible) before children start school.
- When pre-school children are identified with SEND, transition meetings are arranged with the pre-school SENCO, key worker or Early Years Area SENCO.
- All children with SEN are encouraged to visit Trinity on several occasions to assist with a smooth transition. We also aim to visit them in their current setting.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we can arrange additional visits. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

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

- The first point of contact for all SEND concerns is your child's class teacher.
- You could also arrange to meet Mrs McLaughlin, our SENDCO (Days worked Wednesday-Friday with dedicated SENDCO time on Wednesday mornings).
- Look at the SEND policy on our website - <http://www.trinityceprimaryschool.co.uk/>
- Contact Supportive Parents – [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)
- Contact IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk/](http://www.ipsea.org.uk/)
- Look up the information on the South Gloucestershire local offer - <http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>
- Complaints about SEND provision should be raised with the class teacher in the first instance and thereafter the SENDCO then headteacher. If necessary, parents and carers will be referred to the schools Complaints Policy which can be found on the school website.

**Who should I contact if I am considering Trinity CE Primary School for my child?**

- Please contact the school office 01454 218462 Mr Hutton (Headteacher). We will be happy to discuss with you how we can meet your child's needs.