

TRINITY FIRST SCHOOL Special Needs and Disabilities (SEND) Information Report 2016-17

Trinity SEND Report aims to set out what we offer for children with SEND in a clear and concise way. It will be reviewed and updated annually in consultation with parents/carers and pupils.

All Frome schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority, Somerset County Council, to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. You can see what SCC provide by following the link to the Local Authority Offer here <mailto:http://www.somerset.gov.uk/choicespreview/>. We are part of the Frome Federation Learning Partnership, which also supports schools to be as inclusive as possible.

You can see our SEND and Inclusion Policy, our Medical Conditions Policy and our Accessibility Plan on the SEND Policies link on website.

1. WHO IS RESPONSIBLE FOR SUPPORTING CHILDREN WITH SEND AT TRINITY?

Who?	How?
Amanda Seager, Head Teacher	<ul style="list-style-type: none">• By managing the day-to-day running of all aspects of the school, including support for children with SEND• By managing the individual staff responsible for teaching and supporting children with SEND• By reviewing pupil progress for all pupils in the school• By keeping the Governing Body up to date about issues relating to SEND in the school
Karen Foster, SEND Co-ordinator, or SENCo	<ul style="list-style-type: none">• By keeping an SEND list which names children who require SEND support and states whether they are SEN Support, High Needs or have an Education and Health Care Plan (EHCP). We use the Somerset

	<p>Core Standards to help us to co-ordinate support for each child. You can see this on the Somerset Local Offer website, as above.</p> <ul style="list-style-type: none"> • By liaising with parents/carers of children on the SEND register • By co-ordinating support for children with SEND to make sure all children get a consistent, high quality response to meeting their needs in school • By liaising with all the other people who may be able to come into school to help support your child's learning, eg Speech and Language Therapists • By keeping clear records about all SEND children identified on the school's SEND list • By keeping an overview of intervention programmes and their effectiveness • By managing Teaching Assistants who are supporting SEND children or running intervention programmes • By providing or enabling regular training for all school staff in areas relating to SEND
Teaching Staff	<ul style="list-style-type: none"> • To provide the best possible differentiated teaching which meets the needs of all children in their class as set out in the Core Standards • To be the first point of contact for parents/carers • To regularly record all children's progress and record children making less than good progress on the Class Additional Needs log. To use the Plan, Do, Assess, Review model for children on that log to ensure that they begin to make progress. To keep records which may help with identification of a possible SEN if no diagnosis has already been

	<p>made</p> <ul style="list-style-type: none"> • To ensure that they support staff working in their classroom or with their class to deliver the planned work or interventions and are aware of how the work or interventions are affecting the child's rate of progress • To liaise with the SENCo to ensure that information needed by specialist agencies is provided about the child and that recommendations made by specialist agencies for children with SEND are being followed
Teaching Assistants	<ul style="list-style-type: none"> • By delivering support with work planned by the teacher to all children in the class they work in, some of whom may have SEND • By delivering planned programmes of work, called interventions, to small groups of children with SEND and liaising with the class teacher about the progress the children they work with are making • By supporting some children on a one-to-one basis some of the time if necessary • By carrying out health care procedures named on Health Care Plans
School Governors	<ul style="list-style-type: none"> • The Governors make sure that all policies, including the SEND and Inclusion policy (see link), are kept up to date and regularly reviewed. The SEND Governor (Sarah Harman), liaises with the SENCo regularly to monitor SEND support and arrangements across the school. The SEND Governor also attends training with the SENCo in some cases. The Governors receive a report on SEND from the Head teacher each year.

2. HOW DO STAFF AT TRINITY SCHOOL KNOW IF MY CHILD HAS SEND AND NEEDS EXTRA HELP?

How?	What happens?
<p>A child already has a diagnosis of SEN or has a disability or a diagnosed medical condition</p>	<p>A specialist agency such as Paediatrics, Speech and Language, Occupational Therapy or Learning Support has assessed and diagnosed the child. You give school a copy of the diagnosis and often there is also a report containing recommendations which will help support the child in school. The SENCo liaises with the class teacher to ensure that the recommendations can be followed and that the teacher is equipped to teach that child. This may mean providing extra training for the teacher and support staff, or extra resources for the classroom, or extra intervention programmes.</p>
<p>A child is making less progress than the other children in the class</p>	<p>The teacher discusses the child with the headteacher at pupil progress meetings. The child is recorded on the Class Additional Needs log and their parents/carers are involved. The teacher plans additional targeted support for the child within the classroom, the support is delivered and the teacher reviews their progress. If the child still is not making good enough progress, the teacher liaises with the SENCo to discuss possible SEN. The SENCo, with the permission of the parent/carers, investigates if SEN is causing slow progress or not. This may happen by the class teacher keeping additional notes on a child (for example, through the Early Identification of Dyslexia tracker), or by asking for an assessment by an outside agency (for example, Speech and Language Therapy) or by delivering assessments in school (for example, working memory tests). In the meantime, additional support for the child in the classroom continues until a diagnosis is reached and school knows whether or not to add the child to the SEND list and if any further arrangements need to be made.</p>
<p>Parents/carers have concerns about their child</p>	<p>Parents/carers speak to the class teacher or Head teacher about their concerns. If these relate to SEN or possible SEN, the SENCo will contact</p>

the parents to discuss the issues and then liaise with outside agencies or teaching staff as described above.

3.HOW WILL TRINITY SCHOOL SUPPORT MY CHILD IF THEY HAVE SEND?

Additional support in school is known as provision. See our provision map at the end of the page.

How?	What happens?
By ensuring that there are funds available to meet the needs of SEND children	The Headteacher, Admin Officer and SENCo identify and manage funds to support SEN children/children with disabilities at Trinity (the SEND budget). It is expected that school meets the needs of a child by spending up to £6,000 per child from the formula budget if extra money has to be spent to meet their needs. If a child is identified as High Needs or has an EHCP, and more funds are necessary to meet their needs, the SENCo can apply for top-up funding from Somerset County Council through an annual audit. The SENCo prepares a bid for the audit and the bid is compared against bids throughout the county. Extra funds are then allocated to the most needy children across the county. No funds from the SEND budget must be spent on specific children unless they have an Education and Health Care Plan. If your child has high needs and you or the school think that they need an EHCP, the SENCo will discuss this with you. It is a legal process which supports children who have severe, complex and lifelong needs. You can find out more about this in the SCC Local Offer. The management of school SEND funds is at the discretion of the Headteacher and Governors who use them to most effectively meet the needs of all SEND children across the school.
By delivering the best possible quality first teaching	The teaching staff teach in such a way as to address the needs of all children in their class. They differentiate their lessons to suit all abilities and learning styles. We keep our training for all staff up to date (see below).

By providing additional group support	The class teacher organizes additional support for a small group of children in their class. This may be additional literacy, phonics, maths, social skills or other subject. The group may be run by a Teaching Assistant but will be planned and monitored by the class teacher. Trinity also provides some whole school intervention programmes, for example a Speech and Language Therapy support group, the Rockets Nurture Group, a Co-ordination group, a Talk Boost Group and ELSA (Emotional Literacy Support Assistant) or PFSA(Parent and Family Support Assistant) support.
By providing focussed interventions which apply to one child only	Trinity provide some interventions which require 1:1 support for a child for example, ILI+ which is a literacy support programme. In some cases, 1:1 support will be recommended by an outside agency, for example, to deliver a Speech and Language programme. In some cases, an SEND child will also require a level of support from a Teaching Assistant over and above that of other children in the class. This usually means that they have an individualised curriculum which is different to that of the rest of the class. This is planned by the Class Teacher and may be delivered by a Teaching Assistant or Assistants. The child will usually access some of the standard curriculum also.

4.HOW WILL I BE INVOLVED IN MY CHILD'S PROGRESS AT SCHOOL IF THEY HAVE SEND?

How?	Who is involved?
By liaising with the Class Teacher	Trinity staff want to have a regular, on-going relationship with parents/carers. They are happy to talk to parent/carers at any time about their child, if they can (the start of the school day is not usually a good time and sometimes making an appointment ensures the teacher has time to talk). There is a Home/School book for every child that is used to record their

	reading at home and their school targets. This book can also be used to write to the teacher if there is something they need to be made aware of. All parents/carers will have two planned meetings with the Class Teacher each year and an end of year report.
By liaising with the SENCo	The SENCo is available to talk to parents/carers each Monday/Tuesday. This may be over the phone, or by appointment. The SENCo will also meet all parents of children on the SEN register at least once a year. For children with High Needs or those who have an EHCP, this meeting will take the form of an Annual Review and other professionals involved with the child may attend.
By being aware of my child's learning programme	You will see your child's targets in their Home/school book and will be aware how they are progressing through their targets. In some cases, your child will have an individual learning programme and you will be involved in the process of contributing to and regularly reviewing this programme.
By being part of the SEND Parent Forum	We plan to set up a SEND Parent Forum, so that parents/carers of children with SEND can meet together and also comment on and review the School SEND Report. We currently inform parents about the Somerset Parent/Carer Forum at www.somersetpcf.org.uk .

6. HOW WILL MY CHILD BE INVOLVED IN THEIR PROGRESS IF THEY HAVE A SEND?

What kind of involvement?	How?
Through their class targets	Children at Trinity are made aware of their class targets and how they are progressing with them.
Through individual feedback	Trinity School have a child-centred approach and children with SEND may be asked for their feedback for reviews of their progress and Annual Review forms. Sometimes their words are recorded for them, or sometimes they

	write the feedback themselves if they can. If professionals think it is beneficial for the child, and according to their age, they may attend meetings themselves.
Through the School Council	The School Council have inclusion on their agenda. We are planning to ask them to be pro-active in preparing a set of questions for children with SEND which will help to inform and review the School SEND Report.

7. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S NEEDS AND OVERALL WELL BEING?

Who?	How?
All Trinity Staff	All school staff have the pastoral, medical and social needs of the children as a high priority, as well as their learning. We believe a child cannot learn if they are not well and happy. We place a lot of emphasis on high expectations of behaviour across the school and are supported by the FLP Behaviour Policy. The class teachers hold regular circle times and whole school assemblies often address pastoral issues as well as religious and cultural ones. We are a Dyslexia Friendly School, which means that all staff are aware of the best approaches to use to meet the needs of children who have or may have dyslexia. All staff are trained in the Team Teach Approach for children with behavioural difficulties. We have had recent training about Downs' Syndrome awareness, Autistic Spectrum difficulties and Attachment Disorder.
Staff with additional training	First Aid: Trinity School has a team of trained First Aiders. Some staff are trained in meeting specific medical needs and the Admin Officers will administer medication if a permissions form is completed. Social and Emotional Support: Trinity School runs a nurture group called Rockets on three afternoons each week. The Rockets Nurture Group staff

	<p>are trained in social and emotional support and plan activities to meet the needs of a small group of children on two afternoons a week. The nurture group is managed by the SENCo. Children are identified as needing nurture provision by the class teacher and this is discussed with the SENCo. The children's social and emotional needs are assessed on entering the group and again after a block of sessions. If their needs have been addressed, they will leave the group. If they need more sessions, these will be provided if there is space in the group. We also have an LSA who has recently trained as an ELSA (Emotional Literacy Support Assistant). She can run focussed sessions with children as and when specific emotional needs arise. We also have a PFSA (Parent Family Support Advisor) who can work with pupils and their families around specific issues.</p> <p>Learning Support: We have an LSA who is trained to deliver additional speech and language programmes and another who is trained to deliver Talk Boost, which is a communication programme for very young children.</p> <p>Motor Skill Difficulties: We have two LSAs who have been trained to deliver the Learn 2 Move/Move 2 Learn Programme, which can support occupational therapy programmes.</p>
<p>Outside Agencies</p>	<p>Specialist staff from outside agencies may be involved with meeting your child's needs. This can be as a result of a referral from the SENCo with your permission or from parents/carers in some cases (eg hearing, visual support). Some outside agencies which provide support are from Somerset County Council central services. These include Educational Psychologists, Learning Support Advisory Teachers, Autism Advisory Teachers and Physical and Medical Support staff. Support staff who visit from the Health care team include Speech and Language Therapists, Visual support staff, Hearing</p>

	support staff, Occupational Therapists and Children's Mental Health Service support staff.
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8. HOW ACCESSIBLE IS TRINITY SCHOOL FOR CHILDREN WITH SEN OR DISABILITIES?

How?	What are the details?
An accessible school site	Trinity has no stairs so it is accessible for wheelchairs. We have two disabled toilets, one of which has facilities for personal care. We have a medical room with facilities for personal care.
Facilities for hearing support	Trinity has a classroom with a fixed hearing loop. There is also a mobile hearing loop which can be moved from classroom to classroom.
Additional equipment	Trinity provides additional equipment to suit SEND needs and in some cases children are provided with equipment from Somerset County Council. Examples of additional equipment are, seating support, writing support materials, dyslexia support materials, additional ICT.

9. WHAT ADDITIONAL ARRANGEMENTS DO TRINITY MAKE TO PREPARE MY CHILD WITH SEND FOR TRANSFER?

Type of transfer	How?
From pre-school to school	The SENCo will be contacted in the Spring term by the Early Years Area SENCo to discuss children with SEND who have been given a place at Trinity. A School Entry Plan meeting is then held at school in the Summer term to which parents/carers and other specialists involved with the child are invited. Arrangements to be put in place to ensure that the child starts school smoothly and successfully are discussed, agreed and minuted. The success of the School Entry Plan is reviewed in another meeting in the Autumn term and further arrangements are made if necessary.

From class to class	The Head teacher and SENCo discuss which class the SEND children in Foundation Stage and Year 2 will transfer to early in the Summer term. They consider the best use of resources and Teacher Assistant support at this stage. In some cases, the children involved and their Parents/Carers will be notified about these decisions in advance of the rest of the year group. In some cases, the children involved will have extra visits to their new class (apart from Transfer Morning in July) and they may have a transfer book to look at in the summer holidays. The class teachers hold a transfer of information meeting at the end of the Summer term to make sure that all information about your child is passed on.
From Trinity to Middle School	The SENCo from Trinity meets the SENCos from Oakfield and Selwood in the Spring term to discuss children on the SEND list who will be transferring in September. In some cases, the SENCo will arrange a School Entry Plan Meeting with the Middle School SENCo, the parents/carers and other professionals involved. SEND children can have planned extra visits to the Middle School and the Middle Schools can provide a transfer book for the children to look at in the summer holidays. All SEND records are passed to the Middle School SENCos at the end of the summer term.

10. WHAT EXTRA HELP CAN I ACCESS IF MY CHILD HAS SEND?

What kind of help?	How to access it?
Help from school staff	The Class Teacher can meet with you to discuss day-to-day concerns (see 1). The SENCo can provide you with information about your child's SEND if you need it. She can put you in touch with support groups in the area. She can go through reports with you if you need any clarification.
Help from staff from outside	School can refer you to the Parent and Family Support Advisor if your child's

agencies	SEND is impacting on you as parents/carers or on family life in general.
Help from Somerset County Council	SCC has an Engagement and Participation Team for children and young people with SEND and their families (01823 359868). They also provide an information and support service for parents/carers of children called the SENDIAS (01823 355578). All information can be found on the Local Authority Offer Page, through the link above.