
TRINITY FIRST SCHOOL

SEN Information Report 2024-2025

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Trinity First School will respond to the needs of children who are not meeting age related expectations or have adverse barriers to their learning. Staff will identify such children through working with them, and through observation and analysis of progress and attainment. Trinity First School will make clear its graduated response process in the SEND and Disabilities Policy which is also available on the website. The SENCo will work closely with class teachers to monitor children whose progress is slower than expected. Should this arise, parents will be invited to school to contribute to this discussion. The pupil's views on their experiences of learning will also be sought. Parents who have worries regarding their child's progress are actively encouraged to share these with class teachers, in the first instance.

What is a Special Educational Needs Coordinator?

The Special Educational Needs Coordinator (SENCo) will coordinate *additional support* for children's learning and will have an overview of this provision and monitor progress. The SENCo will set dates for meetings to review progress and needs, as well as respond to reports from other professionals. The SENCo will maintain good communication with parents in order for them to remain up-to-date and in full knowledge of what is in place to meet the needs of their child. The SENCo will support parents in working with the SEN Code of Practice, whether that is observing a child to identify needs or supporting with an application for an Education Health and Care Plan (for more information see SEN Policy). At Trinity First School the SENCo is Helen Goddard. At Trinity the SENCo is supported for one day a week by Sarah Hockley (admin assistant) who manages administration, correspondence and assessments.



Helen Goddard, SENCO



Sarah Hockley, Admin Assistant

The SENCo has a clear overview of all children with additional needs in the school, and works to coordinate, monitor and review support for those who need it. This is overseen by the Head teacher and monitored by the governor with responsibility for SEN.

How will school staff support my child?

The school endeavours to meet the needs of all children with **high quality class teaching through adherence to Somerset Graduated Response Tool Kit**. There are systems in place to ensure that all teachers and pupils are supported to reach their potential in the learning environment. Should a child require additional support for their learning, this can be provided in a number of ways and could involve a mixture of response types.

Teaching Assistant (TA)

TAs may be available to support your child in the following ways:

- Targeted support within class
- Group support outside of class
- Individual support outside of class
- Individual support in class
- Nurture support in an additional classroom (up to five afternoons per week).

The type of support and the amount provided will depend on the individual, and type of need the child has, and will be decided by the SENCo and class teacher in consultation with the parents and child. The Head teacher will also be involved in decisions around support that requires additional financial input.

Intervention from Teaching Assistants

In addition to the daily quality whole class teaching, supported by class based teaching assistants, Trinity First School has TAs who deliver learning interventions in numeracy, literacy, emotional well-being, motor co-ordination and speech, language and communication need across the school. This enables us to meet additional learning needs and provides support through a range of specific and tried and tested intervention programmes such as Talk Boost, Spelling Detectives, Read Write Inc Individual program, Individual Literacy Intervention, Dynamo Maths – most of which are supported by the local authority and are in line with the Graduated response requirements.

The type of support and the amount provided by additional teaching assistant support will depend on the needs of the child/ren and will be decided by the class teachers in consultation with the SENCo and Head teacher. The provision is reviewed regularly.

ELSA Teaching Assistant Intervention

At Trinity First School we have an Emotional Literacy Support Assistants (ELSA).

Referrals for this support are made by class teachers. Access to this support is based on a child's presenting needs and is dependent on whether their difficulties e.g. anxiety, social communication, disengaged/disruptive behaviours have become a significant barrier to their learning or the learning of others. If it is felt that ELSA support would be of benefit to your child, then further information can be provided to explain more about it. The school can also access Drawing and Talking Therapy, Play Therapy and Sports Mentoring for children with a high level of emotional need.

Nurture group intervention (Rockets)

Trinity First School provides Nurture support for five afternoons per week for twelve children.

The Nurture support is offered to children whose learning, social interaction/communication or mental health needs are considered to be a barrier to learning. Children are offered the nurture provision through consultation with parents, the Head teacher, class teachers and the SENCo. A Boxall assessment is carried out to identify areas of social and /or emotional need which are then addressed within the therapeutic, play based learning environment of the nurture group to facilitate change and improve access to the curriculum.

<https://www.nurtureuk.org/wp-content/uploads/2021/11/Boxall-Profile-Leaflet-2019.pdf>

Children are offered at least six months of nurture support normally for 5 days a week – this allows them to be successful in all aspects of their learning. The Nurture support team work in a separate classroom and link their learning to elements of the National Curriculum including science, personal, social and health education, science, forest school and art.

What training/qualifications do the staff supporting children and young people with SEND have?

There are many well trained members of staff at Trinity First School all working to their strengths. There are continuous and ongoing opportunities for all staff members to increase their skill set through professional development both within school and through courses offered by Somerset County Council.

Training for specific SEN support include catch up programmes such as Individual Literacy Intervention, Learn To Move-Move to Learn, Spelling detectives, Read Write Inc (one to one) and training supported by

the Autism Education Trust. Professional development is ongoing and intrinsic to life within the school – there are specific focus areas for development during any given school year with the aim of benefitting the learning outcomes for all children.

How will I know how my child is doing?

There are many ways that the school will share information with parents about their child's progress, these include

- Verbal feedback from class teachers
- Meetings with the class teacher
- Personal Learning Plan reviews
- Written reports
- SENCo observation
- SEND review meetings
- Parent/SENCo/teacher meetings
- Communication with TAs delivering programmes of personalised support

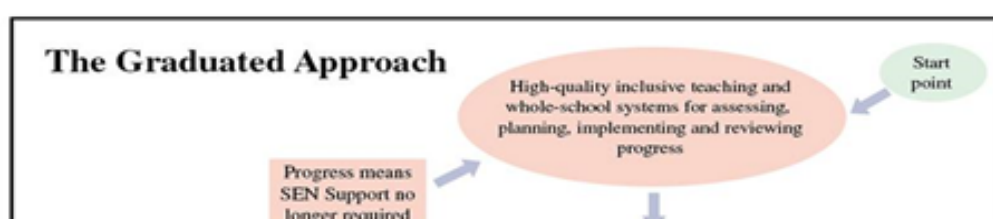
Parents of children on an **Individual Learning Plan** will be invited to a **termly review meeting** in addition to parent evening consultations. This will involve discussions with the class teacher and SENCo. Contributions will also be sought from the teacher and learning support assistant(s) involved with the child's learning. We will discuss the child's response to the learning support they have received and will review the progress made. Children will be invited to share their views on the support they have received and how this might be modified. The outcome of review meetings will help the school to further respond to need. This process will allow the school to assess whether **further adjusted support, increased support or a reduction of support** is required. These discussions will be written up into the **Personal Learning Plan review** and will be shared with all involved. A new plan is drawn up based on the review and ongoing communication will be encouraged between parents, school and staff.

Parents of children who receive additional support through any of the processes above (*How will staff support my child?*) but who do not have a personal learning plan will receive verbal feedback from their child's class teacher as well as from staff working directly with their child. Written reports detailing progress and review outcomes will be provided where appropriate. Class teachers will be able to feedback on additional support as well as the child's response to learning in a whole class situation. The SENCo has an open door policy and will offer discussion and meet with parents at any time if they request this.

How will the learning and development provision be matched to my child's needs?

Teachers deliver well-differentiated lessons at class level in every year group, as defined in The Graduated Response Toolkit. This is monitored and supported through a variety of school systems that ensure that all teachers and children are reaching their potential in the learning environment. Should your child find it difficult to reach their age related expectation from high quality teaching alone, intervention may be offered. This could be in the following forms.

- Targeted group support within class through differentiated tasks
- Individual support within class with differentiated tasks aimed to stretch a child at their level
- Group support outside of class to **boost** children not quite achieving the standard expected
- Individual/small group support outside of class to fill gaps in a child's learning.
- Support for children whose emotional health may be a barrier to learning.



A child's level of need for the above will be assessed on an individual basis through a process of **assessment, planning, carrying out of plans** and **reviewing response to support (see above)**. Where possible, a child's support will involve as much independent, in-class learning as possible and the amount of time spent outside of class on a one-to-one basis will be managed specifically in response to need and will be in consultation with class teacher, parents and the child. It may not feature at all in your child's learning plan.

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



Trinity First School is an inclusive school where the needs and wellbeing of all children are highly valued. The following are considered important when managing overall wellbeing:

1. **Medical needs** are met through information parents and health care professionals provide to inform the Health Care Plan. Such plans will ensure that children with medical needs are well supported in school and will not experience unnecessary barriers to learning.
2. Children with **social, emotional and/or mental health difficulties (SEMH)** will be supported appropriately and according to our Behaviour Policy. There will be regular and close consultation with parents and the child. In addition, children with SEMH will be considered for other services that may help to support SEMH needs, such as support from Somerset Outreach Service, or referral for support from a Parent and Family Support Practitioner. Parents will also be signposted to other resources available such as Child Adolescent Mental Health Services, Community Paediatric

Services, and parenting support should such onward referrals be agreed as helpful and in the best interest of the child.

3. Children who recognise their own difficulties with learning and whose self-esteem is considered to be at risk because of this, will be closely monitored and offered support. The school will always work with children to recognise their strengths and use these to augment learning in all areas.

What specialist services does the school work with?

The school can currently access a range of support services these include:

- Physical Impairment Management Service (PIMS)
- The Educational Psychology Service
- Community Paediatrician (child health services)
- Parent and Family Support Advisor (PFSA to be accessed via the Frome Learning Partnership)
- Child Adolescent Mental Health Service (CAMHS)
- Virtual School and Learning Support Team (VSLST)
- Autism and Communication Advice Service
- Integrated Therapy Services (offering advice on Occupational/Physical therapy and Speech and Language)
- Somerset Outreach Service(SOS) allowing mainstream schools to access support from specialists working in specialist provisions

The above services offer a range of support and the SENCo will refer children or direct a parent to request referral through the GP. If you feel your child may benefit from any of the above services, speak to the SENCo who will help you to identify what service might offer constructive support for your child.

Alternatively, if the school feels that one or more of the above services will be appropriate, they will speak to you as a parent to discuss the referral process.

The school has limited access to the local educational psychology services and they normally become involved as part of an education health and care plan assessment. The school has access to expertise on the following areas using the afore-mentioned services.

- Autism
- Speech, language and communication
- Behaviour and emotional difficulties
- Physical difficulties
- Specific Learning Difficulties (Dyslexia)
- Attachment difficulties

The educational psychologist can offer whole school training focussing on any of the above areas.

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

The school will work in close partnership with parents to provide the following:

- Information on the needs that the child in their care may be facing
- Regular review meetings on the child's progress including the opportunity to express concerns and needs
- Information on navigating the services available to the family
- Information on making an application for an Education Health and Care Plan should it be deemed appropriate/necessary
- Resources, help and guidance in providing the correct support at home
- Termly consultation opportunities based on the graduated Assess, Plan, Do and Review procedure.
- Open door policy regarding contact with the SENCo.

How will I be involved in discussions about and planning for my child's education?

The school will provide all parents with the opportunity to contribute to planning for their child's needs through the following.

- The termly review process to inform planning, which will include parent and child contributions.
- Parent consultation meetings with the class teacher
- Parent meetings with staff supporting your child coordinated by the SENCo
- If your child has an Education Health and Care Plan, you will be encouraged and supported to communicate with the SEND Officer at county level who is responsible for your child's provision. In addition to this The Parent Support Service for Somerset, **SENDIAS**, provides information, advice and guidance on special educational needs and disabilities and can provide an independent parent supporter if required. For more information
Phone: 01823355578 email: info@somersetsend.org.uk or go to <http://www.somersetsend.org.uk/welcome/>
SENDIAS will be able to offer guidance and support on what to expect for your child and how to work with the school in meeting his/her needs.

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

The school has an inclusive ethos and will endeavour to include **all** children in **all** activities wherever possible. Where necessary, reasonable adjustment will be made to the school premises and equipment to remain in line with the requirements of the Disability and Equality Act (2010). Our policy regarding this and the SEN Policy are available on our website.

Where possible and when appropriate the school will seek advice and obtain specialist equipment to aid learning for pupils with specific needs. This could be anything from modified pens to specialised chairs. Learning support assistants who are at times responsible for ensuring the inclusion of individual pupils, will be provided with the appropriate training to ensure that the child has full access to activities at their level. All school trips will be checked for accessibility. Where necessary a **risk assessment** will be carried out to identify risks for individuals and to ensure things are in place for a safe and enjoyable outcome for all children and staff. We will endeavour to seek advice from parents and discuss whether they are comfortable with the arrangements we have made for their child.

How accessible is the school environment?

Trinity First School site is an accessible environment - it is on one level with little gradient and few steps; it is wheelchair accessible. There are accessible toilets available. A visual impairment accessibility audit has been carried out and the school adapts easily and efficiently to the needs of all children, including those with a physical disability. The school site is secure. There is an additional accessibility plan on the school website.

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?

If your child's needs have been addressed using the Assess, Plan, Do and Review procedures as identified in the 2014 SEND Code of Practice, transition to a new school will be managed as part of this on entry and exit from school. Middle School transfer will involve communication with the receiving school's SENCo(s) who will be invited to meetings during your child's final year at First School (Year 4). Throughout this process, the receiving school will be made aware of your child's needs and they will begin to consider how they will be met in the Middle School setting. A School Entry Plan (SEP) will be set up for children with the highest level of need. During this process the receiving **School Offer/SEN Information Report** should be available to you so that you, as a parent, know what is on offer.

If your child has an Education, Health and Care Plan (EHCP), they will be subject to a statutory annual review process that will encompass phase transfer (First School to Middle School) covering the allocation of the correct/requested school, the need for ongoing adaptation, learning/behaviour support and funding for this.

Who can I contact for further information?

If you want to discuss anything about your child's learning, please contact the SENCo – Helen Goddard - on the school number, 01373 461494.

In addition to the support on offer from school, you can contact **Somerset County Council Education Services** via their website: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/> to find what resources are available locally to meet needs or address your enquiry.

If you are unhappy with any part of the process of supporting your child's learning at school, please follow the school's communication procedures and we will endeavour to resolve such matters as quickly and easily as possible. Should you require support beyond that, please request a copy of our **Complaints Procedure** which is also available from the school website.

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

Children **without** an Education Health and Care Plan will be offered the level and type of support that best suits their needs. This support will be provided by the school out of the SEND budget and is managed on a needs-led basis by the Headteacher and the SENCo using the processes outlined in this SEN Report.

Children with an EHCP receive some additional funding but the school SEN budget is also required for these pupils in the same way as non-EHCP children.

Somerset policy means that we cannot apply for additional funding unless a child has high needs and meets criteria for an EHCP - for more information visit

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

There are a small number of Early Years Foundation Stage children in receipt of small amounts of additional funding that do not have an EHCP in their first year of statutory education – this money is carefully managed to ensure that the children to whom it has been awarded benefit directly whilst the school secures further funding through the application of an EHCP.

How can I find information about the Local Authority's Local Offer

Following a change in the law from 2014, each Local Authority is required to publish what they are offering to families of children with special educational needs and/or disabilities. This is referred to as **The Local Offer** and details the resources and services available for children and young people up to age 25. For more details on this visit <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

For further information around anything you have read in this document please speak to **Helen Goddard (SENCo) at the school.**

Updated May 2024
To be reviewed May 2025

SignedAmanda Seager, Headteacher

Chair of Governors.....Janice Sledge, Chair of Governors