

Trinity Oaks C of E Primary School

SEND INFORMATION REPORT
Updated November 2020

	Questions	School Response
1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> • Our aim is to welcome and support all children regardless of whether or not they have an identified Special Educational Need or Disability. We are a mainstream inclusive school that fully complies with the requirements set out in the Special Educational Needs Code of Practice. • Through consistently high quality teaching which is also called our Universal Offer - which means making reasonable adjustments to teaching and learning to help all children - we support all learners not just those with SEND. • At Trinity Oaks C of E Primary School we understand that children develop at different rates. On entry to school we identify children's individual needs through liaison with pre-schools and initial baseline assessments. Teachers continuously assess children and this data is used to analyse progress and attainment relative to age expectations. Teaching and Learning is planned to meet individual children's needs and then progress and attainment reviewed. • Pupil Progress meetings are held half termly where teachers, the Head Teacher and Special Educational Needs Coordinator (SENCo) discuss the progress, engagement and conduct of children. Decisions are then made about how best to support the learner and meet their needs. This approach is known as a graduated response. • If a pupils progress is less than expected then High Quality Teaching will be targeted at the pupils' area of weakness. If progress is less than expected then the SENCo will begin a process of investigating whether a child has Special Educational Needs. This will be an informal process of gathering evidence from the pupil and parents, the school will also put in place extra teaching or other rigorous interventions designed to secure better progress. A pupils response to this support can help identify their particular needs. • Our SENCo then may seek advice and support from outside agencies when identifying Special Educational Needs and we keep parents and carers fully informed. • The SENCo is Mrs Marnie Fisher and she can be contacted via the school office.

		<ul style="list-style-type: none"> • Staff maintain excellent communication with parents and carers. We involve parents in celebrating children's achievements, as well as regularly discussing children's next steps. Where we have concerns we always listen to parents and carers and take account of their views. There are many opportunities for parents to ask questions and any concerns can be discussed with class teachers or our SENCo.
2	How will the school staff support my child?	<ul style="list-style-type: none"> • When a child receives additional support from the school it is called 'School Support'. • All additional support is over-seen by the SENCo and she may also seek advice and support from outside agencies. • We are a small school and know our children well. All staff are involved in setting targets and matching provision to the needs of our children with SEND. • The professional development of staff to support learners is a School Development Priority of our growing school. Staff will be trained to support learners in the areas of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical needs. • When children are identified as having Special Educational Needs a Support Plan is put in place. Additional support may be provided by Teachers, Teaching Assistants or professionals from outside agencies, for example Speech and Language Therapists. When support is received by external agencies this is called 'Specialist Support'. • The frequency and level of support is matched to children's individual needs. This is explained to parents and carers through the use of 'Provision Maps' which clearly map out the support that each child receives. Our teachers and SENCo are always happy to meet with parents and carers to explain this. • Staff working with children liaise with the SENCo to review the effectiveness of children's provision. If we feel that an intervention is not working we respond quickly, discussing this with parents. Interventions are monitored to ensure they are having an impact on learning. We do this through pupil progress meetings and the tracking of progress. • We have a named SEND Governor who meets at least once per term with our SENCo. Our Head Teacher, the SENCo and the SEND governor play an active role in monitoring the quality of our SEND provision.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Our teachers are clear on the expectations of high quality teaching for all pupils regardless of ability and this is monitored regularly by the Head Teacher and EYFS leader. We value child-initiated learning and respond to children's current interests. • Children with SEND access a differentiated curriculum. Learning objectives, tasks or resources will be differentiated to meet the needs of individuals to create 'personalised learning'. • A differentiated curriculum will be implemented in a range of different ways including: <ul style="list-style-type: none"> ➤ Differentiated learning outcomes ➤ Small group interventions in and out of the classroom ➤ Individual support ➤ The use of specialist equipment including pencil grips, writing slopes ➤ Sessions with therapists, ELSA • The extra support will be carried out by class teachers, teaching assistants, specialist teachers and therapists.

		<ul style="list-style-type: none"> • When supporting children to access the curriculum, staff will employ strategies recommended by our SENCo and professionals from outside agencies. • We have half termly Pupil Progress Meetings which help us to monitor our curriculum and reflect on the next best steps of children. • We have an Accessibility Plan which shows how adaptations are made to the built environment and curriculum to meet the needs of pupils with SEND.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • We aim to be as welcoming as possible. Parents are invited to bring their children into the classroom each morning to support them with tasks. This means parents have many opportunities to discuss small concerns and see their child's work. Provision is also made for working parents through e mail contact with the class teacher. A home-school contact book may be used when appropriate. • We track the progress of pupils through rigorous assessment procedures. We offer three Parent Consultations each year in which we provide feedback and discuss next steps. Parents also receive a written report at the end of each year. • Our Virtual Learning Environment-'FROG' enables aspects of the curriculum to be accessed at home. Our weekly newsletter contains information about the curriculum and Collective Worship themes. Regular parent information meetings (e.g. Reading and Phonics, Numeracy, E-safety) provide parents with useful information about how to support children at home. • We regularly seek the views of all parents, for example by directing them to Parent View and by issuing questionnaires with a specific focus such as the teaching of reading. • Parents of pupils with SEND are actively involved in writing and reviewing children's Support Plans and their targets each term. The SENCo explains to parents how their child's learning is planned and suggest ways that they can help their child at home. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place, for example frequent email communication with working parents. In addition, we may direct parents of children with SEN to learning events. • There is a Home School Link worker who is available to support parents. She can be contacted via the school office. The Home School Link Worker is Katy Whitford. • If requested we provide opportunities for parents to observe their child learning during a session providing additional support. This helps parents to understand what their child's support looks like in practice. Our Teaching Assistants may demonstrate useful strategies to enable parents to feel more confident when trying activities with their child at home. • We always support parents in any way that we can and we direct parents to services that support with parenting.
5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • At Trinity Oaks C of E Primary School the wellbeing of children is given a high priority. Our Christian ethos and values are very important to us and underpin the work of the school. • Staff are made aware of safeguarding, pastoral care and medical needs at the start of each academic year with regular updates as necessary. We provide a high standard of support and training is planned

		<p>according to the current and future needs of our children. Our policies clearly set out how we manage the administration of medicines and how we provide personal care.</p> <ul style="list-style-type: none"> • Our Behaviour Policy and Anti-Bullying Policy explain our positive approach to managing behaviour. All staff support our ethos of high expectations and systems for rewards and sanctions are fully understood. When there is a problem we try to use a restorative approach where children are helped to reflect on the reasons for and consequences of their behaviour. Behaviour is monitored and where patterns are identified a solution is sought. • Attendance is regularly monitored and good attendance rewarded. We support parents to improve their children’s attendance if necessary and actions are taken to prevent unauthorised absence. • We listen to the children in different ways and they feel happy to speak to a range of adults working at the school. Pupils’ views are surveyed using a questionnaire and by completing the One Page Profile with them. This asks, ‘What people like about me and what I like about myself?’, ‘What is important to me?’ and ‘How best to support me?’ We have a School council - ‘The TOP Team’ - to give pupils the opportunity to contribute their views about aspects of school. • Children are taught Personal, Social, Health and Emotional development and themes are embedded in our planning for Collective Worship. • We have a trained Emotional Literacy Support Assistant (ELSA). This person is Katy Whitford. She works with individual pupils and small groups. • When reviewing the support plan and targets of a child with a Special Educational Need or Disability, the child’s views will be sought in an informal way, for example a parent or member of staff may talk to the child about how they feel about school and their learning and record the information in the plan.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • As a school we promote professional development and staff receive regular training to update their skills and knowledge. • The SENCo attends training and network meetings organised by the Local Authority and locally. • Support is accessed by referral to the Multi Professional Team and includes our Educational Psychologist and Specialist teaching team. • We have strong relationships with other professionals in education, health and social care including Speech and Language Therapy, Occupational Therapy, Physical and Sensory Support, the Race, Equality and Minority Achievement team, Child Mental Health Services, our designated Social Worker, Education Welfare Officer and the School Nursing team. • Teaching Assistants benefit from regularly working alongside Speech and Language Therapists who are working with pupils with SEND. In this way they are able to ask questions and develop their own expertise. • When buying in additional services we will monitor the impact of any intervention against cost to ensure value for money. • The school has taken part in the Specialist Teaching Team’s EASEL (Everyone a Successful and Effective Learner) project.

		<ul style="list-style-type: none"> • Our Emotional Literacy support Assistant (ELSA) attends ELSA supervision sessions to support her in her role. • We have a designated teacher and governor for Looked After Children (LAC) who has attended meetings led by Social services and the Virtual School.
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Our teachers are very experienced professionals and all staff will be regularly updated about Special Educational Needs and Disability by the SENCo. • We aim to ensure that all staff working with children with SEND possess a working knowledge of the difficulty in order to support them effectively to access the learning. • We are investing in a programme of training. This is planned to support our SEND pupils and meet the needs of our school. • Staff have completed Positive Touch physical intervention training. We have a trained Emotional Literacy Support Assistant. A number of Teaching Assistants have completed Makaton signing training and regularly share this training with other staff. A number TAs have completed an ELKLAN Speech and language course and this has also been disseminated to all teaching staff. Class teachers and TA have completed training to deliver the Fischer family Trust Wave 3 Literacy intervention. Teachers and TAs have also attended courses run by the Specialist Teaching Team, for example helping pupils understanding of number. TA's have attended courses run by the Educational Psychology service, including Precision Teaching. • Our School Improvement Plan identifies priorities for the school and currently includes objectives for SEND provision. Future staff training will be matched to the changing needs of our children and the specific requirements of new children joining our setting.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • At Trinity Oaks C of E Primary school we have a whole school approach to inclusion which supports all pupils engaging in activities together. • Our Special Educational Needs Policy promotes the involvement of all our learners in all aspects of the curriculum and we make reasonable adjustments to ensure that this is the case. • Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome them. • We seek the views of parents when planning school trips and risk assessments are completed
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Our Equality policy describes our positive approach to ensuring equality, as defined in the Equality Act 2010. We have a strong commitment to the local community and we value and respect diversity in our setting. • Our Disability and Accessibility Plan explains how we will meet the needs of all our learners. We have a new purpose built building and are able to accommodate children and parents with different needs or disabilities. We will make reasonable adjustments to improve access to the curriculum (e.g. making

		<p>technology, curriculum materials and auxiliary aids available), to information (e.g. Braille) or to the physical environment (school buildings, classrooms, toilets and washing facilities).</p> <ul style="list-style-type: none"> • Risk Assessments and Personal Emergency Evacuation Plans will be put in place to keep vulnerable children safe. • When working with parents and carers whose first language is not English we would make provision through outside agencies like REMA who provide advice and work closely with families. We would make adjustments for parents and carers with learning needs or disabilities e.g. providing support with their child's home learning and we can direct them to agencies for further support.
10	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?	<ul style="list-style-type: none"> • We have worked hard to establish arrangements for transition to help welcome children and parents into our new school. We aim to visit all children in their Early Years settings and staff have established relationships with feeder settings. Children are invited to join us for tea parties and story times. We can provide school uniform for pre-schools to keep in their role play areas and photo books of our school for the book corner. Parents are invited to an information evening. Children are given photos of all staff and the classroom environment so that parents can help prepare them for the transition to school. Staff arrange home visits for all pupils starting school. • If a Special Educational Need has been identified or a concern has been raised we will meet with pre-school staff and parents to develop a 'Transition Plan'. This involves gaining as much prior knowledge about the child as possible and putting in place strategies to help with the transition to school. • We are developing links with the local secondary school in preparation for transition in the future.
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Each year we review the characteristics and needs of the new cohort. This information feeds into our School development Plan and enables us to plan for particular interventions and staff training. • If we see patterns in the needs of pupils we plan for future interventions. For example we organised ELKAN training to meet Speech and Language needs. • We seek to ensure value for money, so the impact of interventions will be measured and evaluated and the SENCo has had training on this. The SENCO attended training on maximising the impact of Teaching Assistants on learning. The SENCo has completed the National Award for Special Education Needs Co-ordination. • In consultation with our School Business Manager and Finance Governors we carefully monitor the budget ensuring that funds are used to efficiently to maximise pupil outcomes. • Funding is allocated according to the individual learner's needs using individual costed provision maps.
12	How is the decision made about what type and how much support my	<ul style="list-style-type: none"> • Every child first and for most receives 'High Quality – teacher led' support on a daily basis, also called 'Universal Support'. • Teaching Assistant support as part of high quality inclusive teaching is highly valued in our school. Support staff recruited to work at the school have a wide skill set and we believe that their support will have a huge impact on pupil's outcomes. Children with SEND may be allocated extra Teaching Assistant support or other provision.

	<p>child will receive?</p>	<ul style="list-style-type: none"> • The level of support that a child with SEND receives depends on a variety of factors. These include the pupil's progress, parental views, assessments from professionals from outside agencies and available funding. • When providing support for children with SEN the desired outcomes for interventions are clearly set out. The child's provision will be reviewed by the SENCo on a termly basis as part of our Graduated Response, taking into account person-centered outcomes, the views of child, teachers, support staff and parents. The SENCo will then be able to make a judgement about the impact that the additional support has had on the child's progress and this will be regularly shared with our SEND Governor. If it is felt that the current level of support is not meeting a child's complex needs then we will use our knowledge and experience to support parents in the process of applying for further funding.
<p>13</p>	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • Parents at Trinity Oaks C of E Primary school are actively involved in all aspects of school life. • We have established a 'Friends of Trinity Oaks' and parents are encouraged to volunteer, put forward their views and get involved. • We have parent governors who take an active role in the management of the school including teaching and learning. They monitor many aspects including provision for pupils with SEND. • Parents are involved in Co-production of School Develop Plan objectives, for example our recognition of commitment to being a UNICEF Rights Respecting School • We regularly involve parents and families in discussions about their child's learning and next steps. Parents are actively involved in co-producing Support Plans and SEN Support Arrangements. They are provided with Individual Provision Maps which clearly set out the provision that children benefit from. • We seek and welcome feedback at every opportunity and take action where necessary.
<p>14</p>	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Our school brochure and website contain information for prospective parents. When considering applying for a school place you may find it helpful to attend an open morning. Please contact our school office or check our website: trinityoaks.surrey.sch.uk. All policies mentioned above can also be accessed here. • Once you have obtained a school place your child's Class Teacher or Special Educational Needs Assistant will be your first point of contact on a day to day basis. Further support to answer questions or discuss concerns will be provided by the Head Teacher, Miss Lisa Tansley and the SENCO, Mrs Marnie Fisher. • A copy of the school's complaints procedure can be found on the school website www.trinityoaks.surrey.sch.uk • The Local Offer for Surrey can be found on the Surrey Local Authority website. https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page • Other support services that can provide parents with information and advice are Parent Partnership Service. http://www.surreyparentpartnership.org.uk/