



*'At Holy Trinity School we promise to provide opportunities for every child to be the best that they can be. We aim to create a happy and secure Christian environment in which children can grow in confidence and independence. We strive for excellence in teaching and learning to achieve high standards together.'*

Holy Trinity C of E Primary School is a voluntary aided one form entry primary school with 9 classes, including one bulge class and a 26 place nursery. We are an inclusive school within the London Borough of Barnet.

The SENCo at the school is Annabel Wharton who works on a part time basis (Mon, Tues, Thurs). Jackie Sawers is the HLTA SENCo Assistant who works full time. They can be contacted by calling 0208 8831824 or emailing [office@holytrinity.barnetmail.net](mailto:office@holytrinity.barnetmail.net). The SEN Governor is Jac Miller.



### What kinds of SEN do we provide for?

At Holy Trinity we support children who require additional help with:

- \* Communication and Language needs
- \* Cognition and Learning needs
- \* Social Emotional and Mental Health needs
- \* Physical and or/Sensory needs

### How do we identify children with SEN and assess their needs?

Children at Holy Trinity are tracked and monitored each term through meetings held with the leadership team, informal meetings and pupil progress meetings. Teachers evaluate their lesson and look at the progress made by individual children against expected stages of progress. If a teacher has any concerns regarding a child in their class, they discuss the concerns initially with the SENCo or SENCo HLTA or a member of the SLT.

We track children with SEN by identifying:

- If a child has significantly greater difficulty in learning than the majority of children of the same age as shown by a lack of progress in the classroom.
- If a child has a disability or physical impairment which prevents or hinders children from learning.
- If a child has an emotional or behavioural difficulty that impedes the child's own learning, or that of other children.

Where necessary, children may require an Individual Learning Plan (ILP). These show the outcomes the children are working on and the agreed strategies used to enable the children to achieve these. These plans are discussed and agreed between teachers, children and parents/carers.

If concerns persist, more formal assessment is carried out to identify key areas needing support. At this point, outside agencies may be consulted.

### How are parents of SEN children consulted and involved in their child's education?

We really value the importance of working in partnership with parents/carers. We make every effort to ensure a good level of communication with parents so that they feel informed and knowledgeable. We take into account the child's whole development and plan for the child's support accordingly.

- For children with Educational Health Care Plans (EHCP) and those on SEN support, Individual Learning Plan meetings (ILP) are held three times a year with the child, parents, teachers and SENCo. Previous ILPs are reviewed to analyse how much progress has been made against the outcomes and new outcomes devised, if appropriate.
- In order to work together with families we have an 'open door' policy and like to talk with families throughout their child's time at our school.
- Additionally, children with EHCPs have an annual review meeting in which children's progress against their individual outcomes is looked at in detail with key external bodies and decisions about future provision is jointly agreed.
- Coffee mornings are held each term at school. Parents are able to meet each other and the SENCo team informally. The SENCo governor and outside professionals are regularly invited.

### **How are young people with SEN consulted and involved in their education?**

We are keen to develop the child's voice and seek their views on all areas of their learning.

- Children are involved in setting ILP outcomes and are given opportunities to reflect on their progress.
- Children with EHCPs attend part of the Annual Review. They are invited to give their views via a child friendly questionnaire.
- Achievements and progress are celebrated within the ILP meeting/annual reviews and in celebration assembly where appropriate – Golden Book Awards/Silver certificates/Postcards are sent home.

### **How do we assess and review SEN children's progress towards outcomes?**

Assessment and review processes of pupils with SEN are carried out in the following ways:

- Regular leadership meetings are held to analyse and review data and progress in core subjects.
- Each term pupil progress meetings are held with a member of the Leadership Team.
- Teacher observations, book and planning monitoring and performance management.
- Annual Reviews (for children with EHCPs).
- Individual Learning Plan meetings (SEN support).
- Planning meetings with the Educational Psychologist (annually)
- Termly review meetings with the Mainstream Speech Therapists.
- Regular conversations with other professionals who work with specific children in and out of school.
- CAF (Common Assessment Framework) meetings.
- Core Group Meetings (includes social workers).

### **How do we evaluate the effectiveness of the provision for children with SEN ?**

We have a rigorous system of self-evaluation which regularly evaluates a range of areas including: pupil progress, achievement, quality of teaching and learning, effectiveness of interventions and the curriculum. As part of this process, we evaluate the effectiveness of the provision for pupils with SEND.

The SENCO and SEND governor, meet regularly to discuss the provision for children with SEN. Each term, the performance data of all children, including those with SEND is analysed by the Leadership Team and areas of need are identified. In addition, all interventions that are taking place are regularly reviewed and monitored to ensure that the impact is effective.

### **How does the school adapt the curriculum and learning environment for SEN children?**

The school adapts the curriculum and learning environment for pupils with SEN according to the needs of the child. This is achieved by regularly updating a provision map which details each year group and the specific interventions running to support their learning. Other evidence of adaptations can be found in or referred to in the ILPs, EHCP outcomes, planning, behaviour plans and the SEN Policy. Examples include quiet areas, workstations, individual timetables, learning breaks, and differentiated planning.

### **What additional support for learning is available to pupils with SEN?**

This is planned on an individual basis, depending on the needs of the child and added to the provision map. The teacher of each class will plan for all children's needs and will differentiate lessons accordingly in order for every child to reach their full potential. We also run various intervention groups which may include support for reading, maths, writing, phonics, language, social skills, gross motor skills, fine motor skills, lego therapy, handwriting, colour semantics.

### **How do we support Looked after children?**

Children who are looked after and have SEN will have both a support plan and an electronic personal education plan (ePEP from May 2016). The impact will be monitored by an allocated social worker family liaison officer from Barnet Children and Families as well as the school SENCO and the Family Liaison Officer, Kerrie Wakefield.

### **How do we enable pupils with special educational needs to engage in activities of the school (Including physical activities) together with children who do not have special educational needs?**

We believe that all children can learn, play and achieve together and make adaptations to facilitate this where necessary. All children partake in activities such as shows, assemblies, sports days and celebrations to a level where they feel comfortable. We work alongside parents to plan for adapting either the environment or approach to an activity to ensure each child can participate as much as possible.

### **What arrangements are in place to support SEN children in moving between phases of education and other settings ?**

It is essential to support a child through transitions. We have a range of procedures to support children with SEN as they join our school, move to new classes within the school or transfer to new schools.

#### Nursery

Home visits are carried out for all children and any concerns are discussed. The settling in process is tailored to support the needs of individual children.

#### Reception

Any children joining us in Reception go through the same induction process as the new to Nursery children. We work closely with and visit other pre-school settings. To support children with SEN we will meet with relevant staff in their prior setting to ensure that we are well informed about the child's additional needs and can plan appropriate provision.

#### Joining our school in other year groups

If a child with SEN joins part-way through their school career, we will arrange for parents/carers to meet with the SENCo to discuss the child's needs. We will also liaise with the previous school to discuss strategies and support that have been effective in the past.

#### Moving classes

Class teachers and Teaching Assistants have handover meetings to discuss all pupils. In the summer we arrange transitional times and children have occasional lessons in their new classrooms. SEN pupils, where appropriate, have extra opportunities to attend the new classroom with a familiar member of staff.

#### Transferring to secondary school

We have good links with secondary schools in the area and we meet with them between May and July to ensure they have all the relevant information they require. For children with SEN we run specific transition sessions to support them. Whenever a child with SEN moves to a new school, we ensure that all relevant paperwork is forwarded to the new school.

For children with EHCPs, a representative from the secondary school will be invited to the Year 6 Annual Review. Extra visits can be set up and this is done on an individual basis in conjunction with the relevant secondary school.

### **What support is available for improving the emotional and social development of pupils with SEN?**

All staff working with the children in the school have a good understanding of each child's social and emotional needs. Staff ensure that there is time to talk to children and support them with issues that they may have as well as planning for future support. We offer:

- A lunchtime 'quiet room' for children who find the playground daunting.
- Playground buddies for children that need extra support (this could be from another year group).
- As part of the curriculum, time is set to teach Personal Social and Health Education (PSHE) such as circle time.
- The school council is very active in ensuring the child's voice is heard within the school and will often make suggestions of how we can help.
- If a child continues to struggle with behaviour choices a behaviour plan is devised and three members of staff allocated as a support triangle for that child. These are reviewed regularly and strategies updated according to the child's needs.

If we feel we need further advice then we may refer to an outside agency. These include: High Incidence Support Team (HIST), Child and Adolescent Mental Health (CAHMS), Health and Emotional Wellbeing (HEWS) and Primary Project. Where necessary children may be offered a block of therapy sessions from some of the above services. These take place during the school day at school.

### What specialist training or expertise do the staff have around SEN?

- The SENCo is in the process of achieving the NASENCO qualification (National Award for Special Educational Needs coordination).
- The SENCo also attends termly training sessions provided by the borough and meets regularly with network and partnership schools.
- All staff have regular training either during school INSET or staff may go on courses linked to the needs of the children that they are supporting.
- A number of staff have a 'Team Teach' qualification which qualifies them to de-escalate challenging situations and where necessary to restrain pupils safely.
- We have received external training from the Speech and Language Therapist and the Occupational Therapist.

### What outside professionals work with the school?

We work with a range of outside professionals depending on the needs of the child. These can include:

- Educational Psychologist
- Speech and Language Therapist
- HIST (High Incidence Support Team)
- Autism advisory service
- BEAM (Barnet's early autism model)
- CAMHS (Children and Adolescent Mental Health Service)
- Primary Project (run by CAMHS)
- HEWS (Health and Emotional Wellbeing Service, run by CAMHS)
- Occupational Therapist
- Physiotherapist
- Other schools for advice and support

### How do we decide what resources we give to a child/young person with special needs?

The SENCo liaises with the head teacher in order to ensure that the SEND budget is spent appropriately to support children with additional needs. The budget is used for:

- Additional adult support in class and playtimes
- Additional adults to run interventions and the necessary resources to support children with additional needs
- Additional specialist resources to enable each child to access the curriculum
- Some additional funding is provided by the local authority for those children who have a Statement of Special Educational needs or Educational Health Care Plan

### Who should I contact if I have any concerns or a complaint with regards to my child?

If a parent has a concern or question about provision for the child with SEN, they should contact their child's class teacher in the first instance. If a parent wishes to discuss their concerns further, they can contact: the SENCo, Mrs Annabel Wharton; the Deputy Headteacher, Miss Kirsty Newman; or the Headteacher, Mrs Roz Kimani.

Should this matter still be unresolved, the parents/carers



### Is there any additional information that could be useful for parents?

- More detailed information regarding Special Educational Needs and accessibility please see our SEN policy and Accessibility policy on our website: [www.holytrinityceschool.org](http://www.holytrinityceschool.org)
- The 'Ordinarily Available' document and the Barnet 'Local Offer' can be accessed on our school website and at the following website. This details the provision for children with SEN : <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer.html>
- A copy of the full Code of Practice 2015 can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Parents can also contact SENDIASS who can give additional advice and support specifically to parents of children with additional needs: Telephone - 0208 359 7637 Email – [SendIASS@barnet.gov.uk](mailto:SendIASS@barnet.gov.uk)

This document is compliant with the following legislation: 0-25 SEN Code of Practice (2015), Special Educational Needs and Disability Regulations (2014), The Children and Families Act: Section 69 (2014) and duties under the Equality Act (2010).