



Holy Trinity CE Primary SEND Information Report

The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

- 1. Children's learning is understood developmentally*
- 2. The classroom offers a safe base*
- 3. The importance of nurture for the development of wellbeing*
- 4. Language is a vital means of communication*
- 5. All behaviour is communication*
- 6. The importance of transition in children's lives*

SEND Report for children with Special Educational Needs and Disabilities

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

We are a mainstream school for children aged 3 -11 years. Responsibility for co-ordinating the day-to-day operation of the SEND provision lies with the Special Educational Needs Coordinator (SENCO), Jemma Brown, Assistant Head for Inclusion. Ms Brown holds the National Award for Special Educational Needs Coordination (NASENCO) and is contactable through the school office.

At Holy Trinity CofE Primary school, the SEND governor is Father Paul Hutchins He meets termly with the SENDCO to gain an overview of the whole school picture for SEND and champion the education of children with SEND.

He will do this by:

- Raising the awareness of SEND at governing body meetings
- Monitoring the quality and effectiveness of SEND provision within Holy Trinity and update the Governing Body on this.

As a school, we believe that parents are an integral part of their child's education and we will always involve you in the decision-making process.

How we identify children who may have SEND within our School

We monitor children's progress through ongoing assessment and tracking and termly pupil progress meetings to ensure we identify any needs as early as possible.

Children may have difficulty with some or a combination of the following:

- Understanding information
- Reading, writing or maths
- Expressing themselves
- Organisation skills
- Sensory perception or physical mobility
- Social, emotional or mental health difficulties
- Making friends or relating to others
- Some or all of the work in school

If you feel your child is experiencing significant difficulties with any of the above, please raise your concerns with the class teacher in the first instance. If a child has a high level of need when joining the school or need additional support in the form of an intervention, they may

be considered to have Special Educational needs or Disabilities (SEND) and placed on the SEND register.

How we support your child within our school:

All children receive quality first teaching; this means that a range of teaching styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Class teachers and teaching assistants also deliver additional bespoke teaching either to small groups or individuals.

We make sure your child's progress is monitored by their class teacher on a regular basis.

This can be in the form of:

- Observations
- Discussions
- Questioning
- Assessments
- Individualised programmes
- National tests at stated points in the child's education

The class teacher is responsible for overseeing planning and progress for children with SEND in their class. We follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Through quality first teaching all work within the class is pitched at an appropriate level so that all children are able to access the curriculum according to their needs.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice.

The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

The school SENCo oversees all provision and progress of children requiring additional support across the school. The children who are not making the expected progress are identified and discussed during pupil progress meetings with the Senior Leadership Team. It is then decided on the best course of action to take for the child; this may include a focused intervention group during the school day or targeted support during the main lesson.

If a child continues to have difficulty or has a high level of difficulty when they join us, or as they change during their school life, they may be considered to have a special educational need or disability (SEND). Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

They will need support which is additional to and different from their peer group.

Additional needs can be categorised into four key areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

Pupils who are identified with having SEND will have an IEP written by their teacher with their targets on. This is an opportunity for children to have their voice heard including sharing their strengths and talent and ways adults can help them in school. These IEPs are reviewed on a termly basis – at parents evening and with the school report.

You are welcome at any time to make an appointment to meet with either the class teacher first and then the SENCo or phase leader to discuss how your child is progressing. If your child has complex needs and has an Educational Health Care Plan (EHCP) an annual review will be held.

Resources

- The school's SEN budget is allocated to meet the needs of the children on the SEN register.
- The progress and attainment of all children is tracked and resources are allocated according to need. Resources include physical resources as well as human resources eg staffing and support from services.
 - The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed. For example, Educational Psychologist, Play Therapy, Speech and Language Therapist, behaviour support.

Reporting back to you

Parents' evenings are held during the school year for teachers to meet with parents / carers to discuss progress and to highlight any concerns. All children have a full written report at the end of each school year. Children with SEND may have additional meetings with a range of other agencies. This may include a Team Around the Child (TAC) meeting or an Early Help Assessment (EHA), which allows us to bring all professionals involved together to ensure support is co-ordinated.

As of May 2024, we have 124 children receiving some form of SEN Support with a number of children on a watch list for their year group. We currently have 17 children with EHCPs to support their learning.

Wellbeing

The wellbeing of your child is very important to all staff. We may seek advice from a number of other specialists who may be working with your child.

Specialist services that are accessed by school may include the following along with any others that are felt appropriate to help to meet the needs of the child:

- Educational Psychology Service
- Health Visitor Service
- Speech and Language therapists
- School have Play Therapists and an Art Therapist
- Dyslexia Support
- Occupational Therapy Support
- Behaviour consultant
- Child and Adult Mental Health services (CAMHS)
- Paediatrician
- Sensory support service
- Local special schools with outreach services e.g. Camberwell and The Grange
- Early Help and Children's Services

How we include children:

We endeavour to include all children in all activities making reasonable adjustments so they can take part in school, visits and residential trips. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to take part in sports days, school plays, stay and plays, workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Appropriate plans will be made for the provision of their personal care, dietary needs or medication. For further details please also see the Supporting Pupils at School with Medical Conditions policy and the school's Accessibility plan.

The school is a two-storey building with many stairs. The school lacks full access for wheelchair users; however, our building has a lift. We use translators for meetings with parents of children with SEND where appropriate.

Admissions

SEND admissions Manchester City Council manages our admissions. Please contact Manchester City Council Admissions Team on 0161 245 7166 or apply online here.

Where children who have Education Health Care Plans (EHCP), admissions are made via the Special Educational Needs EHCP Team.

They can be contacted on 0161 245 7439 or sen@manchester.gov.uk.

For further information on the admission of pupils with a disability, please contact the school to arrange an appointment with the Inclusion Lead.

Applications for our pre-school nursery should be made directly to the school who can be contacted on 0161 205 1216 or via email admin@holytrinity.manchester.sch.uk

At Holy Trinity, we believe transitions are important to help pupils with SEND prepare for moving between years, schools and phases. To support transitions for new school years, we ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed. We then devise a personalised plan for each child in order to support them effectively.

Between schools

The SENCO of the secondary school will come into our school for a meeting with our SENCO or Phase leader and teaching team. They will discuss the needs of all the children who are receiving SEN support or have an EHCP. We then work closely with the local high schools to devise a personalised transition plan which can include extra transition days.

In Year 6, the pupils have an adapted behaviour policy which supports the children with a focus on the expectations of a high school setting.

Looked after children

Jemma Brown is also the lead teacher for Looked after children and she works with the staff to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Complaints

You can find our complaints policy

<https://www.holytrinity-manchester.co.uk/policies/>

Complaints about SEN provision in our school should be made to the class teacher in the first instance and then the SENDCO or Head teacher if appropriate. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.iasmanchester.org/>