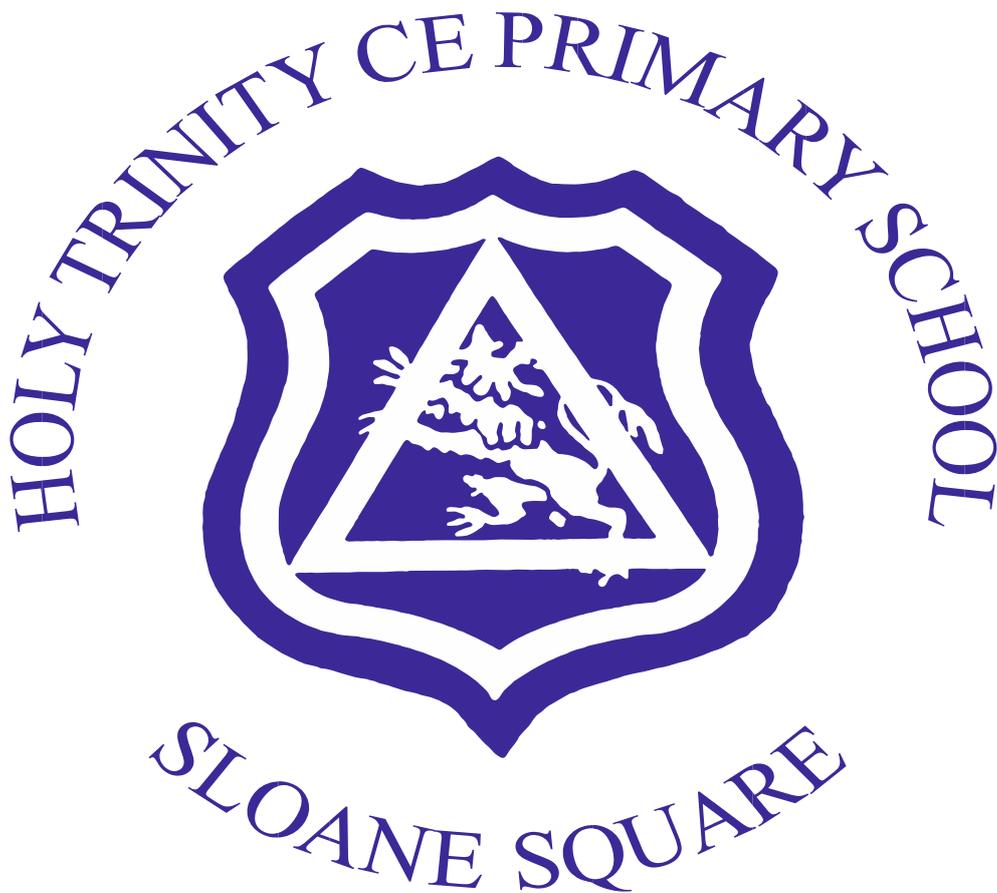


Holy Trinity C of E Primary School

SEN Information Report



SEN Information Report (School Offer for SEND) – Parents/Carer’s Questions and answers

1	Who are the best people to talk to at Holy Trinity School about my child’s special educational needs, disability or difficulties with learning?
2	How will the school let me know if they have any concerns about my child’s learning, special educational need or disability?
3	How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?
4	How does Holy Trinity School ensure the teaching staff are appropriately trained to support my child’s special educational needs and/or disability?
5	How will the curriculum and the school environment be matched to my child’s needs?
6	What types of support may be suitable and available for my child?
7	How will you support my child to reach his/her learning outcomes?
8	What is an EHC Plan and who can request one for my child?
9	How will you help me to support my child’s learning?
10	How is support allocated to children and how do they move between the different levels of support in school?
11	How will the school know that the support has made a difference to my child’s learning and how can I and my child be included in this review process?
12	What support will there be for my child’s happiness and well being at School?
13	How is my child included in all the same activities as his/her peers at school?
14	How will Holy Trinity School support my child in transition stages?
15	If I have any other questions about my child at Holy Trinity School, who can I ask?

Please [click here](#) for information on the Kensington & Chelsea

Holy Trinity's SEND School Offer

Questions and answers for parents and carers

1. Who are the best people to talk to at Holy Trinity school about my child's difficulties with learning, special educational needs or disability?

- In the first instance, it is always best to talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Mrs Verity the school SENCo. You may wish to arrange a meeting with her.
- If you continue to have concerns, you may wish to arrange to discuss these with Mrs Lloyd Wright the Deputy Headteacher or Mrs Lloyd Wright the Acting Headteacher.

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher meeting.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Holy Trinity school we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other professionals.
- If your child has an identified special educational need you will be invited to a meeting with the class to discuss strengths, areas of development, progress and current support strategies being used and expected outcomes. The SENCO may be involved in some of these meetings.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual

4. How does Holy Trinity school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Holy Trinity school we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. This will include assessment of your child's needs, planning to meet these needs and evaluation of these strategies and their success in supporting your child.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school uses expertise from professionals in school, advice from professionals from outside agencies and accesses training programmes from different organisations including the Triborough , Outreach team based at QE2 school and individual training depending on current needs.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Holy Trinity school we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs and interests of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Holy Trinity school regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- The school provides a range of resources which can be used to adapt and enrich the curriculum for children with SEND.

6. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**
 - At Holy Trinity school we have a 3 tiered approach to supporting a child's learning.
 - Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
 - Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.
 - Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
 - Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.
 - The current interventions provided at Holy Trinity school include:
See Interventions Provision Map table

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

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

- We may provide you with strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child, ie: Educational Psychologist, Speech and Language Therapist etc.

10. How is support allocated to children and how do they move between the different levels of support in school?

- Holy Trinity school receives funding from the Local Authority . These funds include money to support the learning of children with SEND.
- The Head teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head teacher , the senior leadership and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support. Termly pupil progress meetings are held with the SENCo and class teacher to review progress and identify any barriers to learning.

12. What support will there be for my child's happiness and well being at Holy Trinity school?

- At Holy Trinity school we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants and the SENCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.

13. How is my child included in all the same activities as his/her peers at school?

- Holy Trinity school is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEND are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will Holy Trinity school support my child in transition stages?

- If your child has SEND ,we liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child when they join Holy Trinity.
- While at Holy Trinity school we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. Handover meetings are arranged in the summer term to ensure smooth transitions.
- Holy Trinity school makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. If I have any other questions about my child at Holy Trinity school, who can I ask?

At Holy Trinity school we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class/form teacher
- The SENCo
- A member of the Senior Leadership Team
- The Headteacher

Useful Links

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

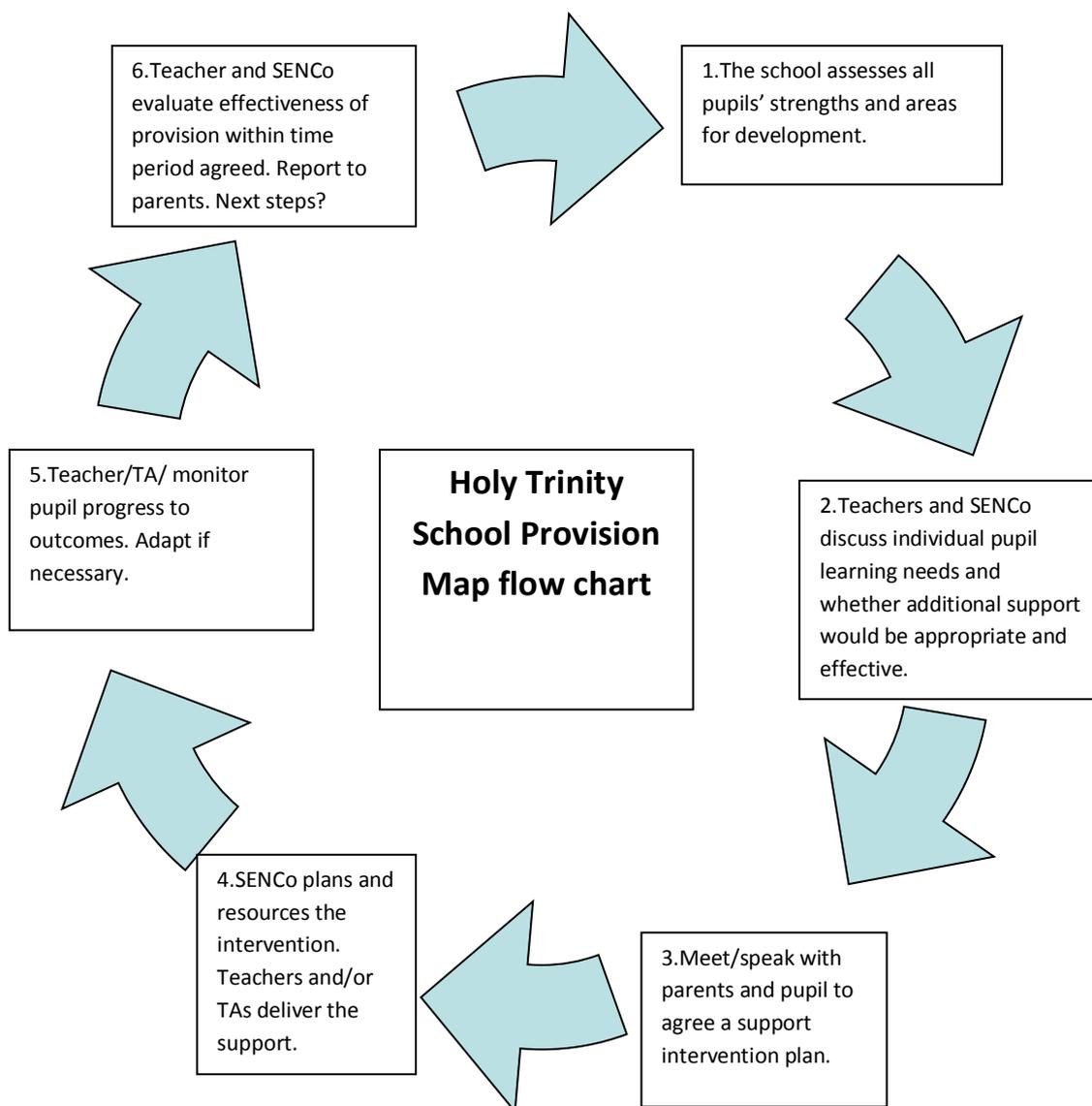
Parent and Carer Forum:

<https://www.wppg.org.uk/>

SEND Information, Advice and Support Service: (Westminster)

<http://www.westminsteriass.co.uk/>

Parents' guide to Holy Trinity school Interventions



Interventions	Specialist support
<p>Early Talk/Talk Boost 15 mins a day reading programme part1&2 Rapid Maths Rapid Write Rapid Read Maths power of 2/Springboard/Talk it, Solve it Spelling made easy Phonics Alpha to Omega The five minute Box/phonic catch-up Language for Thinking Programme Support staff in all classes</p>	<p>Speech Therapy Occupational Therapy Social & Emotional support (2 ELSA support staff) Autism and Early Years Team Behaviour Intervention Team Educational Psychology Clinical Psychology School Nurse Early Help (parenting support) Communication Champion</p>