



Trinity St. Peter's

Church of England Primary School

where children shine

Our School SEND Information

This report is in the context of Schedule 1 and Regulation 51 of the Special Educational Needs and Disability Regulations 2014, The SEN Code of Practice 2014, Section 69 of the Children and Families Act 2014 and the Equality Act 2010.

Our school information:

Mission Statement

Guided by our faith, in everything that we do.



Vision Statement

At Trinity St. Peter's we believe that every child is a star and that it is the school's responsibility to work in partnership with all members of the local and wider community to provide each child with the skills and values they need to shine in the real world. We want all our children to enjoy their learning journey, to achieve their full potential and to become caring global citizens of the world with the motivation and confidence to be the best they can be, guided by their Christian faith.

SEND Provision

The governing bodies of maintained schools and nurseries must publish information on their website about the implementation of the governing body's policy for Special Educational Needs and/or Disabilities (SEND). The SEND Information Report has been compiled using the information required as set out in Schedule 1 and Regulation 51 of the Special Educational Needs and Disability Regulations 2014, The SEN Code of Practice 2014, Section 69 of the Children and Families Act 2014 and the Equality Act 2010.

We believe in the importance of every child achieving their 'best', making good progress and enjoying their learning experience through Quality First Teaching. As a school when we plan any learning opportunity, our learners and their needs are the central focus.

However, for some of our learners, there are occasions when additional support is required to allow us to support the next steps in their learning journey. Additional support may be given for a set period of time or for a longer period to ensure every learner can access our curriculum effectively and are fully included in learning opportunities and school events. Our parents are informed, included and supported throughout such periods of provision.

Mission Statement, Vision and SEND Provision for Trinity St. Peter's Primary School.

1.The kinds of special educational needs for which provision is made at the school.

Children and young people's SEND needs are generally thought of in the following four areas:

	<ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Behaviour, Emotional and Social • Physical, Sensory and Medical <p>We currently provide support for children within all four areas of need. The school has access to services from the Local Authority. We have dedicated staff who have experience of supporting children with Autism Spectrum Disorder (ASD), Speech and Language Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Hearing and Visual Impairments, Specific Learning Difficulties such as Dyslexia and various social and emotional needs. As well as staff support, we also have access to services from the Local Authority to support the wide range of Special Needs.</p> <p>We currently use a variety of intervention programmes to support provision for the needs of a child or young person. If you have any concerns about your child please contact the class teacher, you do not have to wait until parents evening. The class teacher will feedback any concerns that a parent may have to the SENDCo.</p>
<p>2.Information about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<p>Early identification of pupils with SEND is important in overcoming barriers to learning. Daily assessments of learning inform future planning; this also feeds into formal termly assessments.</p> <p>If a learner's needs are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are considered to have Special or Additional Educational Need. Class teachers make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>The SENDCo, Miss Fitzpatrick works closely with the Assessment Manager, Mr McCabe and SLT to ensure data is accurately reflected upon and to ensure that quality first teaching and interventions are in place. Pupil Progress Meetings identify children who are making less than expected progress. Please refer to the SEND Policy and Assessment Policy on the school website for further information.</p>

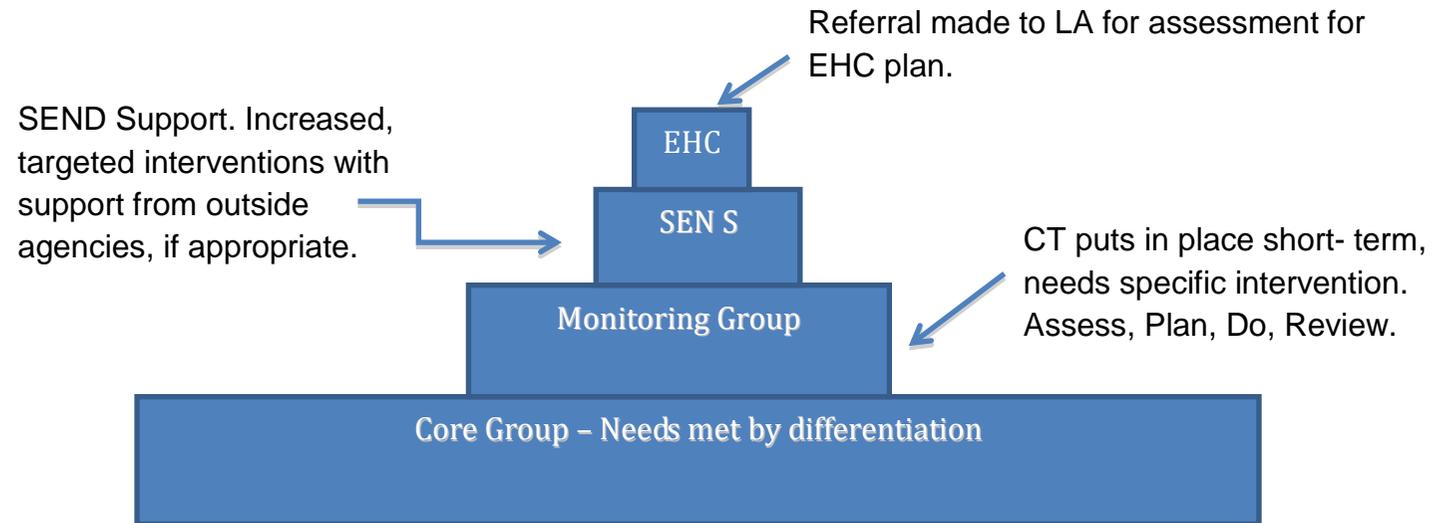
<p>3.Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including-</p>	<p>a) How the school evaluates the effectiveness of its provision for such pupils</p> <p>Provision and interventions are monitored within school to measure the impact and ensure effectiveness. Interventions that are not found to have an impact are discontinued. The SENDCo, Miss Fitzpatrick works closely with the Assessment Manager, Mr McCabe and SLT to ensure data is accurately reflected upon and to ensure that quality first teaching and interventions are in place. Pupil Progress Meetings identify children who are making less than expected progress.</p> <p>Following the school's monitoring and evaluation schedule, regular learning walks from the SENDCO and SLT team, as well as Classroom observations and book monitoring ensures appropriate support is in place and progress is being made by all including children with SEND.</p> <p>b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p> <p>Underpinning our provision is the graduated approach; a cycle of assess, plan, do, review. Tracking and monitoring for SEND children is completed using an assessment tool, 'BSquared'. Targets and data are analysed along with interventions. Interventions are regularly monitored by Class Teacher/SENDCo. Following the school's monitoring and evaluation schedule mentioned above, SENDCo and SLT ensure appropriate progress is being made. Class Teachers and parents review children's learning at Parent Teacher Meetings and individual SEN Support Plans are reviewed by staff and children. Parents are also invited to review these plans and any necessary amendments are made.</p> <p>c) The school's approach to teaching pupils with special educational needs</p> <p>We are an inclusive school and we all strive to ensure all children meet their full potential. We ensure SEND children are able to engage in activities by making reasonable adjustments to the curriculum and school environment.</p> <p>d) How the school adapts the curriculum and learning environment for pupils with special educational needs</p> <p>All class teachers evaluate their own teaching, make changes and adapt their planning wherever they feel is necessary, which may include implementing a personalised curriculum for individuals if appropriate. The school ensures that children with SEND can participate in extra-curricular clubs if they wish. Appropriate arrangements can be made including resources/deployment of staff if SEND children wish to attend our in house Breakfast</p>
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Club or After School Club.

e) Additional support for learning that is available to pupils with special educational needs

SENDCo, Headteacher and Governing Body ensure that appropriate provision is in place for SEND children. Top up funding (High Needs Funding) is available upon application to the Local Authority. High Needs Funding is requested for those children who have the most significant needs and require support to enable them to access mainstream provision successfully. Local Authorities should use their High Needs Funding to provide the most appropriate support package for children with SEND.

If a pupil has more complex needs and struggles to access the curriculum or environment due to their individual needs, a referral will be made to the Local Authority (Sefton Council) for assessment and an Education Health Care Plan may be put in place.



f) How the school enables 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

At Trinity St. Peter's we ensure we make the curriculum accessible to all learners, including those with SEND. We are committed to giving all of our children every opportunity to achieve their potential and develop as well rounded individuals, who shine in the real world. We have a whole school approach to inclusion which

	<p>supports all learners engaging in activities together. We endeavor to make reasonable adjustments so that all learners can participate in activities regardless of their needs.</p> <p>g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p> <p>At Trinity St. Peter's:</p> <ul style="list-style-type: none"> • Our core school values are intrinsic throughout school life • Appropriate curriculum and provision underpins the social and emotional wellbeing of all students • Positive support plans are drawn up to support individual pupils • Achievement and success is regularly celebrated in the form of certificates awarded as well as class dojos. • Mindfulness activities take place to support SEMH development • PHSE is a subject with a high profile throughout the whole school (see below) • A counselling service, Brighter horizons 4U, supports pupils individually with social and emotional difficulties. <p>We recognise that some children have additional social and emotional needs that require nurturing and support. These needs can manifest themselves in a number of ways including anxiousness, behavioural difficulties and struggling to communicate effectively. In order to support this, the whole school deliver PSHE lessons (Personal, Social, Health Education) to develop skills such as listening to one another, working in a group, understanding other's point of view, sticking at things when they get difficult, resolving conflict and managing worries. We also understand that children may need 1:1 support to develop their social and emotional needs. School also use sensory breaks, mindfulness activities and have access to outreach services such as CAMHS and Brighter Horizons Counselling where necessary.</p>
<p>4. Name and contact details of the SENDCo</p>	<p>SENDCo: Miss Katie Fitzpatrick Contact: 01704 876 391 Email: admin@tsp.sefton.school FAO Miss Fitzpatrick SEND Governor: Mrs Suzanne Farrell</p>
<p>5. Information about the expertise and training of staff in</p>	<p>We are committed to developing the ongoing expertise of our staff. All staff attend weekly staff development meetings, these provide an extensive Continuing Professional Development (CPD) support to leaders, teachers and support staff where necessary. CPD is monitored by the Headteacher and is targeted at identified areas of skill needs, the School Improvement Plan and also relates to teachers' and TAs appraisal needs.</p>

<p>relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<ul style="list-style-type: none"> • The SENDCO attends the Local Authority SENDCo briefings throughout the year. Meetings provide the opportunity for groups of SENDCos to meet together with other professionals from outreach services to discuss particular cases, to share practice, experience and obtain advice. • The SENDCO has attended group SENDCO meeting led by G&M Murphy Learning Supporting schools in Merseyside (November 2018, March 2019 and July 2019) • The SENDCO has attended ‘Mental Health First Aid’ training and is now a Mental Health First Aid Champion and a Youth Mental Health First Aider (May/June 2019) • The SENDCO has attended ‘Person Centred Review’ training October 2018 • The SENDCO has completed The National Award for Special Educational Needs Coordination • All staff received ‘Personalised Learning for SEND and More Able Children’ in September 2018 • All staff received supporting pupils with Attachment issues and how to use the Boxall Profile to support Social and Emotional needs • Whole school training ‘SEN Update’ and ‘Dyslexia’ training 2017 • Annual training is given by the medical team for administering emergency medication (new staff given small group training by School Nurse) • All staff have up to date Safeguarding training.
<p>6. Equipment and facilities secured for pupils with special educational needs</p>	<p>When a pupil is identified as having special educational needs, class teachers will differentiate work in order for the children to access the curriculum more easily, it may also be necessary for a more personalised curriculum to be implemented. Children will be given a SEN Support Plan which is written by the Class Teacher as they have the greatest understanding of the child. The SEN Support Plan (SSP) is written in great detail with information relating to the child’s background, identifies areas of needs, outlines current levels of attainment and provides SMART targets. SEN Support Plans may also include relevant information from outside agencies. Each child’s personal support plan will be reviewed termly by the Class Teacher and new SMART targets will be set. The SEN Support Plans are monitored by Class Teachers and SENDCo and will be shared with parents/carers. Parents will also be invited to discuss/review the plan with Class Teacher/SENDCo.</p> <p>If a child’s needs goes beyond the school’s expertise, advice may be sought from other external agencies e.g. Speech and Language Therapy, Occupational Therapy etc or from Sefton Local Authority. Support from the Local Authority may include additional top up funding or an Educational, Health and Care Plan.</p> <p>Should you require support from any agencies, please see relevant information on Sefton Council website: https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0</p> <p>or contact the Sefton Council Contact Centre- 0345 140 0845</p>

<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p> <p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Consultation and communication with staff, children and parents regarding the provision and support for children with special educational needs is fundamental in ensuring successful education. Regular review meetings take place with staff regarding the progress of children at Trinity St. Peter's. Involving parents and learners in dialogue is important at Trinity St. Peter's, this can be achieved by inviting parents to discuss/review SEN Support Plans with Class Teacher/SENDCo.</p> <p>In addition to this, consultation and communication with parents may take place in the following ways:</p> <ul style="list-style-type: none"> • Occasional telephone calls made by SENDCo or Class Teacher when required by staff or requested by parents • Opportunities for Parent/Guardian to add comments on SEN Support Plan • Home school diaries (where necessary) • Meetings with Educational Psychologist/Class Teacher/ SENDCo/Parents (when requested by EP) • Meetings with Inclusion Consultant/Class Teacher/SENDCo/Parents (when requested by IC) • Multit-agency meetings held on site if required • Parent Teacher Meetings in Autumn Term and Spring Term • Annual reports to parents
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>If parents/carers have any concerns regarding the SEND policy or the provision made for their child at Trinity St. Peter's Church of England Primary School, please speak to us as soon as possible.</p> <p>In the first instance, please speak to the Class Teacher or SENDCo. If the parents/ carers still feel as though their child's needs are not being met they should make an appointment to meet with the Headteacher. If concerns are still unresolved, parents may wish to engage with the school's complaints policy, which can be found on the school website.</p>

<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p>The SENDCo attends SEN briefings with the Local Authority throughout the year. These are multi-professional planning meetings to discuss school's priorities and how other professionals can help support pupils with SEND. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases, parents/carers will be consulted and their consent sought. We have established relationships with a range of professionals in health and social care. These include educational psychologists, inclusion consultants, school nurses, family support services, speech and language therapists and occupational therapists.</p> <p>When multi-agencies are involved with a family, we offer the Early Help model, in order to co-ordinate support for the child and their family.</p> <p>We have a particular duty in ensuring Looked After Children are given the appropriate support and care to help progress engagement in learning. We attend review meetings with children's services when required.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>For general support and advice, parents/carers may contact Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=wBXaryM_SUo</p> <p>Sefton's Local offer provides clear information about the provision for children and young adults (0-25 years) who have special educational needs and/or disabilities https://www.sefton.gov.uk/localoffer</p> <p>ADHD Foundation for ADHD support https://www.adhdfoundation.org.uk/</p> <p>National Autistic Society for Autism support https://www.autism.org.uk/</p> <p>Scope for families of children with physical or learning disabilities https://www.scope.org.uk/</p>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education

Trinity St. Peter's recognises that transferring classes can be difficult, therefore we put additional support in place to ensure that any transition is as smooth as possible.

If a child is moving to another school, relevant staff will:

- Contact the new school to handover any relevant information
- Ensure all records/information is shared with the new school as soon as possible
- If Early Help Support is in place, staff from the new school will be invited to a meeting so that parents can have the opportunity to speak with staff from both schools along with any other professionals involved

Transition arrangements are in place for transition between year groups and between key stages.

When a child is moving classes in school:

- Visits to the new classroom/learning environment are made
- Opportunities to meet the new class teacher and any other staff who may work with the child can be made
- If beneficial, a transition booklet or social story will be created for the child to support pupils in preparing for their new class over the holidays
- Transition meetings will take place between current class teacher and new class teacher
- Relevant information including SEN Support Plans will be shared with the new teacher

When a child is transferring from Year 6 to Year 7:

- Staff from Trinity St. Peter's will meet with staff from the Secondary School to share relevant information
- It may be necessary to organise an enhanced transition for pupils with specific needs, this will be organised with staff from both schools and Inclusion Consultant

<p>13. Information on where the Local Authority's Local Offer is published</p>	<p>Sefton's Local offer provides clear information about the provision for children and young adults (0-25 years) who have special educational needs and/or disabilities all in one place. Knowing what is out there gives you more choice and control over what support is right for your child.</p> <p>On the local offer website, you can search for services from a range of local agencies including education, health and social care services; find out more about SEND reforms and keep up to date with the scope of the local offer as it develops and grows. Visit their website at https://www.sefton.gov.uk/localoffer.</p>
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