



Trinity St. Peter's

Church of England Primary School

where children shine

**School SEND Information Report
and Local Offer**

September 2022

Reviewed February 2023

Definition of SEN: 'A child or young person has SEN if they have a learning difficulty, which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty if they:

- a. *have a significantly greater difficulty in learning than the majority of others of the same age, or*
- b. *have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

A child under compulsory school age has SEN if they fall into a) or b) above or would do so if special education provision was made for them'

Code of Practice, June 2015

School Offer

Trinity St Peter's Primary School is an inclusive school, committed to ensuring all children are able to make progress and reach their full potential by adopting a 'Graduated Response' to support pupils with SEND and work with pupils, parents and external agencies with specific expertise in order to meet the needs of individual children.

The Graduated Response consists of:

Step 1: High Quality Teaching within the school class environment

Step 2: Additional Response – an added intervention, resource of adult support targeting a specific area of learning which requires short term support

Step 3: SEND Support – The pupil is placed on the school's SEND Register as targeted intervention or support from external agencies is required over a longer period of time

Step 4 : An Education and Health Care Plan (EHCP) is applied and an alternative school provision may be considered most suitable in meeting the pupils' needs.

As part of the Gradated Response, the school follows the structure of:

1. Assess (pupil progress and attainment)
2. Plan (pupil target setting)
3. Do (pupil completed relevant additional intervention)
4. Review (reassessment to monitor progress and impact of intervention)

What type of SEND do we provide for at Trinity St Peter's?

Our SEND profile for 2022-23

The number of pupils on role at Trinity St Peter's (Nursery – Year 6) is 239. There are 30 pupils on our SEND register; 19 boys and 11 girls. This gives an average of 12.6% pupils with SEND. 6 of these 30 pupils have an EHCP (20% of SEN pupils).

The main category of SEND for these 30 pupils are:

Communication and Interaction (CI)	Cognition and Learning (CL)
7 (23%)	17 (57%)
Social, Emotional and Mental Health Difficulties (SEMHD)	Sensory and/or Physical needs (SP)
4 (13%)	2 (7%)

More than one are of need can apply to these pupils. The overall categories of SEND for our SEND profile for the 30 pupils are:

Communication and Interaction (CI)	Cognition and Learning (CL)
15	27
Social, Emotional and Mental Health Difficulties (SEMHD)	Sensory and/or Physical needs (SP)
16	9

6 of our school population have an Education and Health Care Plan (2.5%) complete with funding. 5 additional pupils receive High Needs Funding and there are 3 groups of children across the school supported by group funding.

Who are the best people to talk to in school about my child's additional needs?

Class teacher – You should speak to the class teacher first if you have any concerns about your child's progress. You may then be directed to the SENDCO. The class teacher is responsible for adapting the curriculum to meet the needs of all pupils, planning and delivering additional interventions and applying the school SEND policy.

Special Educational Needs Disability Co-ordinator (Mrs Louisa Martin Key Stage 1 and 2 SENDCO and Mrs Jo Molloy Foundation Stage SENDCO) – You will be referred to the school SENDCO by the child's class teacher for additional support and advice where required. The SENDCO will: coordinate provision for children with SEND, facilitate training for staff, monitor progress of children with SEND to ensure effectiveness of additional provision, coordinate SEN Support Plans and target setting for SEND pupils.

Headteacher (Mrs Deborah Pringle) – The Headteacher is responsible for the day-to-day management and running of the school, including provision for all pupils in the school.

School Nurse (Mr Peter Charlton) – You may wish to contact the school nurse who is available to provide advice and signpost to other services. The school nurse runs monthly drop-in meeting each month as detailed on the [school calendar](#). The school

nurse will also provide medical training for staff for children with specific medical needs or general medical training.

SEND Governor (Mrs Suzanne Farrell) – The school SEND governor is responsible for the evaluation of SEND provision as well as developing quality of provision alongside the school SENDCO for all pupils with SEND across the school.

Teaching Assistant 1:1 support – If your child has an Educational Health Care Plan or High Needs Funding they may have a linked teaching assistant who works with them daily to support them with their learning. The named teaching assistant will liaise daily with parents on the best-agreed form of communication e.g. a home / school diary.

Intervention teachers – If your child has a SEND support plan they will have additional intervention support from a Teaching Assistant or intervention teacher. You will receive a progress update from the teacher when they have completed an intervention programme.

How does the school identify that a child may have a Special Educational Need?

The identification of children with SEND is built into the school's overall approach to monitoring progress and attainment. Termly 'Pupil Progress Meetings' are held between the Headteacher, Assessment Lead (Mr Jonathan McCabe), SENDCO and class teachers to monitor the progress of all pupils.

At this point pupils whose attainment is not reaching age expectations or pupils whose progress is slower than expected are brought to the attention of the SENDCO. The SENDCO supports the class teacher in deciding which intervention/resource/external agency would be suitable in supporting the child to make greater progress. This support may be on either a short term (additional response) or longer term (SEND support) basis. The progress of children with SEND is monitored termly by the SENDCO and the 'Graduated Response' is followed to escalate or reduce the amount of additional support required as appropriate.

The school recognises that not all Special Educational Needs can be monitored or identified through academic progress (for example social communication difficulties, sensory processing differences) and therefore class teachers provide information to the school SENDCO about what 'High Quality teaching' and 'additional response' approaches have been used to support the pupil in class and the school SENDCO can provide advice or refer to external agencies for further support in these areas.

High Quality Teaching Provided to All Pupils

High Quality Teaching is the school's universal offer of excellent teaching to all pupils.

The Code of Practice 2014 states that High Quality Teaching is the first step schools must take in achieving the best outcomes for their pupils. High Quality Teaching is defined as:

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered'. Code of Practice, 2015, 6.37

Pupil Engagement

Pupil engagement in learning is a key element in enabling progress to be made. Schools actively promote pupil engagement using a variety of means:

- Pupil voice; listening to the pupil and assisting them in articulating their needs and how we can further support them in addition or differently from other pupils (Pupil passports included in termly SEN Support Plans)
- use of classroom management strategies,
- setting clear expectations (rules) and reinforcing these regularly
- differentiate expectations to accommodate a range of pupils needs
- use of IT and manipulatives to support learning sessions
- appropriate use of support staff to promote active listening
- use of positive reward systems to motivate learners

The Learning Environment

Simple adjustments can be made to the learning environment, which support pupils at High Quality Teaching Level. This may include adjustments to:

- Seating Arrangements
- Groupings
- The Learning Space
- The Use of Support Staff

Extensive detail of High Quality Strategies and adjustments, which can be made by staff, is shared in Sefton's High Quality Strategies Document. For individual pupils, these adjustments are clearly outlined in the child's individual SEN Support Plan.

Adaptive teaching

Definition of Adaptive Teaching:

'it begins by having the same learning intentions for the vast majority of pupils (with the possible exception of 'some learners with the highest levels of SEND' (Ofsted Education Inspection Framework, p.9), with no lowering of expectations for those pupils who might find these more challenging. In order for all pupils to be able to achieve these intentions, it will be necessary to 'adapt teaching' for some, through the use of strategies', Adaptive Teaching, NASEN,

April 2020

Methods of Adaptive Teaching:

- Modelling (possible appendix with additional information)
- Questioning (possible appendix with additional information)
- Talk for Learning
- Vocabulary Development
- Intervening Appropriately
- Addressing Misconceptions
- Small Step Learning
- Recognising cognitive load (including working memory)

Reviewing and Monitoring High Quality Practice:

The SEND Code of Practice explains that the quality of teaching should be regularly evaluated through school's performance management processes.

Monitoring and reviewing and developing of High Quality provision can be undertaken in a variety of ways:

- Shared Observations and Peer Observations to share good practice, (including Performance Management Observations)
- Modelling and coaching approaches to support staff CPD
- Use of focused Learning Walks
- Use of book scrutiny/moderation
- Development of pupil voice, feedback on delivered lessons
- Training of staff on High Quality Teaching and a range of SEN need appropriate to their class cohort
- Support to setting from school's Inclusion Consultant if required

Most schools identify pupils who may be in receipt of intervention support at a class-based level. These pupils may require a very robust High Quality Teaching response and may be those pupils who are later identified with SEN needs. Please see Record of Enhance High Quality Provision form within the Appendix.

SEND Support

At Trinity St Peter's Primary School children who require SEND Support will be placed on the school SEND Register and the following criteria will be used to assess their areas of need (more than one may apply to a pupil):

- Communication and Interaction
- Sensory and/or Physical Needs
- Cognition and Learning
- Social, Mental Health and/or Emotional Need

Trinity St Peter's has resources and links to other professional agencies, which allow us to support pupils with additional needs in these four areas such as School Inclusion Consultant; Education Psychologists, Sefton's ASD/Social Communication Team, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Visual Impairment Team, Guide Dogs.

A range of interventions can be used for pupils across the different areas of learning. The effectiveness and quality of the interventions used in school are monitored by the SENDCO using testing before and after the personalised intervention or at regular intervals if the intervention is longer term. In some cases, this may not be possible – for example if the child's intervention supports a social, mental health or emotional need it may not be possible to measure this progress in a quantitative manner. In these instances, progress is measured in a qualitative way e.g. questionnaires.

How will pupils' individual targets be recorded and monitored?

Children who receive SEND support will be listed on the school SEND Register. These children will have a 'SEND Support Plan' which is a document which follows them throughout their time at school and which monitors their individual targets specific to their areas of need. Parents of children receiving SEND support will be invited to meet with class teachers at the start of a school year to set targets for their child. These targets will be recorded on the 'SEND support plan' along with how this target will be achieved in school.

The targets will be reviewed termly with parents and pupils in the form of parents meetings and/or meetings with the school SENDCO if required. Once a child achieves their individual targets a new target will be set. If a child moves onto the SEND Register midway through their school time or they leave the school SEND Register then this will be noted on the 'SEND Support Plan'. All pupils on the SEND Register will be assessed termly using B Squared. This is an assessment tool with a focus on small steps of progress and allows for closer monitoring of pupils and identification of next steps and targets.

What interventions will my child receive for their learning needs?

Trinity St Peter's has a wide range of interventions in school in order to suit the individual needs of each child including the consideration of their learning style and whether they make greater progress on a 1:1 basis or in a small group. Below is an outline of just some of the interventions which are used to support children receiving 'SEND Support'.

- Learning difficulties – Read, write inc, Lexplore, Mathseeds, Reading Eggs, Beat Dyslexia, Mr Goodguess, Time to Talk,
- Sensory and/or physical needs – The Listening Programme, Fine motor interventions, OT Programmes specific to child's assessment including fine and gross motor activities, sensory resources for time out(pop up tent/materials box/chewlry/theraputty)
- Language and communication – The listening Programme, Auditory Processing Intervention, PECS, WellComm, Elklan, Mr Goodguess, Lego Therapy, Speech and Language
- Pupils with social, mental health and/or emotional needs – Becoming Socially Talented, Good to Be Me, Mindfulness and support from school counsellor
- Programme specific to child's assessment

What external agencies or services are available to support pupils?

Children receiving SEND support are likely to require additional support from external services. Some children may receive support from more than one service and referrals to these services can be made by the school SENDCO or by the child's GP. Class teachers or parents will inform the SENDCO if they feel a child requires a referral to a service or the class teacher/SENDCo may approach a parent about a referral if the child's progress has been raised as a concern at a Pupil Progress Meeting. Where several services are working with one child then a Team Around Family (TAF) may be used as a means for all parties to communicate on a regular basis. Where a TAF is not appropriate then multi-agency meetings may be arranged by the SENDCO, one other service or the parent of a child to support by Early Help. An outline of services which are available to children in Sefton can be found at <http://www.seftondirectory.com/kb5/sefton/directory/home.page>

Some of the services which school work with regularly to support children include:

- Speech and Language Therapy
- Occupational Therapy/Physiotherapy
- Children and Adolescent Mental Health Service (CAMHS)

- Educational Psychology
- Sefton Special Educational Needs and Inclusion Service (SENIS)
- Physiotherapy
- Paediatric Services – including community paediatrician
- Early Help
- School nurse
- Counselling

How will exams be made accessible to pupils?

Pupils who require access arrangement for assessments during school years Reception – Y5 need not apply for this. Staff and parents may use their knowledge and understanding of the pupil and their individual needs to ensure that the assessment is made accessible for each pupil.

Pupils entered to sit the Key Stage 2 SATs tests (Y6) require application to receive access arrangements. These applications are made by the SENDCO in consultation with class teacher. Access arrangements may include:

- Additional time
- The use a reader (not reading tests)
- The use of a prompter
- The use of a scribe
- The use of rest breaks
- The use of a transcript (for partially illegible work)
- Sitting the test alone (e.g. away from the rest of the class in a quiet, non-stimulating environment)

How are pupils and families with Social and Emotional Needs supported?

Trinity St Peter's links with a range of services including ADDvanced Solutions, Parenting 2000, ASD/ADHD nurses and local Children's Centres to support families in developing skills to work with pupils with social and emotional needs. Parents are able to access training programmes including: supporting pupils with behavioural needs, sensory processing needs and ADHD.

Where the family requires support for further agencies, Early Help or a Team Around Family (TAF) meeting is offered to allow for regular communication and target setting for both pupils and families.

Trinity St Peter's has a school therapist who works onsite one half day a week; the counsellor works with pupils and their families who need pastoral support. A referral from

the SENDCO is made for these requests.

Tracking Progress

Trinity St Peter's Primary School tracks the progress of all pupils at termly Pupil Progress Meetings. Targets are set for every child based upon their previous attainment and progress. Any child who does not meet these targets is identified and interventions are put in place in areas where further support is needed.

The monitoring of children receiving SEND Support is evaluated and measured through quantitative data and progress towards their individual targets set on their SEND Support Plan. The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment, for example, social interaction, and therefore B Squared Assessment or AET assessments are used as a tool for additional monitoring where required. All pupils on the SEND Register have additional termly assessments using B squared to track small steps of progress and to assist with target setting and provision.

Pupils accessing intervention programmes will be assessed by the use of standardised tests or assessments specific to the intervention before and after the intervention to track the impact of the intervention and the progress the child has made. The SENDCO collects this assessment information and uses to monitor any future provision which is needed for individual children.

How will the school let parents know if they have concerns about a pupil's progress?

If the school feel a child is not making expected progress they will contact the parents to discuss moving the child to 'SEND Support'. The class teacher will discuss progress and attainment at parents evening and if further intervention is required this will be discussed with the SENDCO. Letters inviting pupils to attend additional morning interventions may be sent to pupils receiving 'SEND Support' as well as those receiving 'additional response' support.

How will the school communicate with parents?

- Some children with SEND will be issued with home/school diaries to be used as a means for regular communication.
- Parents will be invited to three Parents Meetings with the class teacher annually.
- Parents will be invited to a meeting with the school SENDCO annually.
- Annual reviews will be completed for children who have an Educational Health Care Plan.
- Parents of children with SEND may be invited to attend meetings with school and other services where appropriate for the child's development.

- Parents may request meetings with class teachers and the school SENDCO where they feel this is needed.
- Reports will be sent home termly to parents to review progress made during intervention groups.

How are targets for individual pupil with SEND identified and set?

Targets for pupils receiving SEND Support are set at the start of each new year. Parents will be invited to work along side the class teacher to identify individual targets to be set with relevant and purposeful interventions put in place to work towards achieving these targets. The children will also be asked to comment on their targets and make suggestions where appropriate. These targets will be monitored termly by the class teacher and SENDCO and amendments may be made where appropriate. Some targets may remain for longer than one term. Targets are often taken from gaps in learning shown through B squared assessment scores.

How are pupils involved in target setting?

Pupil voice is considered a valuable part of target setting at Trinity St Peter's. Where appropriate, class teachers work collaboratively with pupils to target set. Pupils (particularly those in Key Stage 2) are able to describe what they feel they would like to work towards and comment on their successes working towards these targets. Pupil Passports are completed and updated as part of the pupil's SEN Support Plan throughout the year with the pupils, to gather their thoughts and ideas about how they learn best.

Where appropriate, pupils with an Education and Health Care Plan are invited to attend review meetings or write/draw their feelings towards school and their progress.

Transitions

At Trinity St Peter's we recognise that children and young people with SEND can become particularly anxious about 'moving on' so we seek to support a successful transition as pupils enter and leave the school as well as when moving between year groups and key stages.

How will the school support pupils as they enter school?

All pupils who enter school at Reception will follow a transition plan which includes a visit from teaching staff to nurseries or home and opportunities to visit the school and meet their new teacher for planned sessions. Children entering school who have a special educational need are likely to require an enhanced transition. This may involve some of all of the following:

- Additional visits to home or nursery setting by class teacher, support staff and/or SENDCO.
- Meetings – with parents, school staff, nursery staff, external services working with child.
- A planned phased entry into school e.g. shorter visits progressing to the full school day.
- Additional visits for the child to school- this may involve both in and outside of the working school day.
- Social stories are also created to support pupils when required

Some children may enter the school nursery with an identified special educational need or disability. In this instance the same transition support outlined above for Reception entry would apply. The nursery admission form seeks to gather as much information about all children before they start to fully support their transition eg. Has child met their milestones/ 2 year health check from Health Visitor?

How will the school support pupils as they leave school?

During the autumn term of Year 6, the primary school SENDCo informs the high school being requested of the pupil's who have an EHCP. This is supported by working closely with the family and the school's SEN case worker ensuring the EHCP review is held swiftly in the Autumn term, so the placement request can go to consultation for both specialist or mainstream provisions.

For all pupils at Trinity St Peter's, the Year 6 class teachers will attend a transition meeting with representatives from the local secondary schools. At this time children with special educational needs are identified and the following procedures are then followed.

- The primary SENDCO and secondary SENDCO arrange a second transition meeting to discuss children receiving SEND support. This is an information sharing meeting.
- Children who require application for continued High Needs Funding will be discussed and this process is begun at this time by the High School SENDCO supported by the primary SENDCO.
- Parents of children may be invited to meet key members of staff from the secondary school in either the primary or secondary setting. These meetings may also involve advice from services involved with the child. This is an opportunity for parents to raise any new information or concerns.
- Children will be invited to attend a 'transition day' at the local secondary school.
- Children with an EHCP receive an enhanced transition programme, which is offered by the High School inline with the EHCP. This could include additional visits and opportunities to try on new uniform and spend time navigating the school building.
- Additional transition visits may be arranged for children with special education needs or disabilities.
- Social stories are also created to support pupils as required

How will the school support pupils as they move between classes each year?

Every pupil at Trinity St Peter's will experience a 'transition day' where they will meet their new teacher and support staff in their new classroom and have playtime in their new allocated play area. They will have the opportunity to ask questions and raise any concerns. In addition to this, children with special educational needs will benefit from the following procedures in place:

- The SENDCO will collate information about pupils to hand to the next teacher. This will involve any EHCPs, Health Care Plans for medical needs, the sharing of SEND support plans and the passing on of professional reports, recommendations and letters from agencies involved with the child.
- The SENDCO provides staff with a Social Story template which can be used with a child with special educational needs to prepare them in greater detail for the changes in their new year group
- The class teacher will be made aware of all the pupils in their new classes. This contains information about medical needs, pupils with English as an additional language, pupils with speech and language needs, pupils with social and emotional needs and pupils who are underperforming academically.
- Parents are invited in to meet the new class teacher before the end of the summer term.
- Some SEN pupils (eg SEMH) are invited in to school on the inset day or during a mutually convenient time towards the end of the summer holidays to see class teacher and new classroom again.

Building Capacity

Trinity St Peter's are aware of the importance of access to staff and services with expertise to help support pupils with special educational needs. 'Continued Professional Development' (CPD) for SEND is planned by the Senior Leadership Team and SENDCO as part of the 'School Improvement Plan' in order for all staff to support all pupils in school. However, where pupils enter school or develop special educational needs, which require immediate training (e.g. training on medical needs) this CPD will be added as a priority with the support of external professionals.

Classroom teachers are empowered through the CPD to ensure they have the skills to meet the 'graduated response' demands and to ensure that teaching assistants are deployed well to support this approach.

Staff are encouraged to visit other schools with good practice, both mainstream and with specialist provision, to share ideas and apply expert knowledge to their own classroom setting. Staff meet with representatives from services to gain insight and put in place

recommendations effectively for those children who require additional to and different from their peers.

Mrs L Martin, the school's lead SENDCO, has achieved the 'National Award in Special Educational Needs Co-ordination in line with the specified requirements for a SENDCO.

How do the school ensure they have appropriate expertise and knowledge to meet the pupil's needs?

- Priority in School's SDP ensures the teaching of SEN pupils remains a priority
- ECT Induction Programme led by SENDCO
- Assessment of needs conducted across the school and training devised accordingly eg. working memory, early identification
- School ICON supporting SENDCO and staff when required
- SENDCO attends training offered and cascades back to staff to implement/educate
- Whole staff training of specific areas of special educational needs e.g. Autistic Spectrum Condition, sensory processing differences etc
- Training for designated staff working closely with children with specific needs e.g. Visual Impairment
- Training for staff delivering intervention programmes to ensure effectiveness of delivery and successful monitoring and communication with class teachers.

Equal Opportunities

Trinity St Peter's ensures that children with SEND engage in school activities alongside pupils without SEND by offering accessible activities for all and supporting families accordingly as per the school's Inclusion Policy.

How are learning opportunities made accessible to children with SEND?

Where children with SEND find it difficult to access or engage with the curriculum without adult support then additional funding can be applied for. This will be completed by the SENDCO in collaboration with external services, class teachers, pupils and parents.

The school building is made accessible through the use of ramps to six external doors. There are no internal steps inside the school. A disabled toilet is accessible in the main corridor of the school.

Access arrangements can be applied for by the SENDCO for children with SEND to ensure they are not disadvantaged during tests.

Quality of Provision

The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the school's professional development. Quality of teaching for all pupils is regularly reviewed through observations and planning monitoring to ensure that any child at risk of under achievement is identified. This ensures that all staff are maintaining the minimum High Quality offer agreed.

Parent's views are sought through regular meetings to discuss targets with class teachers and SENCO and by asking for feedback in the annual whole school questionnaire. The provision that is in place for children can be discussed at these meetings or with class teachers or SENDCO throughout the school year.

How is the effectiveness of the provision made for pupils monitored?

- Pupils on the school's SEN Register are also assessed where necessary on BSquared. This online assessment tool enables smaller steps of progress to be measured as a working document more regularly and effectively.
- Standardised testing is used twice a year to monitor the progress of all pupils in the school. This, as well as on going teacher assessment and pupil progress meetings, ensure that children who are at risk of under achievement are identified and provision put in place.
- Pupils accessing intervention programmes will be assessed by the use of standardised tests or assessments specific to the intervention before and after the intervention to track the impact of the intervention and the progress the child has made. The SENDCO collects this assessment information and uses to monitor any future provision, which is needed for individual children. The SENDCO moderates the effectiveness of intervention termly with colleagues and plans in accordance with the outcomes.

How is classroom 'high quality provision' monitored?

Monitoring of High Quality Teaching is achieved through classroom observations, planning monitoring by the SENDCO and termly meetings between SENDCO and class teachers.

What process is in place, should parents have concerns about the provision made for my child?

In the first instance please refer to the child's class teacher who may feel it appropriate to share information with the school SENDCO (Mrs Louisa Martin KS1 and KS2 or Mrs Jo Molloy Foundation Stage) or another member of the Senior Leadership Team.

If you are unhappy about the steps being made to provide support for your child's additional needs then please refer to the school's 'Complaints Policy' for further information.

Where can I find the authority's local offer?

The authority's offer can be found [here](#).