



## **Trinity SEN and Local Offer**

### **Special Educational Needs**

The changes in the Pupils and Families Bill affect the way pupils with special educational needs (SEN) are supported in schools. The new approach began in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Pupils and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all pupils and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for pupils who need extra specialist support.

Trinity has adopted these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education.

### **Local Offer**

Trinity uphold pupil's right to education and recognise the diverse educational needs within its communities. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some pupils need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of pupils of the same age;
- b. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by pupils of the same age

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all pupils so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all pupils.

## INFORMATION AND GUIDANCE:

*Who should I contact to discuss the concerns or needs of my child?*

Class teacher or family group leader

He/she is responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on progress of your child and identifying, planning and delivery of any additional support.

Continuing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve.

Deputy Headteacher – Inclusion (SENCO)

Applying the schools SEN policy.

Email: [s.gallears@trinity.lewisham.sch.uk](mailto:s.gallears@trinity.lewisham.sch.uk)

If you have concerns about your child you should speak to your child's class teacher/family group leader first. You may then be directed to the Year Progress Leader, Head of Department or the SENCO.

He/she is responsible for:

- Co-ordinating provision for children with SEN and developing the school's SEN policy.
- Ensuring that parents are:
- Involved in supporting their child's learning.
- Kept informed about the range and level of support offered to their child.
- Included in reviewing the progress of their child.
- Consulted about planning successful movement (transition) to a new class or school.
- Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.
- Provide specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Headteacher	He/she is responsible for:  The day to day management of all aspects of the school, including the provision made for students with SEN.
SEN Governors	They are responsible for:  Supporting the school to evaluate and develop quality and impact of provision for students with SEN across the school.

**Trinity local offer is:**

<b>INTERVENTION</b>
<p><b><i>We support pupils to access the curriculum</i></b></p> <ul style="list-style-type: none"> <li>• Classroom based staff know the profile of their class and individual needs. Learning activities are planned to match pupil’s learning needs.</li> <li>• The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage pupils to learn and achieve independently</li> <li>• Pupils are encouraged as part of our Christian ethos and values to work flexibly, use learning spaces around the school (both indoor and outdoor), work in corridors and move freely around the school.</li> <li>• Each class has a teacher and many have a teaching assistant. If pupils have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available. Teaching assistants are deployed flexibly throughout the school and according to need to maximise their effectiveness.</li> <li>• Classes are very diverse. They are well-resourced and for pupils with additional needs, specialised equipment such as radio microphones, head sets and writing apparatus can be arranged.</li> <li>• We will ensure that all staff know and understand the needs of all pupils.</li> <li>• All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.</li> </ul>
<p><b><i>We support literacy and numeracy</i></b></p>

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum.

For pupils with specific learning needs activities such as; reinforcement and pre-teaching in small groups, specific programmes for literacy, story sacks, Beat Dyslexia and for maths (such as Number Shark and Numicon) are available.

### ***We support speech and language development***

We recognise the importance of supporting speech and language development particularly in the early years. We are currently able to provide resources so we can access the Speech and Language professionals.

Teachers make sure their classes have lots of language support and activities. Many of our staff are trained to provide specific interventions such as Lego, scripted play and phonics.

### ***We promote positive behaviour***

The “Behaviour and Relationships Policy” describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about how to respect the rights of everyone in the class. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted pupils to stay on task and focus on learning. In the playground, staff will involve targeted pupils in specific activities. Some pupils who find good behaviour a challenge may need additional help such as collecting Behaviour Watch points or etiquette cards which lead to personalised in-school rewards.

Where difficult situations have occurred, staff talk calmly through the event with the pupil helping to identify what went wrong and what actions could be taken if a similar situation happens again. For some pupils we use ‘social stories’ or comic strips to help their understanding. Restorative Justice plays a significant role in promoting positive behaviour and relationships between all in the Trinity family.

### ***We support pupil’s emotional well being***

Emotional well-being is supported by making sure that pupils who find “change” difficult are well prepared for any changes or transitions. We may prepare specific resources such as ‘transition books’ and/or support pupils in groups or on a 1:1 basis as appropriate. To promote positive friendships, we may use a ‘circle of friends’ or ‘circle time’ involving the whole class. The school counsellor and a range of learning mentors are also available as well as the opportunity for pupils to request a time to talk with an adult. We have an active chaplaincy programme to support all pupils.

### ***We support pupil’s physical needs***

Physiotherapists and Occupational Therapists are requested to provide specific advice and guidance for target pupils. They are also asked to provide training for staff. Teaching

assistants follow up any recommendations by providing specific interventions to pupils for handwriting or fine motor skills either individually or in small groups.

Trinity is fully accessible for all pupils and has been adapted with a lift and ramp so all pupils are inclusive. The school is designed to enable access for all pupils to all parts of the school. We have specialist equipment (as required on an individual basis) to allow pupils to access the curriculum.

### ***We support pupil's medical needs***

The school nurse visits school to carry out checks with pupils and to provide advice and training to staff. She also assists in writing Health and Care plans for pupils. Medicines are stored safely in the school office. There is a team of staff who are first aid trained, one of whom is able to administer medicines to pupils as directed by parents/ carers.

### ***We support pupils during unstructured parts of the day***

Lunch and playtimes are staffed to ensure safe adult: child ratios. There is a range of equipment available and different activities are led by staff and at times with support from the secondary pupils. Specific interventions for pupils with additional needs include having a named member of staff for support or being guided to specific areas or activities which are best suited to the needs.

### ***We work in partnership with parents and carers***

Our ethos "A place at the table, to be seated, where all have equal value" encourages partnership working with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their pupils and use that information to make sure everyone who works with a child understands their needs. Formal review meetings are held annually. Parents, staff, relevant external agencies and, when appropriate, students are invited to this review. The outcomes of these meetings will be formally recorded.

### ***We work in partnership with other agencies***

We have contracts with the NHS for Speech and Language Therapy and with Drumbeat School (for pupils with communication and interaction needs), New Woodlands School (for pupils with Emotional and Behavioural Needs), and Kaleidoscope for the Educational Psychologist. As a school we also work with services such as the Targeted Family Support and Child and Adolescent Mental Health Services. We have an extensive knowledge of services to support pupils and families in the local community.

### ***We monitor pupil's progress***

We have a system to track and monitor all pupil's progress using an electronic database and progress tracker. Through day to day teaching and learning, pupils are continually assessed and teachers' planning responds to this. For particular pupils, more in depth assessments may be required. Some of these can be carried out by SENCO and sometimes we ask external agencies to carry these out; (this is particularly in the case for

applying for a Statement of Special Educational Need or an Education, Health and Care Plan).

### ***Tests and examinations: Access arrangements***

For some students, additional arrangements and adjustments can be made to enable them to fully access a range of tests and examinations. This might include additional time, rest breaks or the use of a word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. The school reserves the right to use the expertise and judgment of staff within the school to inform their decisions about access testing eligibility.

### ***English as an additional language (EAL)***

If you have concerns about your child you should speak to your child's class teacher/family group leader first.

You may then be directed to the Teacher of EAL who is responsible for:

- Advice on specific provision for underachieving learners identified as being EAL.
- For the planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual pupils.
- Working with colleagues to develop appropriate resources for EAL pupils.
- Supporting colleagues to develop their knowledge of the linguistic and cultural backgrounds of pupils and their families and the social and political factors which affect their lives.
- Devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners.

