

Trinity Primary Local Offer

Local Offer for Children with Special Educational Needs and/or Disabilities



All Lewisham maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The information below details to offer within the school and ways in which parents and children may access the support required.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

| School based information | People | Summary of responsibilities |
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| <p>Who are the best people to talk to in this school about my child's difficulties with learning?</p> <p>How can I talk to them about my child if I need to?</p> | <p>Inclusion Leader</p> | <p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is receiving • involved in reviewing how they are progressing • fully involved planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. |

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| | <p>Class Teacher</p> | <ul style="list-style-type: none">• Supporting your child’s class teacher to write Individual Educational Plan (IEP), that specify the targets set for your child to achieve.• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p><i>Contacted by asking the class teacher to arrange for them to contact you or by telephoning the school to make an appointment.</i></p> <p>They are responsible for:</p> <ul style="list-style-type: none">• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child’s individual needs (also known as differentiation).• Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Inclusion Leader as necessary.• Writing Individual Education Plans (IEP), and sharing and reviewing these with staff members who work with the child every half term.• Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.• Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.• Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p><i>Contacted by speaking to them at the beginning or end of a school day to arrange an appointment or telephoning the school.</i></p> |
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| | <p>Learning Support Assistant (LSA)</p> <p>Head of School</p> <p>SEND Governor</p> | <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback.</p> <p>Is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • They make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p><i>Contacted by a personal request made before school in the playground or telephoning the school for an appointment.</i></p> <p>They are responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p><i>Contacted via the school office.</i></p> |
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HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

| | Types of intervention provided | What would this mean for your child? | Who can get this kind of support? |
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| What are the different types of support available for children with SEN and /or disabilities in this school? | <p>Class Teacher</p> <p>Consistently good/outstanding classroom teaching.</p> | <ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Planning different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Providing specific strategies to enable your child to access the learning task. | All children in school receive this. |
| | <p>Specific small group work</p> <p>This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching Assistant who has received training to lead these groups. <p>These are called Intervention groups.</p> | <ul style="list-style-type: none"> • The class teacher constantly monitors your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • The class teacher will provide specific targets and tasks to help your child to make progress. We call this precision teaching. | <p>Any child who has specific gaps in their learning.</p> <p>Any child identified by the class teacher as needing some extra support in school.</p> |
| | <p>Specialist groups run by external agencies e.g Speech and Language Therapy groups</p> | <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention | Children with specific barriers to learning that cannot be |

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| | <ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service. | <p>groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <ul style="list-style-type: none"> Before referrals are made you will be invited to a meeting to discuss your child’s progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better Support to set targets which will include their specific professional expertise Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or speaking and listening group. The school may suggest that your child also needs some agreed individual support or group support in school. | <p>overcome through whole class good/outstanding teaching and intervention groups.</p> |
| | <p>Specified Individual support for your child of more than 20 hours in school.</p> | <ul style="list-style-type: none"> The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Lewisham website: | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong Need more than 20 hours of |

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| | <p>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Leader as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS | <p>http://www.lewisham.gov.uk/</p> <ul style="list-style-type: none"> • The Local Authority will decide whether your child’s needs are complex, enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support. • The Local Authority will decide if your child needs more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational needs or an Educational Health Care Plan. The EHC Plan will outline the number of hours of individual/ small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. | <p>support in school</p> |
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| OTHER QUESTIONS I MAY HAVE | |
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| <p>How will we support your child with identified special needs starting at school?</p> | <ul style="list-style-type: none"> • We will first invite you to visit the school with your child to meet with the Inclusion Leader. • If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts. • We may suggest adaptations to the settling in period to help your child to settle more easily. |
| <p>How can I let the school know I</p> | <ul style="list-style-type: none"> • If you have any concerns we recommend you speak to your child’s class teacher initially, and at the earliest |

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| <p>am concerned about my child's progress in school?</p> | <p>opportunity.</p> <ul style="list-style-type: none"> • If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the Inclusion Leader or Head of School. • If you are still not happy you can speak to the school SEN Governor. |
| <p>How will the school let me know if they have any concerns about my child's learning in school?</p> | <ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Leader. • Termly meetings are held between the class teacher and a senior member of staff in the school to ensure all children are making good progress. This is another way that your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. |
| <p>How is extra support allocated to children and how do they move between the different levels?</p> | <ul style="list-style-type: none"> • The Head of School and Inclusion Leader discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ○ Children receiving extra support already ○ Children needing extra support ○ Children who have been identified as not making progress • All resources, training and support are reviewed regularly and changes are made as needed. |
| <p>Who are the other people providing services to children with SEN in this school?</p> | <ul style="list-style-type: none"> • Drumbeat (Autism Outreach Service) • Educational Psychology Service • Speech and Language Therapy • New Woodlands Outreach • Play Therapy • Occupational Therapy • School Nurse • Professional training for staff to deliver medical interventions |
| <p>How are the adults in school helped to work with children with an SEND and what training do they have?</p> | <ul style="list-style-type: none"> • The Inclusion Leader's job is to support the class teacher in planning for children with SEN. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service or medical /health training to support staff in implementing care plans. |

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| <p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p> | <ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer. |
| <p>How will we measure the progress of your child in school? And how will I know about this?</p> | <ul style="list-style-type: none"> • Your child’s progress is continually monitored by his/her class teacher. • Progress is reviewed formally every term in reading, writing, mathematics and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed, in Year 6 using Standard Assessment Tests (SATs). • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. • The Inclusion Leader will also check that your child is making good progress within any individual learning and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Home/school contact book ○ Letters/certificates sent home ○ Additional meetings as required ○ Annual Reviews ○ End of Year Reports |
| <p>What support do we have for you as a parent of child with an SEN/and or disabilities?</p> | <ul style="list-style-type: none"> • We would like you to talk to your child’s class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. • The Inclusion Leader (or Head of School) is available to meet with you to discuss your child’s progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion Leader will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Home Learning will be adjusted as needed to your child’s individual needs • A home/school contact book may be used to support communication with you, when this has been agreed to be |

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| | useful for you and your child. |
| How have we made this school physically accessible to children with SEND? | <ul style="list-style-type: none"> • The school is accessible to children with physical disability via ramps and a lift. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has staff trained to suit children with a range of needs. • The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD. |
| <p>We recognise that ‘moving on’ can be difficult for a child with SEND.</p> <p>How will we support your child when they are leaving this school?</p> | <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school’s SENCO and ensure they know about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All IEP (PLP’s) will be shared with the new teacher. ○ If your child would be helped by a book to support them understand moving on then it will be made for them. • In Year 6 <ul style="list-style-type: none"> ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate. ○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a ‘Personal Passport’ which includes information about themselves for their new school. ○ Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school. |

GLOSSARY OF TERMS

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| IEP | Individual Education Plan |
| SEN | Special Educational Needs |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| EHC plan | Education, Health, Care Plan |
| SEND | Special Educational Needs and or disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| SENCO | Special Educational Needs Coordinator |
| ASD | Autistic Spectrum Disorder |