

SEN Information Report: Section 69

Bo Chang - SENCO

The kinds of SEN (Special Educational Provision) that are provided for at Cookridge Holy Trinity

We provide support for pupils across the four areas of needs as laid out in the SEN Code of Practice 2014:

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental health difficulties
- ✓ Sensory and/or Physical Needs.

Policies for identifying and assessing children and young people (CYP) with SEN.

Our SEN policy (available on the school website and through school) outlines in detail the staged approach we have to identifying and assessing CYP. In summary we take note of and act upon:

- ✓ Information received from Nursery/other schools
- ✓ Data gathered and analysed in our Progress Matters meetings which are held each term
- ✓ Parental concerns
- ✓ Information received from other professionals

Contact details of relevant staff

SENCO: Miss Chang

Learning Mentor: Mrs Al-Kaseed

Designated Child Protection Officers: Mrs Hellings and Mrs Al-Kaseed

Governor with responsibility for SEN: Mr Townsley

Governor with responsibility for Child Protection: Mr Swann

All the above can be contacted by ringing school on **0113 2253040** or calling into school to make an appointment.

Arrangements for consulting parents of children with SEN.

We highly value consulting with, and working alongside, parents in supporting children with SEN in order to ensure 'The Best for Every Child'. We do this through:

- ✓ Parent's Evenings held each term
- ✓ Support Plan review meetings held at least each term where progress towards the child's personalised targets is assessed and teaching strategies can be shared.
- ✓ Inviting parents to meetings with relevant professionals to discuss appropriate provision for children
- ✓ Telephone calls to discuss particular incidents or provision
- ✓ Sharing of all reports received about children
- ✓ Having an 'open door' policy whereby we are always happy to see parents and offer advice and support when they have concerns.

Arrangements for consulting CYP with SEN and involving them in their education.

We also highly value the contributions CYP make in telling us about their education. We consult with and involve them in their education through ensuring they:

- ✓ Make contributions towards their annual reviews (where an EHCP is in place)
- ✓ Make contributions towards their Support Plan reviews
- ✓ Have opportunities to join the School Council/ Worship Team and Lunch Time Buddy Scheme

Arrangements for assessing and reviewing CYP progress towards outcomes.

We use the ASSESS/PLAN/DO/REVIEW cycle as outlined in the SEN Code of Practice to review progress towards outcomes.

- ✓ **ASSESS:** Initial assessments are made of the child's needs
- ✓ **PLAN:** A planning meeting is held where a Support Plan is written in consultation with the SENCO/ class teacher/key worker/parents and pupil.
- ✓ **DO:** The Support Plan is then implemented over the next half term/term.
- ✓ **ASSESS/REVIEW:** We assess and review children at least each term (and in the case of SEN pupils often each half term) to see if they are making good or better progress towards their outcomes.

Arrangements for supporting CYP in moving between phases of education.

We believe good transition is vital to enable CYP to continue to make good progress between phases of their education. In order to facilitate this we:

- ✓ Make visits to pre-school settings for all the children and additional visits where necessary if CYP have SEN.
- ✓ Attend review meetings of CYP with SEN in their pre-school setting in the summer term
- ✓ Arrange for CYP to make additional visits to our school in the summer term so they are familiar with our setting
- ✓ Send photographs/ activities etc home over the summer holiday for the family to talk about

Arrangements for supporting CYP in moving between phases of education.

For children moving to high school we:

- ✓ Meet with the SENCO/SMT of the receiving school
- ✓ Arrange for additional visits to the High School
- ✓ Work alongside other professionals (e.g. youth workers/inclusion workers/visual and hearing impaired teams) to ensure smooth transitions
- ✓ Invite staff from the High School to attend review meetings during the summer term.
- ✓ Ensure all paperwork is passed up to the high school

The Holy Trinity Approach to teaching CYP with SEN

We pride ourselves on being an inclusive school with a supportive and caring ethos. We have a staged approach to meeting the needs of CYP with SEN which is fully outlined in our SEN Policy. In summary this comprises:

- ✓ Stage 1: Quality First Teaching with appropriate differentiation
- ✓ Stage 2:
 - ✓ a) Personalised group provision through time limited research led interventions
 - ✓ b) Personalised group provision through additional or adapted resources (possibly including additional extra adult support)
- ✓ Stage 3: A Support Plan outlining a specific programme for an individual CYP
- ✓ Stage 4: Funding for Inclusion (FFI) /Educational, Health and Care Plan (EHCP) applied for to ensure the CYP needs are met.

How adaptations are made to the curriculum and learning environment for CYP with SEN.

Each child is unique and therefore adaptations will be made according to their specific needs. However adaptations frequently made include:

- ✓ Differentiated resources (e.g. large format print, scaffolding sheets, coloured overlays, sensory cushions, fiddle toys, visual timetables etc)
- ✓ Differentiated teaching styles (e.g. multi-sensory, direct teaching, overlearning)
- ✓ Low sensory learning environment
- ✓ Additional adult support for delivery of interventions or supporting group work in class
- ✓ Additional 1:1 support where necessary
- ✓ Access arrangements for SAT tests

The expertise and training of staff to support CYP with SEN

At Holy Trinity we believe all staff are teachers of CYP with SEN. We therefore invest in training staff to meet a wide range of SEN. This year (2017-18) training has included:

- ✓ Achieving the Basic Skills Agency Quality Mark
- ✓ Achieving Healthy Schools Status
- ✓ Becoming a Dyslexia Aware Level 2 School –selected by the LA to take part in the pilot scheme.
- ✓ Level 2 training for all our teaching assistants to support pupils with ASC.
- ✓ Growth Mindset and P4C whole school training.

At Holy Trinity we are fortunate in being able to access a wide range of specialist expertise to help us effectively support CYP with SEN.

We currently work with:

- ✓ SEN Inclusion Team (SENIT)
- ✓ Educational Psychologists
- ✓ Speech and Language Therapists
- ✓ Hearing and Visually Impaired Specialist teachers
- ✓ The Orchard Pupil Support Centre
- ✓ North West Inclusion Area Partnership (NWAIP)
- ✓ ESNW Targeted Services (TAMHS, Parent Counselling, Family Support Workers)
- ✓ School Nursing Team
- ✓ STARS to support pupils with ASD
- ✓ Physiotherapists and Occupational Therapists
- ✓ Pupil Development Centre (PDC)
- ✓ CAMHS
- ✓ SCOPE

Evaluating the effectiveness of the provision made for CYP with SEN

We want to ensure that our provision is highly effective and has a good and often outstanding impact on the progress of our CYP with SEN. We therefore:

- ✓ Review the provision specified in Support Plans every half term to ensure at least good progress is being made
- ✓ Monitor the effectiveness of group interventions each half term/term depending on the intervention
- ✓ Analysing the end of Key Stage SAT results
- ✓ Reporting to the Governors on the Pupil Support Committee annually

How are CYP enabled to engage in all activities available in the school to CYP who do not have SEN?

We are an inclusive school and make reasonable adjustments where possible to ensure that CYP with SEN are able to participate in all aspects of school life. This has included:

- ✓ Additional planning and staffing for adventure activity based residentials
- ✓ Individual swimming lessons for a CYP diagnosed with Aspergers
- ✓ Making provision for CYP to be supported in musical instrument lessons
- ✓ Pairing CYP with a Buddy to access roles of responsibility or clubs e.g. Lunch time Buddy, School Council, Chess Club etc
- ✓ Providing staffing to enable CYP to access after school clubs

Support for improving the social, emotional and mental health of CYP with SEN

CYP are supported by:

- ✓ Our Learning Mentor who works alongside a team of teaching assistants to offer: 1:1 support and Anger Management, Social Skills, Seasons for Growth, Relaxation and Self Esteem building interventions
- ✓ TAMHS Counselling Sessions
- ✓ The Orchard Pupil Support Centre offers provision (off site) and through outreach
- ✓ School Council
- ✓ A robust anti-bullying policy that is supported by all staff and includes homophobic and cyber bullying
- ✓ Philosophy for Children (P4C) lessons

Arrangements for handling complaints

Holy Trinity School wishes to work closely with parents to ensure 'The Best for Every Child'.

However, if you have a complaint please speak to the headteacher in the first instance. If your complaint is not resolved we have a complaints procedure that is available in the school office or on the school website. Please follow the procedure outlined in the policy.

The Local Offer and our School Offer

The Leeds Local Offer: all the information you need about services for children and young people with SEN and disabilities, in one place

www.leedslocaloffer.org.uk

Our School also has to publish what we offer to CYP with SEN – please look on the school website to access this. You will also find our SEN policy on the website.

If you require any further information please contact Miss Chang (SENDCO) on 0113 2253040