



Holy Trinity Church of England (Aided) Primary School

SEN information

The Best for Every Child - a Unique Child of God

The kinds of SEN (Special Educational Needs) 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
 - Autism
 - Developmental language disorder
 - Speech sound disorders
- Cognition and Learning
 - Dyslexia (specific learning difficulties)
 - Mild learning difficulties
- Social, Emotional and Mental health difficulties
 - Attachment disorder
 - ADHD
- Sensory and/or Physical Needs.
 - Delayed physical development
 - Visual impairment
 - Hearing impairment

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

Our SEN policy (available on the school website) outlines in detail the staged approach we have to identifying and assessing children and young people.

In summary we take note of and act upon:

- Information received from Nursery/other schools at key transition points
- Data gathered and analysed in our Progress Matters meetings which are held each term

- Parental concerns
- Information received from other professionals
- On-going reviews of support plans and learning plans
- In-house assessments such as standardised assessments, observations by lead practitioners for Autism and analysis of weekly monitoring.

Contact details of relevant staff

- SENCO: Miss Chang
- Inclusion Leader: Mrs Casling
- Learning Mentor: Ms Box
- Lead Practitioners for Autism: Ms Box and Miss Chang
- Designated Safeguarding Lead: Mrs Hellings
- Safeguarding officers: Mrs Casling, Mr Clarke, Miss Chang and Ms Box
- Governor with responsibility for SEN:
- Governor with responsibility for Safeguarding: 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 are 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 children or young person with SEN and involving them in their education.

We also highly value the contributions child or young person 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 take on key school roles such as School Council/ Worship Team/ Science council, Sports council, Eco-Warrior and Lunch Time Buddy Scheme
- Have regular contact with key staff and opportunities to share their thoughts and feelings.
- Use of communication tools to support them to express themselves, such as talking mats.

Arrangements for assessing and reviewing children and young people 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 children and young people in moving between phases of education.

We believe good transition is vital to enable children and young people to continue to make good progress between phases of their education.

In order to facilitate this, we:

- Have excellent links with our feeder nurseries and pre-schools.
- Make visits to pre-school settings for all the children and additional visits where necessary if children and young people have SEN.
- Attend review meetings of children and young people with SEN in their pre-school setting in the summer term
- Arrange for children and young people to make additional visits to our school in the summer term so they are familiar with our setting
- Send a transition booklet with photographs/ activities etc home over the summer holiday for the family to talk about

Arrangements for supporting a child or young person in moving between phases of education.

For children moving to high school we:

- Have excellent links with our local secondary settings
- Meet with the SENCO/SLT of the receiving school
- Arrange for the child to have 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 and sensitive information shared through CPOMS
- For children who require a high level of support, conversations about transition to a secondary provision may start as early as year 4 to enable parents to research types of provisions and to prepare for an application for an EHCP.

The Cookridge Holy Trinity Approach to teaching children or young people 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 children and young people 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 child or young person
- Stage 4: Funding for Inclusion (FFI) /Educational, Health and Care Plan (EHCP) applied for to ensure the child or young person's needs are met.

How adaptations are made to the curriculum and learning environment for a child or young person with SEN.

Each child is unique and therefore adaptations will be made according to their specific needs. Each child on the SEN register has a pupil passport which outlines the adaptations needed to enable them to be safe and to learn.

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
- Support/ alternative provision during lunch times
- Use of specialist equipment and assistive technology
- Access arrangements for SATs tests

The expertise and training of staff to support children and young people with SEN

At Holy Trinity we believe all staff are teachers of children and young person with SEN. We therefore invest in training staff to meet a wide range of SEN.

Training has included:

- Level 2 STARS training for all staff to support pupils with Autism
- Specific learning difficulties training for SENCO and key teachers
- B-squared assessment training for teachers
- Alpha to Omega training for teaching assistants
- Lightning squad training for teaching assistants
- Team teach training whole school and for key year groups
- Attachment training
- ADHD training

- Speech and Language training for all staff and bespoke training for year groups. (parents invited to demo sessions)
- In house Sensory circuits training
- Regular in-house training/ coaching and supervision led by SENCO

Engaging with external agencies

At Cookridge Holy Trinity we are fortunate in being able to access a wide range of specialist expertise to help us effectively support children and young people with SEN. We currently work with:

- SEN Inclusion Team (SENIT)
- Educational Psychologists through our link EP and the citywide consultations
- Speech and Language Therapists through the NHS and our in-house SaLT from Chatter-bug
- Hearing and Visually Impaired Specialist teachers
- Trust- Pupil Support Centre
- North West Inclusion Area ESNW Targeted Services (TAMHS, Parent Counselling, Family Support Workers)
- School Nursing Team
- STARS to support pupils with ASC
- Physiotherapists and Occupational Therapists
- Pupil Development Centre (PDC)
- CAMHS
- SCOPE
- Partnership (NWAIP)

Evaluating the effectiveness of the provision made for children and young people 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 children and young people enabled to engage in all activities available in the school to children and young people who do not have SEN?

We are an inclusive school and make reasonable adjustments where possible to ensure that children and young people with SEN are able to participate in all aspects of school life.

These include:

- Additional planning and staffing for adventure activity based residential and educational visits
- Individual swimming lessons for a children and young people

- Making provision for children and young people to be supported in musical instrument lessons
- Pairing children and young people with a Buddy to access roles of responsibility or clubs e.g. Lunch time Buddy, School Council, etc
- Providing staffing to enable children and young people to access after school clubs

Support for improving the social, emotional and mental health of children and young people with SEN

Children and young people are supported by:

- Positive relationships with key staff
- 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
- Use of zones of regulation
- Sessions with the school therapist accessed through the cluster
- Trust Pupil Support Centre offers provision (off site) and through outreach
- A robust anti-bullying policy that is supported by all staff and includes homophobic and cyber bullying
- Philosophy for Children (P4C) lessons
- Poppy Hellings our school dog

Arrangements for handling complaints

Cookridge Holy Trinity School wishes to work closely with parents to ensure ‘The Best for Every Child- a Unique Child of God’. 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 published 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 (SENDSCO) on 0113 2253040