

Support for your child at Holy Trinity CE Primary School



At Holy Trinity we believe that every child should achieve the very best they can at school. This is in line with our core values of family, respect, encouragement, excellence, trust and fairness. You know your child best and you may feel that they need some additional support for some or all of their time at school.

This booklet is to inform you of the many types of support available for your child at Holy Trinity. It will help you to understand who can help and how support can be accessed.

If you have any questions about the information in this booklet please contact Miss Fisher (SENCO) through the school office (0161 330 1065)

The offer for all children.

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

All our classes are supported by teaching assistants and pupils are also offered additional one to one tuition, small group work or catch up programmes where needed. Some children also need support at break/lunchtimes and the lunchtime staff are made aware of their differing needs. Support is also arranged so our extra curricular activities are inclusive.

At Holy Trinity the progress and attainment of all pupils is reviewed every term by the Senior Leadership Team at which time provision may be adjusted to meet identified needs. Provision for children who are not making expected progress is also reviewed termly at Inclusion Team meetings.

You will normally be informed about your child's general progress and targets three times a year through Parent's Evenings and reports.

If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEN) and placed on the SEN register. Parents will be informed of this.



Staffing

We have a highly experienced team of staff who may be involved in supporting your child at Holy Trinity. These include:

- **Your child's teacher**, who will always make sure that tasks set are appropriate and accessible for your child. They are available to you at the start and end of each day.
- **Teaching Assistants**, who support all pupils in class. We have several additional TAs who help support groups and individual children with their learning.
- **Our Pastoral Support worker (Lesley Owen)**, who helps children through a particular period of trauma or emotional difficulty and also supports children with behaviour and friendship difficulties.
- **Our SENCO (Clare Fisher)**, who has the National Award for Special Educational Needs Co-ordination, coordinates the provision of SEN in school.
- **Our Deputy SENCO (Pauline Nixon)**, who provides specialist support to individuals and groups, including the delivery of specific intervention programmes

Sometimes school may commission specialist support to work with identified children who have a specific need Eg Speech and language therapists or Occupational therapists.

To ensure our staff have the skills and knowledge to support children with SEN there is a programme of on going training both in school and elsewhere. Recent training has included Maths recovery and the use of Epi-Pens

What SEN means

Approximately one in five children will have special educational needs (SEN) at some time during their school career.

Children with SEN have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help to the majority of other pupils Eg modified tasks, extra time or breaks in formal assessments. This extra support is usually detailed in an Individual Education Plan or IEP. Targets in IEP's will be shared with children, parents and key staff. They will be reviewed once every term after the school Inclusion Meetings.

Schools and other agencies can help most children overcome their difficulties quickly and easily. But a few children will need extra help for some or all of their time in school.

This means your child may have difficulty with:

- Some or all of the work in school
- Reading, writing or mathematics
- Understanding information
- Expressing themselves
- Understanding others
- Organising themselves
- Sensory perception or physical mobility
- Managing their behaviour (Often because of other difficulties)
- Making friends or relating to adults

At Holy Trinity every effort is taken to ensure transition times are successfully managed. Some children complete transition passports about themselves to inform their next teacher or school.

Additional visits with the Learning Mentor are also arranged to re-assure pupils and parents about transition.

SEN stages and terminology

From September 2014 the government replaced the previous stages of School Action and School Action Plus with a single category called “Additional SEN Support”. This is intended to focus schools on the impact of support provided to a child rather than on which category they belong to.

Class teachers continually assess all the children in their care to identify their strengths, needs and any extra help they may need. If children need extra or different support than most children their age then the class teacher will bring them to the attention of the Inclusion Team. Your child will be set targets to help them to narrow the gap with other children. At this stage support may include things like:

- Extra help from a teaching assistant in class
- Small group work out of class
- Receiving a specific intervention from a trained member of staff
- Alternative provision such as a visual timetable etc

The progress that children, who are being supported, make is closely monitored and reviewed. If children are still not reaching their potential then the SENCO may choose to seek professional support from other agencies. These may include:

- Speech and language therapists
- Visual/hearing impairment teachers
- Health professional
- Educational psychologists

Individual children’s provision will be adjusted after professionals have advised strategies so that we can best meet your child’s needs.

If a child has a specific need identified on their arrival (or at a later date) it may be that the SENCO makes an immediate referral to an outside agency. We will ensure that parent(s)/carer(s) are kept informed, and play a full part in, the above.

The Common Assessment Framework

As part of our support for children and parents in school we provide regular opportunities to consult with support services and health Agencies. This sometimes includes completing the Common Assessment Framework (CAF) to support the family as well as the pupil.

We will discuss the needs of the individual/family in school and plan together the best use of advice and support from other agencies to ensure there is a coordinated approach.

Professionals who might attend this meeting include:

- Our School Nurse who works closely with us and can advise and assess any medical needs. If a care plan is required this would be done in conjunction with the parent/nurse and reviewed annually as a minimum.
- Our Speech and Language therapist who works regularly in school and can advise upon whether your child would benefit from this support or assessment.
- Our Educational Psychologist may give advice or complete an assessment for a few children.
- Our Pastoral Support worker who may give advice on parenting issues if required.
- Outreach support from specialist schools
- Our link High Schools SENCO who liaises to support successful transition to Year 7.

Education, Health and Care (EHC) Assessments

(Formerly known as a Statement of SEN)

From September 2014, all children and young people who would previously have been put forward for statutory assessment, will instead have an EHC assessment.

If your child's needs are complex or severe we may seek your permission to ask the Local Authority for an EHC. This will then lead to an EHC plan which will set out the specific additional provision your child needs. The school has a duty to meet the requirements of the plan and may request additional funding from the Local Authority if required.

The additional provision will be regularly reviewed at meetings that will include all parties who are involved with delivering the plan.

The plan moves with your child if they change setting Eg Moving to High School. All those involved in the plan will ensure that full details are passed on to the receiving school so that effective support can continue.

How to get involved

At Holy Trinity we value the support and feedback from children and parents alike. Only by working together in partnership can we ensure your child achieves their full potential. We have an active school council and conduct pupil voice activities throughout the year.

Parents may wish to join our Governing Body or get involved through our Parent Voice Meetings.

If you want to talk about issues involving your child you are welcome to talk to the professionals detailed in this booklet. Staff are normally available before or after school and there is usually no need to make an appointment to speak to the Head. If we are not able to help you then we can support you in accessing help from other agencies. If you require bi-lingual support for a meeting then we can usually provide this if we are given enough notice.

If you would like to know what provision is in place for your child, or if you have any concerns that your child has some additional needs please speak to your class teacher.

You are also very welcome to make an appointment with our SENCO. Appointments can be made through the school office (0161 330 1065).

If you want advice from professionals outside school the Tameside MBC web site has an A-Z of services and contact numbers.

If you have any feedback on the contents of this booklet please speak to the Head or SENCO.