



Trinity Church School  
Incorporating Acorns Nursery

# SEND School Information Report 2022/2023

*Learning Growing Believing Together*

*"Encourage one another and build each other up."*

Thessalonians 5:11

## Trinity Vision Statement

*At Trinity we promise to respect, show kindness and encourage each other as we learn to grow together.*

*We recognise that we are all unique and precious to God:*

*together we create our school family, a place where we are celebrated for who we are and all that we achieve.*

Our Trinity vision and Christian values are at the heart of everything we do at Trinity Church School including our provision for our Special Educational Needs.



*Respect*



*Trust*



*Courage*



*Compassion*



*Friendship*



*Creativity*

Welcome to our Special Educational Needs School Information Report. Its purpose is to show how at Trinity Church School we can support your child and family if your child has additional needs.

Our aim is to answer any questions you may have and to provide you with other sources of information that will support your child's educational journey.

We aim to work in partnership with the families of our SEND children therefore if you have any further questions or would like to discuss your child's needs in more detail then please contact our school SENDCO Mrs Clair Hurley.



# What is our approach to Special Educational Needs?

At Trinity Church School, we support each child to be part of a mainstream class through a 3 tiered approach. Our goal is for all children to become independent learners.

- We enable all children to learn by ensuring that quality first teaching is in place. This means that the teacher makes small adaptations to ensure all learners can access the curriculum, either through the way they differentiate and deliver or by additional resources provided to your child.
- For some children we will provide additional and targeted support in specific areas based on their needs - this may be pre-teaching or following an intervention programme.
- For a few children we personalise provision to meet very specific needs - for example providing speech and language support devised by a specialist or putting in place the provision as set out in an EHCP.



# What types of Special Educational Needs can we support?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We cater for the four stated areas of need according to the SEND Code of Practice, providing support from the SEND team within the school and specialist outside agencies. (listed later in this document)

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs.



# What types of Special Educational Needs can we support?

<p><b>Cognition &amp; Learning</b></p> <p>Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD) eg. Dyslexia &amp; Dyscalculia, Dysgraphia, Dyspraxia</p>	<p><b>Communication &amp; Interaction</b></p> <p>Speech &amp; Language Difficulties or Delay (SLCN) Autistic Spectrum Disorder (ASD)</p>
<p><b>Social, Emotional &amp; Mental Health (SEMH)</b></p> <p>Emotional &amp; Social Needs Anxiety &amp; Low Mood ADHD</p>	<p><b>Physical &amp; Sensory</b></p> <p>Mild Hearing Impairments (HI) Mild Visual Impairments (VI) Physical Difficulty (PD) Sensory difficulties</p>

# How do we identify pupils with Special Educational Needs?

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous school or pre-school;
- the child's progress and/or attainment is significantly below age related expectations;
- there is a change in the child's behaviour;
- a child asks for help.

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you:

- any concerns you may have;
- any further interventions or referrals to outside professionals to support your child's learning;
- how we can work together, to support your child at home and at school.



# What is our policy for making provision for our pupils with Special Educational Needs?

We use a graduated approach based on a 4 step-cycle.



**ASSESS** - We analyse the child's special educational need.

**PLAN** - We identify the additional or different support needed

**DO** - We put the support in place

**REVIEW** - We regularly check how well it is working so that we can change the amount or kind of support needed.

Sometimes 1 cycle is enough and they will no longer need SEND support for other children the cycle continues again.

Our pupils with SEND each have a support plan which follows this model.



# How will the school allocate resources to support my child's needs?

The school budget includes money for supporting children with special educational needs.

The Senior Leadership Team decides on the allocation for SEND in conjunction with Trinity Church School's Governing Body.

Funding is mostly allocated to employ staff and specialist services as well as purchasing specific resources and equipment.

If a child has significant special needs, the school (or a parent) can apply for an EHCP Assessment which will in turn, if successful, provide further financial support for an individual which will be used to put the support in place as outlined in the EHCP.



# How do we evaluate how effective our provision is?

When we plan provision for our pupils we set clear outcomes for what we expect the child to achieve with this additional support in place.

We set use a scale and consider what different levels of progress might look like at the end of the period of intervention we agree criteria for each of the 5 steps below:

+2 - the child achieved significantly more progress than was expected

+1 - the child achieves more than expected progress

0 - this is the desired progress

-1 - the child did not make as much progress as was expected

-2 - the child did not make any progress and may have made negative progress

We aim for a score of 0 or above in each provision and this is monitored by the SENDCO. Provision leaders record progress in each session and share this with class teachers and the SENDCO. SENDCO, Headteacher and SEND Governor will also observe provisions delivered.



# How do we assess and review the progress of our pupils with SEND?

We use a range of different assessments to measure progress at the Assess / Analyse Stage - sometimes this is done with a tick list, an assessment or standardised test alongside pupil observations and scrutinies of the child's work.

We use the same scale to measure individual targets from +2 to -2.

You will see this scale on your child's SEND Support Plan Review at the end of the cycle with a comment on progress from the teacher.

We also look at your child's academic progress in our termly standardised assessments.



# What additional support is available to our pupils with SEND?

- Speech and Language Therapists
- Occupational Therapists
- SASS Specialist Autism Support Service
- Mentoring Plus
- Southside
- Educational Psychologist
- Social Care Teams/Disability Team
- School Nurse – Rachael Sheppard
- Paediatricians & GPs
- CAMHS
- Mental Health Support Team
- Critchill Special School Outreach Team
- Young Carers
- Parent Partnership
- Child Protection Officers
- Children Missing Education Services (CMES)

The school can refer to all these services and it is important to note that you will always be asked for permission before a referral is made.



# How do we enable SEND pupils to access the same opportunities as their peers?

Activities and school trips are available to all our pupils. Financial assistance is available via Pupil Premium or other resources to ensure access regardless of financial circumstances. For activities outside school, risk assessments are carried out and procedures put in place, to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional member of staff may be asked to accompany a child during the activity or trip. We will always liaise with parents to ensure that provision is safe and good.

The school provides a Breakfast Club, After School Club TASC and an extensive programme of extra-curricular activities. These opportunities are open to all children and you can be assured that we will do our very best to accommodate pupils with special needs or disabilities.



# Who should I approach if I have concerns about my child's SEND needs or provision?

It is always best to speak with your child's class teacher first as they will know your child best.

In addition, you can speak to:



Mrs Hurley  
School SENDCO



Mrs Parsons  
Executive Headteacher

Our SEND Governor is Mrs Hird and she can be contacted through the school.

# What SEND expertise can my child access at Trinity Church School?



## Special Needs Co-ordinator

In line with the SEND Code of Practice our SENDCO, Mrs Clair Hurley, is a qualified teacher with over 20 years experience teaching in Primary Schools and has also obtained the **National Award for SEN Coordination** (NASENCO) which is a statutory requirement for all SENDCOs.

Part of her SENDCO role is:

- To provide 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.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.



# What SEND expertise can my child access at Trinity Church School?

Trinity Church School supports class teachers in planning for children with SEND and provides in-house training where possible and necessary. This may include whole school training on SEND issues or to support identified groups of learners in school, such as pupils with ASD or dyslexia.

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 Specialist Autism Support Service(SASS).

We have access to a range of professionals who are able to come into school to provide bespoke training and expertise to develop the skills of our staff around the SEND needs in our school eg. Speech & Language Therapists, Educational Psychologists and CAMHS Mental Health Teams.





# What support is available for improving the emotional, mental and social development of pupils with special educational needs?

We place a lot of importance on meeting the social and emotional needs of all our pupils. All of our teachers have received a basic level of whole school THRIVE training delivered by our THRIVE Practitioner and SENDCO. We also have support staff with key roles:

Mrs Duery is our school THRIVE Practitioner. She is also a practising ELSA



Mrs Davies is our school ELSA (Emotional Literacy Support Assistant)



# What support is available for improving the emotional, mental and social development of pupils with special educational needs?

## Mental Health Support Team

### What do we do?

We are a team who work in local schools with young people aged 5-18 years and their parents/carers to provide early help support with mental health and wellbeing.

We work with [children and young people](#) experiencing anxiety, low mood and other issues effecting wellbeing by providing 1:1 sessions and group work.



Mental Health  
Support Team  
Bath and North East Somerset



Oxford Health  
NHS Foundation Trust

At Trinity Church School, we are supported by the Mental Health Support Team and are able make referrals and if accepted by the team support is offered in school to either pupils or parents depending on the identified needs.



# How will I be involved in my child's SEND provision?

We aim to work in partnership with parents to ensure the SEND provision is correct for each child.

Teachers keep in contact with parents and will discuss concerns and celebrate successes across the school year.

When SEND Support Plans are drawn up (3 times a year - End of Terms 1,3,5) we will ask for any areas of concern you have and what you feel are the priorities. There will be an opportunity to reflect on the review from the previous cycle of Assess, Plan, Do, Review and discuss the next cycle.

At any point, if you have questions or concerns, we encourage you to talk with either the class teacher or SENDCO.



# How will my child be involved in the process?

Your child will be involved in creating a Pupil Passport where we encourage them to reflect on:

- What others need to know about them
- Their strengths and the things they like and enjoy
- Their weaknesses, what they dislike and find difficult
- How they like to be supported and who supports them
- What their dreams and aspirations are.

We use this information to help plan their provision. This is reviewed at least annually.

We ask your child to contribute to their SEND Support plan and share their targets with them.

We encourage your child to review their progress in their intervention sessions and reflect on how they can use this learning in the classroom to support them in their wider learning or life.



# How accessible is the school environment?

We will always do our best to meet individual need, and we are always happy to discuss individual access requirements.

We have toilet and changing facilities adapted for disabled users and wide doors in most of the school.

The school is all on a single level and corridors are wide.

The outside environment is accessible to all with a sloped area to the playground / field.

As part of the annual review of school premises carried out by the Local Authority and Multi Academy Trust (MAT), accessibility issues are always considered in light of any individual need.



# How will my child be supported at times of transition?

## Moving from Pre-school into Reception

Induction for Early Years children, takes place in Term 6 when all pupils have planned visits to school. The Reception teachers/SENCo visit the pre-school settings to discuss the needs and progress of pupils with Special Needs.

A School Entry meeting will be scheduled for Term 6 before your child is due to start in order that we can learn more about you and your child and their needs. We will also try to answer any questions you may have. At the beginning of Term 2 we will arrange to meet again to review how your child has settled in and to review the provision in place for your child.

If your child joins us in Reception, Transition Funding may be available from The Local Authority to help your child settle into school. This will be applied for in advance by your child's Pre-school setting.



# How will my child be supported at times of transition?

## **Moving from Primary to Secondary School.**

We will liaise with the secondary school to personalise the support your child will need. This will vary depending on what the different schools are able to offer and what your child needs are. This may include:

- Extra visits to secondary schools.
- 1:1 sessions with an outside agency.
- Further visits from supporting professional in Year 7

All our secondary schools visit the children/class teachers and SENCo in Term 6 to discuss the needs of pupils they will be receiving and we will make sure your child's records are passed on as soon as is possible.

If your child has an EHCP, a representative from the Secondary School will be invited to attend the Year 6 review.

We will work in school with your child often completing a transition book and answering any questions your child may have and addressing any concerns or worries.





# How will my child be supported at times of transition?

## **Moving from one class to another within our school**

All children will be given the opportunity to spend time with their new teacher and in their new classroom before the summer break.

Teachers meet and share information about your child.

Our SEND Support plans are staggered to cross the school year to ensure continuity of SEND provision for your child and to allow them time to settle in their new class.

For some children we will write a social Story so that your child can look through and be prepared during the summer.

## **Mid-Year Transfers**

For those children who transfer mid-year, Local Authority procedures are followed (see LA website).





# An important note - don't panic!

We would like you to understand that because a child receives some SEND support at some point, this does not turn him or her into a "SEND pupil" for ever more.

Nationally, about 20% (i.e. 1 in 5) pupils will need some extra support at some time, but this need may be for a short or medium period of time only.



## If I have a complaint - who should I talk to?

Initially, speak to your child's class teacher and/or the SENCo. Hopefully, they will be able to address any concerns you may have. We will always try to address your concerns.

You can then contact the Head Teacher for further discussion. She may then direct you to our Complaints Policy and procedure.



Where will I find information on BANES Local Offer?

**Bath & North East  
Somerset Council**

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

Improving People's Lives

# Special Educational Need or Disability (SEND) Rainbow Resource

Rainbow Resource is Bath and North East Somerset's Local Offer. A 'Local Offer' is information about what support services are available in the local area for children and young people with SEND.



# Where else can I access advice to support my child?

## SEND PARTNERSHIP SERVICE

Special Educational Needs & Disability (SEND)  
Impartial Information, Advice and Support  
Service for Bath & North East Somerset



**Helpline:** 01225 394382  
10.00am – 3.00pm Monday to Thursday  
term time only

**Text:** 07530 263401

**Email:**  
send\_partnershipservice@bathnes.gov.uk

**Website:** [www.bathnes.gov.uk/sps](http://www.bathnes.gov.uk/sps)

**IMPARTIAL INFORMATION, ADVICE AND  
SUPPORT IN RELATION TO SPECIAL  
EDUCATIONAL NEEDS AND DISABILITY  
(SEND) IN BATH AND NORTH EAST SOMERSET**