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At Holy Trinity and St John's C.E. Primary School we welcome everyone into our community. We recognize all pupils as individuals and are committed to providing an inclusive and supportive environment that removes barriers to learning and in which all pupils achieve their full potential. Holy Trinity and St John's C.E. Primary School is proud to be an inclusive school, welcoming children who have a wide range of needs and backgrounds. As such we recognise that all children are different and being 'fair' is not everyone getting the same (equality), but about everyone getting what they need (equity).

We are committed to narrowing the attainment gap between pupils with Special Educational Needs and Disabilities and those without, through offering a broad and balanced curriculum together with a range of personalised learning interventions and opportunities. We are very proud of all our pupils and their achievements.

The school

Holy Trinity and St John's CEP is a primary school for pupils of 4 to 11 years of age. The number on roll is currently approximately 400. There are 14 classes in total ranging from the Early Years to Year 6. The majority of these have 30 children of mixed ability. There are approximately 21% pupils on the SEND register. Currently 18 pupils have an Education, Health Care Plan, including pupils with hearing impairment and communication and interaction difficulties. Our specialist resources provision opened in September 2022 for children with a diagnosis of Autism and an EHCP stating SRP placement. Currently there are 12 pupils accessing the SRP allocated places and a further 4 pupils receiving in reach support.

Support for improving emotional and social development

Here at Holy Trinity and St John's CEP we recognise that pupils occasionally face social and emotional challenges which can impede on their learning. For these more vulnerable pupils our involvement might need to be intensified, and to this purpose we run Thrive, self-esteem and social skills groups, underpinned by the Thrive Approach. Our bespoke learning environments allow us to support the children in many ways. The school has three trained Thrive practitioners who can deliver reparative sessions to help children progress through the interruptions identified, to close gaps and progress to right-time development.

We work closely with the attendance officer, pastoral team, as well as teachers and outside agencies to offer a comprehensive package of support allowing children the opportunity to share their worries or concerns with a specially trained member of staff who can gently support them.

The school has 2 Family Liaison Officers (FLO) who work with pupils on an individual basis, with the aim of raising self-esteem and supporting them through difficult home or family situations. The FLOs also make referrals to Early Help, liaising with support organisations and Social Services to bring a wider range of support to pupil's families when necessary. One of our FLOs works predominantly with families from a number of different ethnic backgrounds.

Holy Trinity and St John's CEP also has a Safeguarding Officer who is one of the Designated Safeguarding Leads (DSL) in the school. She also works with individual pupils to ensure that they are kept safe. She works with Social Services and other outside agencies, providing counselling and liaising to provide for the needs of pupils and families in difficult times.

The school actively promotes skills and activities to meet social and emotional needs. All our staff provide pastoral care in the form of providing a listening ear and emotional support. All staff receive regular Safeguarding training and clear policies and procedures are in place for them to follow. In addition a range of social skills groups run during the course of the day and at lunchtimes.

The school employs an independent Counsellor, Play Therapist and additional mentors to provide specific support for vulnerable pupils.

The kind of SEN that are provided for

At Holy Trinity and St John's C.E Primary we make provision for children with Special Educational Needs and/or Disability within each of the four categories defined in the 2015 SEND Code of Practice (para 6.27-6.35):

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

Children with SEND may need extra help due to a range of different needs. The purpose of identifying the area of need/s of the child is not to fit them into a category but rather to consider the needs as a whole and helps ensure that the school can plan adequate provision. The categories of need are described as follows:

Communication and Interaction

Children with speech, language and communication needs may have difficulties making sense of language or in communicating their needs and wants to others. Some children may need support developing fluency or forming sounds, words and sentences. They may also have difficulties in social situations as they do not understand the social rules of communication. These needs can change over time and may have difficulty with one, some or all of the different aspects of speech, language and social communication.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in some, or all areas of the curriculum and may have associated difficulties with mobility and communication. When children have profound and multiple learning difficulties (PMLD), they are likely to have severe and complex learning difficulties as well as a physical disability and sensory impairment. A child can also have a specific learning difficulty (SpLD) which may affect one area of their learning and encompasses a range of conditions such as dyscalculia, dyslexia and dyspraxia.

Social, emotional and mental health difficulties

Social, emotional and mental health needs can manifest in many different ways and can look different for all children. They could find managing their relationships with other people difficult, and may display behaviour that can hinder theirs and other's learning that can negatively impact on their health, well-being and quality of life. Some children may have disorders such as Attention, Deficit Disorder (ADD), attention deficit hyperactivity disorder (ADHD), or attachment disorder.

Sensory and/or physical needs

Children may have a visual or hearing impairment or have a physical need for which they require additional support and equipment to ensure that lessons and learning opportunities are accessible.

It is not uncommon that children may have SEND that falls into one or more of the above categories.

Identification and assessment of pupils with special education needs

A pupil in school is identified as having Special Educational Needs or Disabilities if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

If your child is identified as having learning difficulties or disabilities that require outside agency support whilst at Holy Trinity and St John's CEP, we will inform you and place them onto the SEND register as SEN Support. The SEND register is updated regularly and informs our staff of the SEND of the pupils and to access support strategies for individual students.

Some of the additional assessments currently carried out by trained staff include:

- Speech Link
- Language Link
- Visual Stress
- Verbal Reasoning
- Non-Verbal Reasoning

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- LUCID CoPs
- LUCID Rapid
- LUCID LASS
- Dyscalculia Screener
 - Thrive Assessment
- Boxall Profile (Nurture Group Network)
- Neale Analysis of Reading Assessment (NARA)
- Sandwell Maths Assessment
- Strengths and Difficulties Questionnaire (SDQ)

If you are concerned about your child's educational needs in the first instance, please raise your concerns with your child's teacher. If you still require further guidance, contact the school's SENDCo.

Support for individuals and groups of pupils is on a needs-led basis and is decided and reviewed at regular termly planning meetings between teachers, support staff and the SENDCo. Teachers and support staff meet regularly to review provision, set new targets and review Individual Provision Plans. Pupils' views are valued and included in this process as appropriate to their level of understanding.

Group Provision Maps are in place and these are reviewed on a schedule linked to pupil progress meetings three times a year and when required, meetings can be arranged with the Inclusion Leader, SENDCo and Class Teachers. Parents Evenings take place three times a year with written reports issued for all pupils in February/March and at the end of the Summer Term.

Pupils with an Education Health Care Plan (EHCP) in place have their provision and progress formally reviewed in addition to these opportunities at Annual Review meetings.

Students with SEND are identified throughout the transition process when moving to Holy Trinity and St John's CEP through meetings with key staff at their previous educational settings. This helps us to identify any additional needs and support that may be required.

How will Holy Trinity and St John's C.E. Primary School support my child?

At Holy Trinity and St John's we use a graduated approach to meeting an individual pupil's needs – assess – plan – do – review.

For the majority of pupils, quality first classroom teaching (QFT) will fulfil their learning needs. Some pupils may require the curriculum to be slightly adapted or differentiated so the individual can access the curriculum and make progress. These students will not necessarily be on the SEND register. Their needs can be met within the Mainstream Core Standards offer of the school. Some pupils may require much more intensive and personalised support and therefore meet the criteria set down by KCC to be eligible for High Needs Funding (HNF) These pupils will always be identified on the SEND register as SEN Support.

For a few pupils with more complex needs they may require even more intensive and long-term support in order to thrive at school. These students will have an Educational, Health and Care Plan (EHCP) which will set out clearly the provision that the student

needs to achieve in school. These students are also monitored by the Local Authority SEND team (Kent County Council).

How are young people involved?

The child is always at the center of everything we do, children have personalised plans celebrating their strengths. Children are involved in setting and reviewing their targets. The strategies implemented to support will often take account of the child's interests. In addition, we have young leader groups which promote pupil voice.

How are parents are included and involved?

At Holy Trinity and St John's CEP we aim to work in cooperation with parents and carers to create the best outcomes for individual pupils. For all parents and carers of pupils at Holy Trinity and St John's CEP we will invite you into school regularly throughout the academic year to discuss your child's progress. We encourage all parents and carers to contact your child's teacher if you have any concerns in the first instance. Our office staff will be pleased to arrange this for you. We believe that it is essential to have good relationships in place with parents and carers.

Holy Trinity and St John's C.E. Primary School has a formal system of Annual Reviews for pupils with an Education Health Care Plan (EHCP). These reviews assess progress and pupils and parents/carers are fully involved in this process.

The Designated Teacher for Children in Care, Mrs. Sarah Roberts, is always available to support carers with any concerns they may have. For all of our looked after children we hold termly PEP meetings with VSK (Virtual Schools Kent) to monitor the support and provision in place. The Safeguarding Officer, Mrs. Sue Turner, together with our Family Liaison Officer and Minorities Ethnic Officer also provide support to parents and carers. There is an enthusiastic Parents, Teachers and Friends Association (PTFA) who are actively engaged in fund raising activities for the school, for which we and the pupils are very appreciative.

We have a support group for parents, which provide network opportunities and support where children have any additional or special need.

We always encourage parents and carers involvement and celebrate the fact they are engaged with Holy Trinity and St John's C.E. Primary School and invite them to class worship and celebratory services throughout the year.

Evaluating the effectiveness of the provision made for children and young people with SEN

The progress of all pupils is monitored closely, both against personal targets and national data collected. We have a formal system of reviews in place to ensure the pupil is progressing and developing in line with their individual targets. We would always immediately revise the provision map if the pupil's needs change. Our flexible approach to their requirements means that they will continue to develop in our education setting.

Parents/carers are always consulted and made aware of how they can help their child. Education doesn't stop at the end of the school day and so we welcome engagement, input and support from parents/carers. Wherever appropriate, parents/carers are encouraged to oversee and get involved with home learning.

How accessible is Holy Trinity and St John's C.E. Primary school's environment?

A significant majority of areas used by pupils of Holy Trinity and St John's CEP have full disabled access with wheelchair ramps for all exterior access. There is a Care Suite on site, disabled toilets and changing facilities are available.

Students also have access to a wide range of specialist equipment including, touch screen technology, iPads with access to educational apps, laptop computers for word processing in class, to support pupils with dyslexic tendencies or fine Motor difficulties and a fully equipped sensory room.

A Soundfield system is available for use around the school to support pupils with hearing impairment, ADHD, Auditory Processing issues and to aid the concentration of all pupils in those classes.

One of our FLOs supports parents for whom English is not their first language. If a member of staff fluent in the required language is not available, we can access a translator service.

We have members of staff who are BSL (British Sign Language) trained who provide support for our hearing-impaired children and parents.

How will my child/young person be included in activities outside the classroom including school trips?

Holy Trinity and St John's C.E. Primary School has considerable expertise in arranging activities for pupils out of the classroom. A range of activities are available including Year 4, 5 and 6 swimming, and the Year 6 Residential Trip, visiting Historical properties, churches, the park, outings to the theatre, museums and visiting activity centres. The coastal location of the school is exploited with regular trips to the beach. All pupils are included on these trips. Groups specifically for pupils with VI and HI are run by the Specialist Teaching Service to which our pupils are invited.

How are we ensuring that pupils with SEND are treated equally to their peers?

At Holy Trinity and St John's C.E. Primary School we welcome everyone into our community. Holy Trinity and St John's endeavour to make available inclusive provision to ensure that all pupils, including those pupils identified with Special Educational Needs and Disabilities, can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

The school have policies for Accessibility and Anti-Bullying and a Single Equality Scheme which ensure that all pupils have equal access to the school environment and the curriculum and are treated with kindness and respect by all. The Equality Scheme and Accessibility Plans detail Holy Trinity and St John's desire to improve the quality of inclusion across the school.

How does the school take care of the health needs of its pupils?

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A member of staff (Integrated Therapies Assistant) provides coordination of all the medical needs of the pupils, ranging from maintenance of medical records to management and administration of medication and liaison with medical professionals in the development of individual Health Care Plans and provision of specialist staff training in liaison with the School Nursing Service.

What training are the staff supporting children and young people with SEND had or having?

We hold regular training session on different areas of SEND and all staff have access to information and strategies to best help students with SEND.

All staff receive training that is relevant to the specific requirements of our pupils.

Courses recently attended or planned for all Teachers:

- Trauma and Attachment – Understanding Social Engagement
- Inclusive Curriculum for All
- Visual Impairment (VI) and Hearing Impairment (HI) Awareness
- Language through Colour
- Autistic Spectrum Disorder (ASD)
- Data analysis
- Provision Planning
- Language for Learning
- Using visual Supports
- Supporting Early Years Practice
- Using Pupil Profile
- Quality First Teaching/
Mainstream Core Standards

Staff for whom it is appropriate have also attended:

- Anxiety Based School Avoidance
- Autism Awareness
- EpiPen training
- Earlybird/Cygnet Autism Training
- Girls on the Autistic Spectrum
- Diabetes Training
- Catheterisation Training
- VI Awareness
- British Sign Language (BSL)
- 1825 days – The amazing Early Years
- Verve – Video enhanced reflective practice
- Interplay
- Makaton
- Attention Autism
- Intensive interactions
- Communication boards – social interactions

We have also run courses for parents to gain information and training to support their own children which have been attended by school staff to continue that support long term, these include:

- Emotional Wellbeing Practitioner – Understanding behaviour
- Emotional Wellbeing Practitioner – Managing children's fears and worries
- ASC Training,
- Language Workshops, including specific ones for EAL parents
- United Mothers to support access to their understanding of the English education system
- Sleep workshops

In addition, Teaching Assistants are provided with specific training on the delivery of interventions as appropriate such as Dyscalculia, fine motor skills.

How does the school support pupils through times of Transition?

Whilst at Holy Trinity and St John's C.E. Primary School, we offer all the support we can to help the young person develop as an individual and to ensure transition through the school is as smooth as possible.

Before pupils start at Holy Trinity and St John's C.E Primary school, the SENDCo and other members of staff will have met with the nursery leaders to gain valuable information about the children; they may have also met with any other agencies who are already involved with a child, particularly those who have already identified additional needs. New pupils have a comprehensive pre-school process of visits and meetings with their first Class Teacher, Teaching Assistants and classroom. The children start part-time for one or two weeks which can be longer if it is felt this is necessary by either the school or the parents. All new pupils have social stories for starting school including photos of their Teachers, Teaching Assistants and classrooms.

Every year, we give parents and carers the opportunity to produce a "pen picture" of their child; including any particular issues, needs or worries that they or their child may have. This is to help with the children's move to their new class in September. We offer all parents an opportunity to write down any information that they would like their child's new teacher to know in order to help the transition. For pupils who have ASD or other additional needs, we will create a bespoke package of meetings and visits to their new classroom and Teacher, including a social story of photos to take home during the summer holiday.

In Year 6, the SENDCo has a meeting with all the Secondary Schools to discuss the needs of specific pupils. The transition to Secondary School is supported by additional visits, providing access to Transition Days and events organised by the Secondary schools. Pupils who require additional reassurance can be provided with Transition Booklets that they can refer to over the summer holidays and a small group intervention in school.

Evaluating the effectiveness of the provision

We are a reflective school and are always looking at ways we can improve. The Senior Leadership Team constantly monitor the provision of our SEND pupils to ensure that children are given every opportunity to fulfil their potential.

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What should parents of children with SEND do if they have a complaint?

We encourage parents to speak to us if ever they are unsatisfied with the arrangements for their child. This allows us the chance to listen to all involved (including the child) and the opportunity to make changes or put things right. However, if at any time you have a complaint about the provision of your child is receiving, please refer to the school complaints procedure policy on the school website.

Who can parents contact for further information?

The school aims to be the first stop for information, however, there are many groups available for support if needed. The SENDCo and pastoral team are always happy to put parents/carers in contact with groups and other professionals, so please ask. In addition, Kent County Council's Local Offer has a wealth of information to support parents:

The local authority's offer is published on:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Is also a very useful website for parents.

<https://www.kentcht.nhs.uk/childrens-therapies-the-pod/>