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SEND Report 23 24

Arrangements to meet the needs of pupils with Special Educational Needs and Disabilities

Trinity St Stephen Church of England First School values the abilities and achievements of all its pupils, and is committed to provide for each child, the best possible environment for learning. We are a safe and caring school where children are happy, confident, well-motivated and love to learn. All children will be challenged and achieve high standards through the provision of creative learning experiences. We are a learning community where all stakeholders enjoy equal access to opportunities to develop and learn together. We do this best when home and school work together in partnership.

The SEN report should be read in conjunction with the School's Local Offer, Accessibility Plan and Inclusion Policy, which can all be found on the website. Paper copies and larger print copies are available on request from the school office.

How will the school keep my child safe?

We recognise that children with Special Educational Needs (SEND) are often more vulnerable than others. Safeguarding all pupils is our priority. We have an up to date Safeguarding and Child Protection Policy which can be accessed from the school office or the school website.

What kind of Special Educational Needs does the school support?

We are an inclusive mainstream first school. We support a whole range of special educational needs which include children with cognitive difficulties, sensory needs, Dyslexia, Autism, Speech and Language needs, a range of physical need and Emotional and Behavioural needs.

How does the school know if my child has SEND and what should I do if I think my child has SEND?

If your child has had a period of schooling you may suspect that your child has SEND and you may have been given individual targets for them to work on already. If your child is starting school your child's teacher will want to give them a chance to become accustomed to their new setting before assessments are done. After a settling in period it may be that you or the class teacher has concerns about your child's learning. When this is the case the most important first step is to discuss the concerns with each other. Staff at this school believe that working in partnership will have the best outcomes for the child.



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My child has SEND- what happens next?

After assessments, which may be tests, activities or just a range of classroom observations, the kind of support that will benefit your child will be identified. Permission to assess your child or for outside agencies to work with your child will always be sought beforehand.

Targets will be given in the form of an Individual Education Plan (IEP). The targets will be discussed with you and time will be given to discussing how you can help at home too.

Your child's name will be placed on the Special Needs Register in school so that we can monitor their progress closely. This is a statutory requirement.

How will my child be supported in school?

Every child is different and the range of support that we can offer will depend on the areas of concern. Your child may experience a greater amount of one to one teaching, small group sessions, support from visiting professionals such as Speech and Language professionals, use of different resources and programmes- the plan is devised by the class teacher with the support of the SEN Coordinator in school and is bespoke to the child's needs.

Children who have physical needs are supported to join in the P.E. sessions too. We would seek the advice from Occupational and Physiotherapists if this was required.

How does the school support a child's emotional, mental and social development?

We have a strong pastoral team in school and PSHE sessions support children's emotional, mental, social well-being. We have a number of resources in school which may be used on a one to one basis or small groups sessions, depending on what is felt to be most beneficial, these include our Family Link Worker (Alisa Whiteland) and our Emotional Literacy Support Assistant (Charlotte Bates). Mrs Bates is also a trained nurture practitioner and children may be offered nurture sessions. We may seek outside advice from the Educational Psychologist Team or the Behaviour Support Team. You would be consulted if a referral was going to be made.

How does the school adapt the learning environment for SEND pupils?

All classrooms are accessible for all children. If your child has specific requirements an assessment would be made and adjustments might include:

Individual visual timetable

Adjustable seating

Seating support cushion



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Different types of pencils/pencil grips/writing slopes

Text in large print

How will I know my child is making progress?

Children with SEND have an IEP with their individual targets and learning programme. Regular (at least termly) meetings will be arranged for reviews. Reviews will tell you how your child has achieved against each target and will be an opportunity for you to tell school how you have been getting on with home learning too. The class teacher and parent will agree the next steps and a new IEP will be created.

What is an Educational Health Care Plan (EHC)?

Some children who need more support that can be provided on a day to day basis may require an application for an assessment for an EHC. If you feel your child needs an EHC speak to the school SENCO or the Headteacher. More information can be found at CYPDS@rbwm.gov.uk or telephone the Children and Young People Disability Service on 01628 685878. You can also find more information on EHC plans on the RBWM website under SEND Local Offer.

How do we keep parents involved?

The school strives to work closely with parents to provide effective support for all pupils. If your child has a Special Educational Need before joining school a meeting will be held between the parents and the SENCO/Head teacher and a plan will be drawn up to ease transition to the school.

Parents are kept informed of progress through regular review meetings on a termly basis and parents can make an arrangement to talk to their class teacher if they have concerns at any time.

How do we consult children and involve them in their learning?

Children are asked about their learning on a day to day basis. Teachers may use a traffic light system for children to indicate their progress in a session. During some sessions children are asked to evaluate their progress against the expected outcomes through using the success criteria. We aim for children to become independent and analyse their own strengths and weaknesses.

Who else might be involved in supporting my child?

Adults in school who might be part of the team supporting their progress include:

Class teacher

Support Assistant



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Emotional Literacy Support Assistant (ELSA)- Mrs Bates

Nurture Group leader- Mrs Bates

Family Link Worker- Alisa Whiteland

SENCO – Mrs Lovegrove

Intervention Teacher – Mrs Carolyn Avramovic

All school members can be contacted through the school office 01753 862540

What relevant training have the staff received to support my child?

All staff undertake ongoing professional development and if your child joins our school with a specific need we can arrange training if this is necessary.

Training in the past has included:

Team Teach Positive Behaviour Management

Paediatric first aid

Autism

Handwriting

Marking and feedback

How will the school prepare and support my child in transferring to a new school or setting?

When a child is due to move to a new setting we will liaise with the receiving school to ensure they have all necessary information so that they can prepare. Where location allows meetings and visits can be arranged. If necessary the ELSA or Family Link Worker might support if it is felt it would be helpful.

What happens if my child needs further help?

Sometimes, despite all the help we are able to give in school, there is a need for further support. Advice can be sought from agencies outside school and a referral to seek this support can be arranged in consultation with the parent.

Agencies we have had recent contact with include:

Educational Psychology



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Occupational Health

Physiotherapy

Speech and Language

School Nurses

Behaviour Support

CAMHS – Child and Adult Mental Health Services

What if my child needs specialist equipment and facilities in school?

If advice from outside agencies recommended specific resources then they would be provided either through a loan arrangement or through the school budget.

What if I am not happy about the support in place for my child?

If you have any worries or concerns about the support your child is receiving please contact your child's class teacher. You could also arrange to see the SENCO or the Head teacher. Our complaints procedure is available on the website or from the school office if your concerns are unanswered.

You can find the SEND provision in our school detailed in The Local Offer on the RBWM website. There is a link to the school offer from the TSS website.

If you have any further queries about Special Needs provision please contact Mrs Louise Lovegrove on 01753 862540 or email office@tssfirst.co.uk

Useful contact:

**Information Advice Service (IAS) Service for Windsor and Maidenhead. ias-rbwm.co.uk
01628 683182**

The service offers an impartial, confidential service to parents and carers of children and young people with SEN and disability. In addition, they offer a service to children and young people, who may want to receive information, advice or support themselves. The service is free to people who live in the Royal Borough of Windsor and Maidenhead.