

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Trinity St Stephen Church of England First School

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Type of school:	Maintained, Church of England First School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Trinity St Stephen First School we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We maintain an inclusive ethos and recognise the importance of providing a stimulating and caring environment. Every effort is made to ensure that children with special educational needs or a disability (SEND) are fully integrated into the life of the school. Needs are identified early and we work together with parents to ensure appropriate support is in place to ensure every child is able to achieve their very best. Staff receive training to support, and are experienced in working with children with Autistic Spectrum Disorder (ASD), speech and language difficulties, particularly in early years, handwriting and fine motor difficulties, specific learning difficulties, some physical disabilities and those with social and emotional needs.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

A few children who join the school will already have been identified with a Special Educational Need or Disability (SEND). Liaison with our feeder schools, prior to the child joining ensures the child's needs are met through transition and into first school. If a child has not already been identified with a SEND, concerns may be raised by either teaching staff or parents. The school makes regular use of the Hodder PIRA (reading) and PUMA (mathematics) tests to monitor the progress of children and highlight any significant variances from national averages. All teachers also make use of the National Curriculum Key Objectives to monitor progress. The school communicates through termly meetings or additional meetings if required to ensure that the parents, teacher and child are working together. After informing and requesting permission from the parents, the school makes use of outside agencies to provide further support and monitor progress. The school uses IEPs (Individual Education Plans) and school tracking processes to monitor progress for children with SEND.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If you are concerned the first point of contact should be the class teacher. This can be done either by talking to the class teacher or making an appointment through the school office. Parents can also contact the Head teacher, who is also the SENCO at Trinity St Stephen First School.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

A range of strategies are used for all children to engage and stimulate learning. The learning is differentiated to provide challenge and support. Children receive a variety of written and verbal feedback on their learning which includes a celebration of what has gone well and next steps for areas they are still working on. Sometimes the children talk with each other to assess what has gone well and what needs further attention, this is supported by teacher input. Some children may require changes to their environment, for example the use of a visual timetable or wheel chair access; this would be discussed and arranged on an individual basis.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

We have a part time teacher who works with individuals and small groups of children who need additional support specifically with English.
Two members of staff are ELKLAN trained. One works in close consultation with the school's allocated Speech and Language Therapist to deliver speech and language programmes to identified children. This includes Lego Therapy. The school also has an Emotional Literacy Support Assistant (ELSA) who works with individuals or small groups of children who may have social and emotional difficulties. Two of our teaching assistants have undertaken training in leading nurture groups for children who may be experiencing social and emotional difficulties.
In addition to this every class has access to a teaching assistant. The number of teaching assistants in a class may vary according to the need.
The majority of the teaching and support staff have completed Level 1 training in ASD delivered by the Shine Team. All our teaching assistants have benefitted from a programme delivered by the Occupational Health team in developing fine motor skills and improving handwriting.
We may use precision teaching techniques if it is considered beneficial.
The school has access to a variety of software programmes to support different needs.
The school makes use of a variety of specialist services including The Education Psychology Service and The Shine Team (School Support Team for children with Autism).

c. How is the decision made about what type and how much support my child/young person will receive?

When a child is identified as requiring extra support there will be a meeting to discuss the IEP targets and the strategies that are going to be used to support their achievement. The targets and support will depend on the level of need. A provision map indicates how resources are allocated.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Parents are always part of the discussion on targets and actions taken to support the child meet the targets. Our IEPs also include ideas and suggestions for support that can be undertaken at home. The school also has a Family Link Worker.
The school arranges open sessions for parents to attend on topical subjects, recently these have included, Phonics and a Punctuation and Grammar session. At these sessions feedback is always requested and we try to design sessions around suggestions.
Our teachers are readily available for discussions if there is an area of concern and we have, where necessary, implemented home school communication books in individual cases.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Pupils are encouraged to respond to feedback and regularly involved in discussions about their learning. Depending on the age and maturity of the child they may be involved in discussions about their future targets. Children who have an EHC are asked for their opinions and these are fed into the annual review process.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

Teachers working with your child regularly evaluate progress towards identified targets using the IEP. A school tracking system is also used to oversee progress. Parents of children with an IEP are invited to a termly meeting to celebrate the progress and discuss the next steps and new targets. This also includes opportunity to discuss how home can support progress too. Children with a Statement or Education, Health and Care (EHC) plan will have a formal annual review in addition to this.

b. How do you involve my child/young person and parents in those reviews?

You will be invited to attend your child's annual review and can bring other people e.g. other professionals or a family friend if you choose to. You will be given an opportunity to make contribution prior to the review if you would like to. We do sometimes invite the child to attend the review, depending on how they feel about being part of the meeting, but always ask their views prior to the meeting and make sure these form a key part in any decisions made. At the end of the review you will receive a written record of what has been discussed and any outcomes we have agreed.

c. How do you know if the provision for children and young people with SEND at your school is working?

Children's progress towards agreed targets is assessed regularly. If an intervention is not helping a child achieve these targets we will consider another approach and once a target has been met the IEP is reviewed and changed accordingly.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

All class teachers take time to discuss issues as they arise and children are given time to discuss their worries and anxieties in assemblies and circle time. Our Emotional Literacy Support Assistant (ELSA), Family Link Worker and other teaching assistants are able to offer additional interventions such as social groups and nurture groups for children who need support with emotional and social development. We have an Anti-Bullying Policy and we take part in Anti Bullying Week activities. We sometimes make use of RBWM Behaviour Support Team. In the past we have accessed support with Transition workshops and Spot and Stop Anti Bullying workshops. Where concerns continue, with parental permission, we are able to access other services through an Early Help Assessment, this may lead to other agencies such as Play Therapists being involved.

Our PSHE programme, Jigsaw, has a well – being focus. We deliver Well Being and Healthy days where the school focus is on mental and physical well-being. This may involve activities such as meditation, physical exercise and learning about healthy eating.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

When children join our school in Reception our Reception Class Teacher(s) have visited most children in their setting before they come to school and they will have liaised with staff in their previous nursery too. We hold information sessions for parents and the children are invited to come and spend half the day here so that they can become more familiar with the setting. Our Parent/Teacher Association provide social meetings before the start of the year so that parents feel supported too.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

Children who require more support are identified early on and individualised arrangements are made depending on the need. These may take the form of visits to the new school after school when it is empty, visiting during a lunch time, visiting with one of our staff members to take photographs and create a book about the new school. Arrangements would be made to discuss your child and their needs before they leave and necessary paperwork would be passed on.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

• Is your school wheelchair accessible?

Trinity St Stephen is wheelchair accessible and all classrooms and cloakrooms are on the ground floor. We do not have electronic doors.

• Have adaptations been made to the auditory and visual environment?

We have contrasting paintwork.

• What changing & toilet facilities does the school have for children and young people with SEND?

The school has a disabled toilet.

• Do you have disabled car parking for parents?

Arrangements can be made for parents and carers who are disabled to park immediately outside the school premises.

b. What if my child needs specialist equipment or facilities?

We will make every effort to provide the equipment and resources your child needs. If we do not receive additional funds through your child's EHC (Education Health Care Plan), we will investigate other possible sources of funding i.e. local trusts or charities. We can also look to other services to loan appropriate equipment.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

As part of our inclusive ethos we want all children to take part in activities outside the classroom. When planning school trips we consider the needs of the pupils and will talk to you in the early stages of planning to discuss whether it is safe and appropriate for your child to be included. Every effort will be made to include all children. We complete risk assessments for any offsite activity and these take account of the needs of the children we are taking.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

We have one ELSA and two ELKLAN trained member of staff.
Two members of staff have received training on leading Nurture Groups.
Most teaching staff have received ASD Level 1 training.
The Education Psychologist has delivered training on Attachment Needs.
Two staff have completed the First Aid at work 3 day course.
Most staff have completed the 1 day Paediatric First Aid Course.
A group of staff have completed training in managing Asthma, Epilepsy, Anaphylaxis .
Staff attend courses usually provided by RBWM dependent on need and school priorities.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Trinity St Stephen works closely with a range of outside agencies. For example, E.g. Speech & Language therapy, RBWM Children and Young People Disability Service, Educational Psychologists, Behaviour Support, Shine Team (Outreach Autism Service). Families are always advised and asked to complete a referral form when outside agency support is being sought.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link: <http://www.tssfirst.co.uk/>

- Inclusion Policy (September 2020).
- Accessibility Plan (Jan 2016).
- Safeguarding Policy (October 2020).
- Behaviour Policy (January 2019).
- Medical Policy (April 2017)

Other policies for example:

- Intimate Care (Feb 2019)
- Raising Concerns at Work Policy (January 2016)

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

Our Complaints Policy can be accessed from the website at: <http://www.tssfirst.co.uk/>

11. Glossary

Terms used in this document	Description/explanation of term
Autism Spectrum Disorder (ASD)	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or an ASD. The three main areas of difficulty which all people with Autism share are sometimes known as the 'triad of impairments'. They are: Difficulty with social communication Difficulty with social interaction Difficulty with social imagination
Berkshire Sensory Consortium Service	Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.
Education Health Care Plan (EHC)	An EHC is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
ELKLAN	Training for staff to support children with their speech and language development
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Friends For Life	Intervention to support children with worries
Independent Education Plan (I.E.P.)	A document drawn up in school which outlines targets for individual children with additional needs and how they will be supported to meet those targets.
SEND	Special Educational Needs and/or disabilities
Shine	An outreach service who support children on the autistic spectrum in mainstream schools.
Special Educational Needs Co-ordinator (SENCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.

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