



Trinity SEN response to the Lewisham 'Local Offer'

Our information report 2020-2021

Special Educational Needs

The changes in the Pupils and Families Bill affect the way pupils with special educational needs (SEN) are supported in schools. The new approach began in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Pupils and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all pupils and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for pupils who need extra specialist support (SEN support).

Trinity has adopted these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education.

All Lewisham maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. The information below details to offer within the school and ways in which parents and children may access the support required.

Local Offer

Trinity uphold pupil's right to education and recognise the diverse educational needs within its communities. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some pupils need increased support to access learning because:

- A. They have a significantly greater difficulty in learning than the majority of pupils of the same age;
- B. They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by pupils of the same age

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all pupils so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all pupils.

INFORMATION AND GUIDANCE:

Who should I contact to discuss the concerns or needs of my child?

Class Teacher (Primary phase) or Family Group Leader/Subject Teacher (Secondary)

In the Primary phase, please contact by speaking to them at the beginning or end of a school day to arrange an

He/she is responsible for:

Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Primary/Secondary SEN Managers or the SENCO as necessary.

Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

<p>appointment or telephone the school.</p> <p>In the Secondary phase, please send the family group leader or subject teacher an email or use Weduc. You can also telephone the school.</p>	<p>In the Primary phase, writing Individual Education Plans (IEP), and sharing and reviewing these with staff members who work with the child every half term. In the Secondary phase, contributing to the SEN information spreadsheet.</p> <p>Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</p> <p>Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <p>Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</p> <p>Continuing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve.</p>
<p>Primary HLTA's and Secondary SEN Manager</p> <p>Anthony Walshe</p> <p>Email: a.walshe@trinity.lewisham.sch.uk</p>	<p>This team is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Applying the schools SEN policy. • Ensuring that parents are: <ul style="list-style-type: none"> ✓ Involved in supporting their child's learning. ✓ Kept informed about the range and level of support offered to their child. ✓ Included in reviewing the progress of their child. ✓ Consulted about planning successful movement (transition) to a new class or school.

<p>Deputy Headteacher – Inclusion (SENCO)</p> <p>Email: s.gallears@trinity.lewisham.sch.uk</p>	<ul style="list-style-type: none"> ✓ Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties e.g. Speech and Language Therapy, Educational Psychology etc... ✓ Provide specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. ✓ Updating the school’s SEND provision maps (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child’s progress and needs. ✓ Providing 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. ✓ In the Primary phase, supporting your child’s class teacher to write Individual Educational Plan (IEP), that specify the targets set for your child to achieve. ✓ Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
<p>Executive Headteacher</p> <p>Contact made via the school office</p>	<p>He is responsible for:</p> <p>The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met.</p> <p>They make sure that the Governing Body is kept up to date about any issues in the school relating to SEND (via the SENCO).</p>
<p>SEN Governors</p> <p>Contact made via the school office</p>	<p>They are responsible for:</p> <p>Making sure that the school has an up to date SEND Policy</p> <p>Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</p>

	<p>Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</p> <p>Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</p>
--	---

In the Primary phase:

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of intervention provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and /or disabilities in this school?	<p>Class Teacher</p> <p>Consistently good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Planning different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. 	<p>All children in school receive this.</p>

		<ul style="list-style-type: none"> • Providing specific strategies to enable your child to access the learning task. 	
	<p>Specific small group work</p> <p>This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching Assistant who has received training to lead these groups. <p>These are called Intervention groups.</p>	<ul style="list-style-type: none"> • The class teacher constantly monitors your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • The class teacher will provide specific targets and tasks to help your child to make progress. We call this precision teaching. 	<p>Any child who has specific gaps in their learning.</p> <p>Any child identified by the class teacher as needing some extra support in school.</p>
	<p>Specialist groups run by external agencies e.g Speech and Language Therapy groups</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be invited to a meeting to discuss your child’s progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better. 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

		<ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or speaking and listening group. • The school may suggest that your child also needs some agreed individual support or group support in school. 	
	<p>Specified Individual support for your child of more than 20 hours in school.</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Leader as needing a particularly high level of individual</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Lewisham website: http://www.lewisham.gov.uk/ • The Local Authority will decide whether your child’s needs are complex, enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child’s needs. If they do not think your child 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school

	<p>and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>needs this, they will ask the school to continue with the support.</p> <ul style="list-style-type: none"> • The Local Authority will decide if your child needs more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health Care Plan. The EHC Plan will outline the number of hours of individual/ small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
--	--	--	--

In the Secondary phase:

INTERVENTION

We support pupils to access the curriculum

- Classroom based staff know the profile of their class and individual needs. Learning activities are planned to match pupil's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage pupils to learn and achieve independently
- Pupils are encouraged as part of our Christian ethos and values to work flexibly, use learning spaces around the school (both indoor and outdoor), work in corridors and move freely around the school.
- Each class has a teacher and many have a teaching assistant. If pupils have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available. Teaching assistants are deployed flexibly throughout the school and according to need to maximise their effectiveness.
- Classes are very diverse. They are well-resourced and for pupils with additional needs, specialised equipment such as radio microphones, head sets and writing apparatus can be arranged.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

We support literacy and numeracy

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum.

For pupils with specific learning needs activities such as; reinforcement and pre-teaching in small groups, specific programmes for literacy (Thinking Reading), story sacks, Lexia, Beat Dyslexia and for maths (such as Number Shark and Numicon) are available.

We support speech and language development

We recognise the importance of supporting speech and language development particularly in the early years. We are currently able to provide resources so we can access the Speech and Language professionals.

Teachers make sure their classes have lots of language support and activities. Many of our staff are trained to provide specific interventions such as Lego, scripted play and phonics.

We promote positive behaviour

The “Behaviour and Relationships Policy” describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about how to respect the rights of everyone in the class. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted pupils to stay on task and focus on learning. In the playground, staff will involve targeted pupils in specific activities. Some pupils who find good behaviour a challenge may need additional help such as collecting Behaviour Watch points or etiquette cards which lead to personalised in-school rewards.

Where difficult situations have occurred, staff talk calmly through the event with the pupil helping to identify what went wrong and what actions could be taken if a similar situation happens again. For some pupils we use ‘social stories’ or comic strips to help their understanding. Restorative Justice plays a significant role in promoting positive behaviour and relationships between all in the Trinity family.

We support pupil’s emotional well being

Emotional well-being is supported by making sure that pupils who find “change” difficult are well prepared for any changes or transitions. We may prepare specific resources such as ‘transition books’ and/or support pupils in groups or on a 1:1 basis as appropriate. To promote positive friendships, we may use a ‘circle of friends’ or ‘circle time’ involving the whole class. The school counsellor and a range of learning mentors are also available as well as the opportunity for pupils to request a time to talk with an adult. We have an active chaplaincy programme to support all pupils. We have a comprehensive mental health and wellbeing provision (please see our Mental Health and wellbeing Policy).

We support pupil’s physical needs

Physiotherapists and Occupational Therapists are requested to provide specific advice and guidance for target pupils. They are also asked to provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to pupils for handwriting or fine motor skills either individually or in small groups.

Trinity is fully accessible for all pupils and has been adapted with a lift and ramp so all pupils are inclusive. The school is designed to enable access for all pupils to all parts of the school. We have specialist equipment (as required on an individual basis) to allow pupils to access the curriculum.

We support pupil's medical needs

The school nurse service visits the school to carry out checks with pupils and to provide advice and training to staff. They also assist in writing Health and Care plans for pupils. Medicines are stored safely in the school pupil reception. There is a team of staff who are first aid trained, one of whom is able to administer medicines to pupils as directed by parents/ carers.

We support pupils during unstructured parts of the day

Lunch and playtimes are staffed to ensure safe adult: child ratios. There is a range of equipment available and different activities are led by staff and at times with support from the secondary pupils. Specific interventions for pupils with additional needs include having a named member of staff for support or being guided to specific areas or activities which are best suited to the needs.

We work in partnership with parents and carers

Our ethos "Learning , Loving, Living" encourages partnership working with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their pupils and use that information to make sure everyone who works with a child understands their needs. Formal review meeting are held annually. Parents, staff, relevant external agencies and, when appropriate, students are invited to this review. The outcomes of these meetings will be formally recorded.

We work in partnership with other agencies

We have contracts with the NHS for Speech and Language Therapy and with Drumbeat outreach (ASD), The Outreach Service (for pupils with Emotional and Behavioural Needs), and Kaleidoscope for the Educational Psychologist. As a school we also work with

services such as the Targeted Family Support and Child and Adolescent Mental Health Services. We have an extensive knowledge of services to support pupils and families in the local community.

We monitor pupil's progress

We have a system to track and monitor all pupil's progress using an electronic database and progress tracker. Through day to day teaching and learning, pupils are continually assessed and teachers' planning responds to this. For particular pupils, more in depth assessments may be required. Some of these can be carried out by SENCO and sometimes we ask external agencies to carry these out; (this is particularly in the case for applying for a Statement of Special Educational Need or an Education, Health and Care Plan).

Tests and examinations: Access arrangements

For some students, additional arrangements and adjustments can be made to enable them to fully access a range of tests and examinations. This might include additional time, rest breaks or the use of a word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. The school reserves the right to use the expertise and judgment of staff within the school to inform their decisions about access testing eligibility.

English as an additional language (EAL)

If you have concerns about your child you should speak to your child's class teacher/family group leader first.

You may then be directed to the Teaching Assistant of EAL who is responsible for:

- Advice on specific provision for underachieving learners identified as being EAL.
- For the planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual pupils.
- Working with colleagues to develop appropriate resources for EAL pupils.
- Supporting colleagues to develop their knowledge of the linguistic and cultural backgrounds of pupils and their families and the social and political factors which affect their lives.
- Devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners.

