



# HOLY TRINITY

A Catholic and Church of England Voluntary Academy  
The Hallam Schools' Partnership Academy Trust

---

## Special Educational Needs and Disabilities Report

June 2021

Holy Trinity is a voluntary aided 3-16 Catholic and Church of England school. We have 1120 young people in our school, with 420 in our primary phase and a 700 in secondary. At Holy Trinity, all our young people regardless of where their abilities lie are valued equally, with the school's Christian ethos at the heart of all we do, *'we seek to create an inclusive and supportive learning community, based on Gospel values, that nurtures each individual in order that they reach their full potential.'* All our young people are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs. Within its aims, Holy Trinity is committed to equal opportunities, and pupils are encouraged to achieve their full potential, regardless of their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Our young people of all ages and all abilities are:

- ✓ encouraged to achieve their full potential, regardless of their abilities.
- ✓ entitled to a balanced curriculum which gives access to a variety of options as they progress beyond Holy Trinity.
- ✓ treated as individuals where their individual needs, interests and aptitudes are recognised.
- ✓ provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- ✓ entitled to have an emerging or evident special educational need identified and assessed.
- ✓ able to learn through a range of enjoyable and stimulating experiences in an atmosphere where they feel valued, encouraged and safe.
- ✓ encouraged to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- ✓ encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information about the ways in which we support all pupils with Special Educational Needs and Disabilities (SEND), in order that they realise their full potential, make outstanding academic and personal progress and are equipped for their future lives.

### Key Staff

**Acting Headteacher:** Mrs L Oldcorn

**SENDCo:** Mrs A Talbot

**Assistant SENDCo:** Mrs B Chaudhary and Mrs J Franey.

**SEND Administration:** Ms. S Scott

**School Governor with responsibility for SEND:**

Parents and Carers can contact members of staff by telephoning the main switchboard on **01226 704550**

**What types of SEN do we provide for at Holy Trinity?**

The universal provision for all young people at Holy Trinity is **Quality First Teaching (QFT)** and adjustments to activities to remove any barriers are consistently made by our proactive staff. A young person is considered to have a special educational need when provision is made, or is needed to be made, that is different from, or additional to, the provision made available to all our young people. In line with the Equalities Act 2010, Holy Trinity provides support for our young people within the four areas of special educational needs and disability identified in the SEND Code of Practice 2015. These areas are:-

- ✓ **Communication and Interaction**
- ✓ **Cognition and Learning**
- ✓ **Social, Emotional and Mental Health Difficulties**
- ✓ **Sensory and/or Physical**

*Here is a breakdown of all our young people on our SEND register:*

Year	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Total
<b>EHCP</b>	0	0	3	1	1	0	2	4	4	4	7	6	8	40
<b>SEN 'K'</b>	2	2	2	8	5	4	10	12	16	14	19	23	14	130

We are currently in the process of applying for three more EHCPs in the primary phase and four more in the secondary phase with one at mediation on Friday 11<sup>th</sup> June 2021. We are also evidence gathering for another four young people in order to secure an EHCP for them also.

The funding received by school for our young people with Education, Health and Care Plans (EHCPs) is **£198,459**. SENDCO is currently reviewing all EHC plans to accurately reflect the level of support and funding our young children receive in school.

**How do we identify and assess pupils with SEND at Holy Trinity?**

Our graduated approach to assessing, planning, teaching and reviewing our young peoples' learning and progress ensures that teachers and staff are able to quickly identify areas of need for individuals who may need additional provision. This early identification is a priority at Holy Trinity and we identify individual learner needs through a range of means.

These include:-

- ✓ Discussions with parents/carers.
- ✓ Discussions with previous teachers and other professionals; e.g. Health Visitors, GP's, Paediatricians, School Nurses, Educational and Clinical Psychologists, Speech and Language Therapists, Occupational Therapists, Social Workers, CAMHS (Children and Adolescent Mental Health Service) and Educational Welfare Officers.
- ✓ Below-expected attainment in line with the Statutory Framework for the EYFS/National Curriculum end of year expectations.
- ✓ Teacher observations, termly assessments and analysis of tests administered in school.
- ✓ Screening tests/assessment tools e.g. Speech, Language and Communication Needs (SLCN), phonics, reading, spelling and maths.

Current assessments show:

**Data from DC2 relating to %ages on track to make expected progress SEND Spring 2021**

Year Group	Reading SEN 'E'	Reading SEN 'K'	Writing SEN 'E'	Writing SEN 'K'	Maths SEN 'E'	Maths SEN 'K'
1	33%	50%	33%	50%	67%	50%
2	0%	50%	0%	38%	0%	63%
3	0%	60%	0%	0%	0%	40%
4	-	67%	-	100%	-	67%
5	0%	80%	0%	50%	0%	60%
6	50%	75%	75%	75%	25%	67%

Year Group	English Language SEN 'E'	English Language SEN 'K'	Maths SEN 'E'	Maths SEN 'K'
7	50%	38%	25%	19%
8	25%	36%	25%	29%
9	43%	56%	43%	28%
10	Functional Skills – 66%	9%	Functional Skills - 66%	5%
11	13%	31%	50%	46%

Data relates to progress measureable for data collection purposes – this not always an accurate record of who has made progress i.e. progress within IEPs etc will not count in the measure above.

**Who is our special educational needs co-ordinator (SENDCO) at Holy Trinity and how can she and her team be contacted?**

The Special Educational Needs Coordinator – SENDCO: **Mrs A Talbot**

Assistant SENDCO: **Mrs J Franey and Mrs B Chaudhary**

SEND Administration: **Ms S Scott**

Parents and Carers can contact members of staff by telephoning the main switchboard on **01226 704550**

The SEND Team are responsible for:

- ✓ Coordinating all the support for all our young people with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all our young people get a consistent, high quality response to meeting their needs in school.
- ✓ Liaising with all the other people who may be coming into school to help support the young person's learning e.g. Speech and Language Therapy, Educational Psychology, Communication and Interaction and Hearing and Visual Impairment.
- ✓ Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of the young person's progress and needs.
- ✓ Providing specialist support for teachers and support staff in the school so they can help our young people with SEND in the school achieve the best progress possible.
- ✓ Ensuring adequate records are kept detailing the support that each young person is receiving.
- ✓ Writing Support Plans (IEPs/SSP's), in order for class teachers to share and review these with parents at least once each term and planning for the next term.
- ✓ Attending Local Authority Briefings to keep up to date with any legislative changes in SEND.

## What is our approach to teaching pupils with SEN at Holy Trinity?

At Holy Trinity, we are proud to be inclusive and will endeavour to support every young person regardless of their level of need. All young people follow the Statutory Framework for the EYFS/National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match our young people's ability to the curriculum there are some actions we may take to achieve this:

- ✓ Ensure that all young people have access to the school curriculum and all school activities.
- ✓ Help all young people achieve to the best of their abilities, despite any difficulty or disability they may have.
- ✓ Ensure that teaching staff are aware of and sensitive to the needs of all our students, teaching young people in a way that is more appropriate to their needs.
- ✓ Young people to gain in confidence and improve their self-esteem.
- ✓ To work in partnership with parents/ carers, young people and relevant external agencies in order to provide for all our young people's special educational needs and disabilities.
- ✓ To identify at the earliest opportunity, all young people who need special consideration to support their needs (whether these are educational, social, physical or emotional)
- ✓ To make suitable provision for all our young people with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- ✓ Ensure that all our young people with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- ✓ To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- ✓ To give every young person the entitlement to a sense of achievement.

To successfully match pupil ability to the curriculum, Holy Trinity remains committed to:

- ✓ Using a range of teaching and learning styles.
- ✓ Differentiated learning materials.
- ✓ Access to ICT and Technology.
- ✓ Additional in-class support.
- ✓ Additional out of class support.
- ✓ Flexible groupings – including small group support work.
- ✓ An innovative and supportive curriculum.
- ✓ The appropriate use of rewards and sanctions.
- ✓ Mentoring and counselling.
- ✓ A broad range of extra-curricular activities.
- ✓ Assessment procedures that emphasise our young peoples' strengths and achievements.
- ✓ Applications during national testing at Key Stage 2, 3 and 4 to obtain access arrangements as appropriate

Some examples of teaching styles used to support a young person with SEND **could** include:

- ✓ Breaking longer sessions into smaller parts to aid concentration and attention.
- ✓ Using visual resources to aid understanding of new concepts and key words.
- ✓ Additional adult support in class to reinforce the key information given by the class teacher.
- ✓ Using visual timetables so young people with SEND know what to expect.

	<p>Some examples of additional provision which could be suitable for a child with SEND <i>could</i> include:</p> <ul style="list-style-type: none"> <li>✓ Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties.</li> <li>✓ Small group focus work to address shared issues, e.g. fine and gross motor skills groups.</li> <li>✓ Specialist interventions, e.g. Occupational Therapy or Talking Therapies.</li> <li>✓ Teaching Assistant support within the classroom in order for the work to be further differentiated to meet exact needs.</li> <li>✓ Additional resources to enable better access to the curriculum suggested by Visual and Hearing Impairment professionals.</li> <li>✓ Thorough assessments undertaken by Educational Psychologists in order to pinpoint exact areas of difficulty that are then addressed.</li> </ul> <p>We aim to cater as best we can for the needs of the young people within our environment and with our experienced and proactive staff.</p>
<p><b>How do we adapt the curriculum and learning environment at Holy Trinity?</b></p>	<p>At Holy Trinity, we aim to offer a curriculum that is broad and balanced, one which promotes spiritual, moral, cultural, mental and physical development and which prepares our young people for the opportunities, responsibilities and experiences of later life. We have adopted an inclusive approach to teaching and learning and we ensure that all children can access a curriculum that is tailored to meet their individual needs. We follow the formal requirements of the Statutory Framework for the EYFS/National Curriculum but we also provide a wide range of additional opportunities to enrich the experiences of our children and where necessary, we adapt the curriculum to make it more accessible for pupils with SEN.</p> <p>Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence. Some of the actions we may take to achieve this are:</p> <ul style="list-style-type: none"> <li>✓ Help all our young people to achieve to the best of their abilities, despite any difficulty or disability they may have.</li> <li>✓ Modify the curriculum to meet individual needs.</li> <li>✓ Ensure that teaching staff are aware of and sensitive to the needs of all our young people, teaching them in a way that is more appropriate to their needs.</li> <li>✓ To make suitable provision for all our young people with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.</li> </ul> <p><b>Quality First Teaching and what this means for our young people:</b></p> <p>If staff feel that a young person is not accessing the curriculum fully, if they begin to experience difficulties or if they are working below the expected level for a child of their age in a particular area of the curriculum, our first step is to begin early Intervention in addition to our whole school Quality First Teaching approach. Your child will receive additional support in class to address their needs. For example, they may be supported by the class or subject teacher for a short period of time or they may work with a member of our support staff to work on their specific needs.</p> <p><b>Specific group work and what this means for your child:</b></p> <p>In addition to the in-class support available, our team of support staff also provide group interventions as part of our provision. Once the young person's needs have been identified, they will receive additional support in a small group or in a 1:1 setting to meet their needs. Young people work in small intervention groups for many reasons and most will receive support of some kind at some point during the academic year. Some support may take place regularly throughout the year, while other interventions may only be needed for a very short time.</p>

	<p><b>Specialist group support from outside agencies:</b> Some needs require tailored support from trained professionals. When these specific needs arise, we will contact relevant agencies. We are currently working with an experienced team of Speech and Language therapists and Visual and Hearing Impairment professionals to address the needs of several children in school. If we feel that any of our young people would benefit from any extra input, we will contact their parents and carers to discuss our concerns. The therapists works closely with parents and carers to ensure that the strategies that are used in school are reinforced at home. We are also able to make referrals into the Occupational Therapy Service and CAMHS when required.</p> <p><b>Range of teaching and learning styles:</b> All members of staff use a range of teaching and learning styles to meet the needs of the young people in their care and to add variety to the activities children complete. Differentiation is used to ensure that all our young people are able to access learning regardless of their ability. Our curriculum is adapted as needed. For example, all tasks are differentiated to meet the needs of all our young people in each lesson, however if a child is working well below the expected level for their age, tasks will be tailored to their individual needs. The learning environment may also be adapted if needed.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN at Holy Trinity?</p>	<p>At Holy Trinity, we ensure that all our young people with SEND engage in the activities of the school alongside our young people who do not have SEND, in-line with our duties under the Equality Act 2010. This can involve making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage when compared with their peers. This requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage.</p>
<p>At Holy Trinity, how do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>We are committed to working with parents and carers to identify our young people's needs and the support that is required and we very much value the contribution that parents and carers can make to their child's education.</p> <p><b>Consultation with parents and carers of children with SEND</b> We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process in a number of ways:</p> <ul style="list-style-type: none"> <li>✓ All parents and carers are invited to attend Open Evenings every term where they can discuss the progress their child has made and talk about the next steps in their learning journey</li> <li>✓ If your child has an EHC Plan, formal meetings will be held at least once every year. Meetings may take place more often if the outcomes have been achieved or if your child's needs have changed significantly since the previous meeting. All professionals who support your child will also be invited to attend these review meetings.</li> </ul>
<p>How do we consult pupils with SEN and involve them in their education at Holy Trinity?</p>	<p><b>Consultation with children with SEND</b> At Holy Trinity, we ensure that the voice of our young people is always listened to. Class teachers, our SENDCO and our Support Staff work with our young people to identify the support they need to meet agreed outcomes and achieve their potential. Our staff take time to get to know each young person as an individual so they know what works well and what is less effective and they tailor the teaching they provide and the support that is available to meet their individual needs. The young person's views and opinions are gathered regularly to ensure that as a school, we are able to meet their needs in the most appropriate way.</p> <p><b>Young People with SEN Support Plans and EHC Plans</b> All of our review meetings are young person centred. Before the meeting, the SENDCO or Assistant SENDCOs or class teacher will meet with the young person (where applicable) to gather their views and opinions. This information will then form part of the review process. The young</p>

<p>At Holy Trinity, how do we assess and review pupils' progress towards their outcomes?</p>	<p>person is invited to the review meeting (parents/carers can decide if this is appropriate). They are able to join in the discussion about how their learning is going and they are involved in reviewing their outcomes on the plan as it progresses where appropriate.</p> <p>Most children and young people at Holy Trinity will have their special educational needs met through good classroom practice. This is called <b>Quality First Teaching (QFT)</b>.</p> <p><b>Early Identification of Need</b></p> <p>In deciding whether to make special education provision to support educational, social, physical or emotional needs, we listen very carefully to the views of parents, staff and the young person themselves. Often young people may join Holy Trinity with parents having a clear understanding of their child's needs and as a school, we see parents as partners in all our young people's educational journeys. Sometimes, however, school staff may initially identify a concern. If this was the case, staff would liaise with the parents at the earliest opportunity to discuss such concerns and agree 'next steps'. For some concerns, we may discuss the involvement of specialist support, for example, Educational Psychology, Communication and Interaction or Speech and Language or Occupational Therapy. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' our young people but to seek advice or strategies to help them to reach their full potential.</p> <p><b>SEN Support</b></p> <p>Where a pupil is identified as having a special educational need, we follow a <b>graduated approach</b> which takes the form of cycles of <b>"Assess, Plan, Do, Review"</b>.</p> <p>This means that we will:</p> <ul style="list-style-type: none"> <li>✓ <b>Assess</b> a young person's special educational needs</li> <li>✓ <b>Plan</b> the provision to meet the young person's aspirations and agreed outcomes</li> <li>✓ <b>Do</b> put the provision in place to meet those outcomes</li> <li>✓ <b>Review</b> the support and progress</li> </ul> <p>As part of this approach, every child with SEND will have an individualised SEN Support Plan that describes their needs, outcomes &amp; provision to meet those needs. A small percentage of our young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan (EHCP).</p> <p><b>A SEN Support Plan:</b> the school oversees our young people and together the school and parents initiate, review, amend and cease support for those young people whose needs are seen at a 'SEN Support Plan' (school) level.</p> <p><b>An Education, Health and Care Plan (EHCP):</b> An Education, Health and Care Plan (EHCP) is for young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. Children at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.</p> <p>We value the contribution that parents can make to their child's education and both school and home must work hard at this important aspect of school life. For children who are in receipt of a school 'SEN Support Plan' we hold review meetings at parent's evenings termly to review progress towards their outcomes and to devise new outcomes for the following term. The 'SEN Support Plan' is a working document and staff</p>

	<p>may find that outcomes are met before the termly meeting. In this instance they may invite parents into school early to review and set new outcomes.</p> <p>If a child has an Education, Health and Care Plan (EHCP) parents will also attend an additional parent’s meeting each year. This is a child centred ‘Annual Review’ for all young people with an Educational Health and care Plan.</p> <p><b>How are our young people involved in the Plan, Do Review approach?</b></p> <p>As with everything related to any young person in our school – they have an opinion and voice that is listened to. At child centred reviews (for young people with statements and EHCPs) the young person is invited to the review (where appropriate) and is able to join in the discussion about how their learning is going. At Holy Trinity, we build effective relationships with our young people, which means that we have regular, conversations leading to a very clear picture of what our young people enjoy, what works and what they need. Throughout the SEN support process, we also invite advice and opinion from any outside agencies that are also in contact with the child. If parents and professionals involved with a young person feel that further support is needed to meet the needs on a Support plan, it may be felt that an EHCP assessment is required. Professionals and parents will work very closely together at this stage to ensure that any relevant interventions and targeted support is used effectively to help to meet needs.</p>
<p><b>How do we support pupils preparing for adulthood at Holy Trinity?</b></p>	<p>Preparing for adulthood is an exciting time for our young people, as they transition from Holy Trinity onto the next stage of their lives. It can also be quite a daunting time for their families and we aim to make this process as informative and smooth as possible. We will share information with the next school, college, or other setting the pupil is moving to. We will agree with parents and pupils about which information will be shared as part of this. We work with those schools and colleges which offer additional transition support for individuals or small groups of students. The needs and current support strategies of SEND students are shared with their next school or college through SENDCO meetings, the transfer of student information and, for some, the use of pupil passports.</p> <p>For our young people who have an ‘Education, Health and Care Plan’ (EHCP) we work with ‘The Targeted Information, Advice and Guidance Service’ (TIAG) who provide independent and impartial careers guidance to encourage, support and enable young people to get into education, employment and training. We want all our young people to have high expectations and reach their potential and are happy to work alongside the TIAG personal advisers who are fully qualified careers guidance specialists who help our young people explore their learning and career options, have high aspirations for the future and support them to get into education, employment or training.</p>
<p><b>How do we at Holy Trinity support pupils with SEN to improve their emotional and social development?</b></p>	<p>In order to fulfil their potential, we believe that a young person needs to feel safe and happy at school. At Holy Trinity, our staff pride themselves on getting to know all our young people well. All our young people are very welcoming and accepting: we encourage and celebrate this.</p> <ul style="list-style-type: none"> <li>✓ Our school has a Behaviour policy, which outlines a firm but fair approach for all children.</li> <li>✓ We have support staff on playground duty to focus on and support identified pupils with emotional and social difficulties</li> <li>✓ There is Teaching Assistant support during breaks for children with Education, Health and Care Plans or for vulnerable children. This is part of the weekly timetabled support for more vulnerable children who are unable to cope independently in the playground. This can be organised in a small group or a pair of children where the targeted child can develop their interaction and social skills.</li> <li>✓ We have a Learning Mentor or Student Support Officers who can work 1:1 or with small groups in weekly sessions to work on issues.</li> <li>✓ Children can be included in social skills and friendship groups.</li> <li>✓ As a school we have created a positive culture to prevent bullying and to tackle it when it occurs. All forms of bullying and harassment are dealt with promptly, firmly and consistently.</li> </ul>

**What expertise and training do our staff at Holy Trinity have to support pupils with SEN?**

We currently have nineteen (**19**) Teaching Assistants/Nursery Nurses in the Primary Phase and ten (**10**) Teaching Assistants in the Secondary Phase. *(Please note that not all Primary Teaching Assistants/Nursery Nurses work to support young people with SEND. Some, particularly in Lower School are counted in the statutory staffing levels.)*

All of our teaching and support staff at Holy Trinity experience a range of training opportunities with SEND as the focus. Here are examples of the types of training some/most/all of our staff may have:

- Team Teach - a positive approach to supporting behaviour and de-escalating challenging situations. Positive Handling.
- Understanding Autism - delivered by our Educational Psychology Team.
- Autism in the Mainstream Classroom - delivered by our Educational Psychology Team.
- Consultations and training with the behaviour support specialists 'Positive Regard' around individual children/groups/whole classes.
- Dyslexia-Friendly classrooms following training by our Local Authority SEND Team.
- Exclusion and Social, Emotional and Mental Health Training – Local Authority.
- 'In-house' staff meetings, Drop-Ins and INSET with SENDCO: High quality 'Wave One' provision, interventions, visual supports, working memory and other underlying learning skills.
- Basic Makaton.
- ELKLAN.
- Picture Exchange Communication System (PECS).
- Colourful Semantics Training.
- Lego Therapy Training.
- Jump Ahead.
- Numicon.
- Let's Talk.
- Speech and Language Training – specific to individual children.
- Comic Strip Conversations and Social Story Training with Dr Naomi Robinson – Educational Psychologist.
- Individual consultations - Behaviour Support specialists, Communication and Interaction, Educational Psychology.
- National Award for 'PgCert Special Educational Needs Coordination' (National Award for SENDCo-Ordination).
- Bereavement Training.
- Safeguarding Training.
- Medical - first aid, Epipen, Diabetes, Epilepsy and individual training around care plans and any medical equipment.
- 'Including the Hearing Impaired Child' Training and Support.
- Braille and Visual Impairment Training and Support.
- Growth Mindset - whole staff.
- Training specific to individuals, e.g. Percutaneous Endoscopic Gastrostomy (PEG) training.

**How will we secure specialist expertise at Holy Trinity?**

All our young people, no matter what their needs are, receive daily Quality First Teaching. We aim to keep children with SEND as part of their own whole class as often as possible, therefore support is generally given in the form of a Teaching Assistant working alongside the children and teacher. Interventions are carried out throughout the day at a range of times. If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes. A 'Costed Provision Map' will be developed in liaison with the young person, their parent or carer, teaching staff, outreach support and SENDCO.

	<p>At Holy Trinity, we work closely with any external agencies that we feel are relevant to the individual needs of any young person within our school including people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent.</p> <p>The external specialists may:</p> <ul style="list-style-type: none"> <li>✓ Act in an advisory capacity.</li> <li>✓ Extend expertise of school staff.</li> <li>✓ Provide additional assessment.</li> <li>✓ Support a child directly.</li> <li>✓ Suggest statutory assessment is advisable.</li> <li>✓ Consult with all parties involved with the child.</li> </ul> <p>At Holy Trinity, we liaise with the following agencies depending upon the individual young person's needs:</p> <ul style="list-style-type: none"> <li>✓ Behaviour Support Services – Positive Regard.</li> <li>✓ Child and Adolescent Mental Health Service (CAMHS).</li> <li>✓ Autistic Spectrum Diagnosis Assessment Team (ASDAT).</li> <li>✓ Education Psychology Service.</li> <li>✓ Communication and Interaction Team.</li> <li>✓ Therapies for Anxiety, Depression and Stress (TADS).</li> <li>✓ Occupational Therapy.</li> <li>✓ School Nurse Team.</li> <li>✓ Social Care and Health Team.</li> <li>✓ Speech and Language Therapy.</li> <li>✓ Education Welfare Officer.</li> </ul> <p>We encourage these professionals to visit school as often as possible to work with our staff and share their expertise. Wherever possible, staff implement programmes of work linked to these professionals, for example, speech and language programmes, exercises recommended by physical therapies</p>
<p><b>How will we at Holy Trinity secure equipment and facilities to support pupils with SEN?</b></p>	<p>The type of support, equipment and facilities needed to support our young people with SEN is led by the young person's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation. Other children will also receive support linked to their needs as indicated on their Support Plan. This support may take various forms:</p> <ul style="list-style-type: none"> <li>✓ In class support from teaching assistants.</li> <li>✓ Small group support.</li> <li>✓ Specialist 1:1 support.</li> <li>✓ Support from external agencies.</li> <li>✓ Provision of specialist resources.</li> </ul> <p>Tracking of progress and analysing individual pupil data highlights children who are not making expected progress. Our young people are given additional and differentiated support and interventions are put in place to support their learning and the impact of that provision measured. If</p>

	<p>interventions are not having the expected impact, then the SENDCO may refer to external professionals in discussion with parents to enable further support to be provided.</p>
<p><b>What is a Local Offer in Barnsley?</b></p>	<p>From September 2014, the Government has asked all Local Authorities (LAs) and schools in the UK to publish in one place and keep under review, information about the services and provision they expect to be available for young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for young people who may have an additional SEND need.</p> <p>This is Barnsley's 'Local Offer' found at: <a href="https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783">https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783</a></p> <p>The intention of the Local Offer in Barnsley is to improve choices for families and it is an important resource for parents/carers in understanding the range of services and provision available in our local area. At Holy Trinity, we are committed to the equal inclusion of all our young people in all areas of school life. We recognise the diverse and individual needs of all pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). If you require any additional information, please contact Mrs Talbot (SENDCO) or Mrs Oldcorn (Acting Head Teacher) and we would be happy to answer any questions you may have.</p>
<p><b>How do we handle complaints at Holy Trinity?</b></p>	<p>We are always seeking to improve the quality of education we provide for our young people with SEN and are keen to hear from parents and carers about their child's experience. Compliments are always greatly appreciated and these can be passed on either directly to our staff, or formally recorded via a letter to either the Acting Head Teacher (Mrs Oldcorn) or the SENDCO (Mrs Talbot).</p> <p>We hope that complaints about our SEND provision will be rare, however, if you do have a concern, the process outlined in the school Complaints Policy should be followed. Any complaints will be dealt with as quickly and efficiently as possible. In the first instance parents should speak to the class or form teacher or the Head of Year in our Secondary Phase. If you continue to be concerned, make an appointment with Mrs Talbot (SENDCO) or Mrs Oldcorn (Acting Head Teacher). If matters are unresolved please seek further advice from SENDIASS. Barnsley SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND.</p>

## Review

This report will replace the previous report and will be reviewed by the Ethos, Welfare and Admissions Committee of the Governing Body every year.

The report was last reviewed and agreed by the Ethos, Welfare and Admissions Committee on 10 June 2021 and is due for review before June 2022.

Signature  
Head Teacher



Signature  
Chair of Committee

