

**SEND School Offer**  
**Holy Trinity Primary School**  
**Beridge Road, Halstead, Essex**

[www.holytrinityhalstead.com](http://www.holytrinityhalstead.com)

Type of school:	Primary, Church of England, Voluntary Controlled
No. of Pupils:	260
Headteacher:	Jon Smith
SENCO:	Jean Barlow

**Access Information**

Accessibility:	Full wheelchair access	No
	Auditory/Visual enhancements	Yes (see below)
	Other Adaptations	Changing bench Accessible Toilets (2) Induction Loop (School Hall)

Holy Trinity Primary School is an inclusive school and can offer the following range of provision to support children with SEND.

**Assessment, Planning and Review**

How can I find out about my child's progress?

On-going monitoring takes place by the classteacher. It is the responsibility of the classteacher to then identify children who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties.

This additional support is documented in an Individual Education Plan (IEP) or Behaviour Support Plan (BSP). In consultation with the SENCO and parents, short-term targets are agreed, depending upon the levels and areas of particular need. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account pupil's strengths as well as their difficulties. In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, pupils are invited to this review. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

### **Tests and Examinations**

What provisions are available for children with SEND?

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor.

The SENCO will discuss options with Teachers in the first instance, then inform you about eligibility and applications for these arrangements.

The school must notify and/or apply to the Standards and Testing Agency (STA) in order to initiate access arrangements.

### **Curriculum and Teaching Methods**

How is teaching adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class (differentiation). Daily planning takes into account individual pupil's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

### **Transition**

How will the school help my child move to a new group/year group or to a different school?

In Year 5 all children with a Statement of Special Educational Needs have two 'Annual Reviews' one focused on the review of the IEP and another on Secondary Transition.

All children who are noted as vulnerable or have SEN are supported through internal transition (i.e. Year 2 to Year 3). Teachers and teaching assistants meet regularly leading up to transition and in some cases teaching assistants will remain assigned to the child if this is in their best interests.

Children with SEN, those who display vulnerability or have specific medical needs, will be provided with additional transition days. The additional days allow pupils to familiarise themselves with the buildings, procedures and everyday routines (toilets, lunchtimes etc.)

### **Staffing Expertise**

What skills, experience and qualifications do staff have that may help my child?

An ongoing programme of training are in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered:

- Managing difficult behaviour
- Autism and Autistic Spectrum Disorder
- Helping children with memory difficulties
- Supporting children with low self-esteem
- Supporting children who self-harm

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

### **Pastoral Support**

How can the school support my child socially, emotionally and pastorally?

The Classteacher is responsible for the initial monitoring of the pastoral welfare of the children in their care. If they raise any concerns these are discussed with the Headteacher and Senior Leaders.

Children can be referred (sometimes at short notice) to one of our trained School Counsellors. More complex and potentially involved cases (i.e. cases where the family could be involved) are referred to our attached Counsellor from the Brentwood Catholic Children's Society.

If it is felt that Pastoral issues are infringing upon a child's progress a Pastoral Support Plan can be initiated; this will enable children to receive specific pastoral interventions to help them overcome any difficulties.

In severe cases external advice can be sought. Our school has well-established link with the Halstead Hospital Consultant Paediatric Department.

In order to ensure the best possible learning outcomes for all children Holy Trinity Primary School can offer a range of interventions.

<b>Access, learning and the curriculum</b>
Support Staff (Teaching Assistants and SEND Team) for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific IEP focused tasks</li> <li><input type="checkbox"/> Group work (including guided reading and writing)</li> <li><input type="checkbox"/> Targeted interventions</li> <li><input type="checkbox"/> Booster groups</li> <li><input type="checkbox"/> Individual Phonics programmes</li> </ul>
Strategies/programmes to support Speech and Language: <ul style="list-style-type: none"> <li><input type="checkbox"/> Advice and support from Speech and Language Therapist and Specialist Teacher</li> </ul>
Strategies/programmes to support/develop reading, writing and literacy: <ul style="list-style-type: none"> <li><input type="checkbox"/> Oxford Reading Tree</li> <li><input type="checkbox"/> Word Shark</li> <li><input type="checkbox"/> Toe by Toe</li> </ul>
Strategies/programmes to support/develop numeracy: <ul style="list-style-type: none"> <li><input type="checkbox"/> Numicon</li> </ul>
Other Strategies/programmes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Care plans</li> <li><input type="checkbox"/> Physical programmes</li> <li><input type="checkbox"/> One to One Tuition</li> </ul>
Medical support: <ul style="list-style-type: none"> <li><input type="checkbox"/> Care plans</li> <li><input type="checkbox"/> Epipen administration</li> <li><input type="checkbox"/> Paediatric First Aid</li> </ul>

<b>Partnerships with External Agencies</b>
What support can the school draw upon (externally) to support my child? <ul style="list-style-type: none"> <li><input type="checkbox"/> SENCAN (Educational Psychologist &amp; Specialist Teachers, see below)</li> <li><input type="checkbox"/> Local General Practitioners</li> <li><input type="checkbox"/> School Nurse Service</li> <li><input type="checkbox"/> FAST (Families and Schools Together)</li> <li><input type="checkbox"/> Brentwood Catholic Children's Society</li> </ul>

<b>Specialist Teachers</b>	
<b>Autistic Spectrum Disorder/s</b>	Angela Purdy
<b>Moderate Learning Difficulties</b>	Helen Holton
<b>Physical Neurological</b>	Jan Ford
<b>Speech &amp; Language</b>	Ruth Martin
<b>Speech &amp; Language Therapy</b>	Angela Steed
<b>Educational Psychologist</b>	Dr Stephen Murphy
<b>Health and Welfare</b>	
<b>School Nurse</b>	Claire Plummer
<b>Attached Counsellor</b>	Jenny Rafter
<b>Education Welfare Officer</b>	Wendy Turner