



Trinity Church of England/Methodist Primary School

— BUCKSHAW VILLAGE —

Headteacher: Mrs Jill R Wright

head@trinitybuckshaw.lancs.sch.uk

SEND Information Report 2021

Name of SENCO: Miss Holly Wilson

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Address: Trinity CofE/Methodist Primary School, Unity Place Buckshaw Village, PR7 7HZ

What kind of SEND do we provide for?

Trinity is an inclusive mainstream primary school, providing opportunities for all children. We are passionate about enabling all children to achieve their best and reach their potential.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of special educational need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

How do we support you, as a parent of a child with SEN, and involve you in your child's education?

At Trinity we have an open door policy. Where possible, an appointment can be made through the office. The class teacher or SENCO can be available to discuss your child's progress or any queries or concerns you may have and to share any information about what may be working well in school or at home enabling us to work together effectively to support your child. Both the SENCO (Miss Wilson) and Assistant SENCO (Miss Buxton) are also class teachers with designated release time out of class to support children with SEND and will endeavour to get back to you as soon as possible.

- The SENCO team is available to meet with you to discuss your child's progress or any concerns/worries you may have.



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- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. This will then feed into the child's provision map which will be discussed with you as parents.
- Personal progress targets /Individual Provision Maps/ IBPs will be reviewed with your involvement at least every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- If you, personally, would need support to enable communication with school then we would endeavour to make sure the appropriate measures were taken to ensure there were no barriers, for example access to If you feel you need extra support, as a parent, then we can always help you get in touch with services such as the Information Advisory Service (previously known as SENDIAS and Parent partnership). <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/helpfor-parents-and-carers/information-advice-and-support/>

When a child is on an individual provision map the following approach is taken, working closely with parents:

Plan

An Individual Provision Map is written by the class teacher and the SENCO, in consultation with parents and the child, based on their understanding of the child's barriers to learning, their strengths and their areas for development. This sets out the learning or behavioural targets that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and pupil voice questionnaires are carried out to ensure the child's view and opinions are taken into account when devising individual plans to further their progress. The Individual Provision Map's will be reviewed three times a year and parents will be invited to the reviews. If they are unable to attend, a copy of the new IPM will be sent home and the parent's views will be welcomed. Progress towards the targets is discussed at Parent's evenings or by request at other times through discussions with the class teacher or SENCO. All children will have a personal profile, written in consultation with the parents and the child, which is reviewed annually. It outlines personal information about how that child learns, what he/she enjoys, their strengths and particular requirements they may need to help them learn. As children move through the SEN process their profile will grow in detail depending on the complexity of the child's difficulties and the involvement of outside agencies and professionals within the graduated response.



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Do

The class teacher has the responsibility for working with the child on a daily basis. They will work alongside the teaching assistants and learning mentor where necessary and maintain records that monitor intervention, progress against their targets and adaptation of intervention where necessary. Where the intervention and support involves group or 1:1 teaching away from the class the class teacher retains responsibility for the progress of the child. All class teachers work closely with teaching assistants, the learning mentor and any outside agencies/specialist teachers to plan and assess the impact of support and to see how they can be linked to the classroom teaching. Where possible strategies should be included as part of the quality first teaching that all receive, as this is where the greatest difference can be made. The SENCO is responsible for supporting the class teacher where possible, whether that is with analysing work, providing specific assessments or advising on interventions and support. The SENCO will also decide on whether there is a need for staff training to enhance the support that is provided for children.

Review

Individual provision maps are reviewed termly in consultation with all professionals involved in the support of the child, the parents and the child. At the review meeting decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

There can be some triggers to whether a child needs further intervention from outside agencies. These can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

If necessary, a decision could be made at the review meetings and pupil progress meetings that extra support is needed from outside agencies, such as specialist teachers, speech and language therapists etc. At this point an All About Me Profile will be written for the child, through liaison of the SENCO, class teacher, parents and the child. This is then reviewed yearly and adapted where necessary.



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How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Trinity we operate an open door policy. If you have any concerns about your child's progress your first contact should be with your child's class teacher. They have the responsibility for planning and are responsible for differentiating the curriculum for your child should he/she have any additional or special educational needs. They are responsible for monitoring their progress and identifying any initial difficulties. At Trinity all class teachers are happy to talk to you regarding any concerns you may have so that we can work together as a team to enable your child to learn, make progress and be happy at school.

If necessary, you can make an appointment to discuss your child's progress with the SENCO, Miss Holly Wilson or Assistant SENCO, Miss Charlotte Buxton. Miss Wilson is based at the Key Stage 2 building and Miss Buxton is based at the Key Stage 1 building. However, both support children across the whole school.

If your child is identified as not making progress by the class teacher, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

They may also discuss your child's progress termly at their parents evening appointments or around the time reports are sent home. It is really important that we identify children's needs as early as possible and provide the necessary support and intervention which can best be done by working closely with you.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Children and families are involved in the planning for the progress through regular discussions about achievements, targets and provision. The child's voice is central to every review of progress, contributing to their own reviews at their own level.

The SEN Record is kept by the SENCO in consultation with class teachers. Pupils' progress is monitored throughout the school and class teachers have termly meetings regarding all children's progress. The SENCO and key staff assess and evaluate the progress of children with SEND termly, or when necessary, adapting provision



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accordingly. Parents are kept informed at all times.

Our feedback policy clearly recognises that children are continually involved with the process of evaluating the progress of their learning, identifying achievements and next steps throughout every lesson. We feel this supports children's confidence and self-esteem in learning, and contributes to accelerated learning. As this is a consistent process across the school, children are able to respond to feedback, self-assess and evaluate their own learning.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

If a potential Special Educational Need is identified, we respond in an increasingly personalised way; as we work with the child and their family from the onset to assess their needs, we understand more about the gaps in their learning, and barriers they are experiencing.

The 'graduated approach' is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Provision Map (IPM). This process will happen termly, involving key staff, parents and the child.

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How accessible is the school environment?

Trinity CE/Methodist Primary School is based over two sites. Both sites are fully wheelchair accessible and accessible parking spaces provided close to the entrance. At both Unity Place and Brookwood way there are three toilets that are wheelchair accessible and at least one on each site have a full wet room shower facility. At Unity Place there is access to the second floor using the lift and as we are a recently built school all our corridors are wide allowing easy access. All rooms and entrances are accessible for all and we have experience of enabling children with physical difficulties to be able to make the most of our school environment.

If your child requires something in addition to enable them to access learning we will endeavour to provide that support or equipment where necessary, such as sloped writing tables, coloured overlays, supported seating, pencil grips, recording equipment



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etc. The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, computers and keyboards as well as interactive whiteboards installed in every classroom. We use a specially designed symbol programme (Communication in Print) throughout school, both on laptops and ipads, to enable communication and have a wide range of applications to support and extend learning wherever necessary.

How will the teaching be adapted for my child with SEN?

At Trinity CE/Methodist Primary School we adopt a “quality first teaching” approach, which is differentiated for individual pupils. We aim to ensure that all of our children experience ‘life in all its fullness’ and that our children will receive a broad and balanced curriculum. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Class teachers plan lessons according to the specific needs of all groups of children in their class (using any relevant assessment data) and will ensure that your child’s needs are met. Using quality first teaching, we can ensure that children can be included as much as possible in all lessons and if particular strategies are needed for one child and can work in a positive way for all then they are used for the whole class, e.g. visual timetables, the colour of the back ground of an interactive whiteboard screen, particular fonts, breaking learning into chunks etc.

At Trinity:

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Children may be supported by a teaching assistant, or the class teacher. Specific resources and strategies will be used to support your child individually and in groups.

Planning (including that for specific targets based on information from PIVATS) and teaching will be adapted, on a daily basis if needed, to meet your child’s learning needs.

We also have access to specialist teacher support that may be offered to your child if necessary.



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What type of support is available for children with SEN?

1. Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. We aim to remove any barriers to learning that we can and to ensure that all children are fully involved in lessons, regardless of their need. We have experience of writing individual curriculums if needed and adapting lessons to suit whatever need, whether it is physical, cognitive etc.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/ learning and needs some extra support to help them make the best possible progress. Specific group work Intervention which may be
- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).
- Run by the pupil mentor, either as 1:1 or small group intervention.

2. Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS) This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school above that which can be met from quality first teaching or may need from a professional outside the school.

This may be from:

- Local Authority central services.
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:



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- You may 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 yourself and the school to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

3. Specified Individual support This is usually provided via an Education, Health and Care Plan (EHCP).

This means your child will have been identified by professionals as needing a particularly high level of individual teaching and has difficulties that are considered to be severe, complex and lifelong.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching, intervention groups, and specialist outside agency support.

In order to request a statutory assessment a substantial period of intensive support and intervention will need to have been in place, taking on board information from sources such as:

- Local Authority central services such as the IDSS, Educational Psychologist.
- Outside agencies such as Speech and Language Therapists. For your child this would mean:
 - The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
 - After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
 - After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child



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makes as much progress as possible.

- 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.

How are the teacher's in school helped to work with children with SEND and what training do teachers have?

The SENCo's job is to support the class teacher in planning for children with SEN. The SENCo regularly attends training to keep up to date with local and national updates in SEN and provides feedback to staff.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on a variety of SEN issues, such as speech and language difficulties, working memory difficulties, ASD, Dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class and this is then cascaded through to other staff.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

The school budget includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The school identifies the needs of children with SEND on a provision map outlining all the support and strategies used within school. It is reviewed regularly and changes made as



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needed, so that the needs of children are met, and resources are deployed as effectively as possible.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The SENCo regularly completes audits of SEN provision in school in order to gain child, parent and staff views. The SENCo regularly feeds back to governors following audits of provision and progress.

To ensure the quality of our SEN provision, the school will conduct regular audits involving all members of staff.

This will involve:

- Lesson observations and learning walks
- Observation of interventions
- Scrutiny of books, planning and Individual Provision Maps
- Data analysis of targeted intervention and progress of pupils with SEN
- Seeking of parent and pupil views
- Monitoring staff CPD

All statements and EHCP's are reviewed on an annual basis. Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. Progress data is shared with parents three times each year, in written format as well as face to face at parent's evenings.

The SENCO and Assistant SENCO are available to discuss individual students at any point in the academic year, usually by appointment, to ensure privacy and confidentiality. Where possible we offer an open door policy.

The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets. The senior leadership team meet termly with all class teachers to analyse and evaluate the progress of children across school and as a result provision is adapted regularly to ensure we are meeting the needs of all children.



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How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Due to the Christian nature of our school, and our continual growth since opening, children at Trinity are exceptionally open and accepting of new children which means children generally settle in quickly and make friends. Should your child be preparing to join Trinity CE/Methodist Primary School or to move to another school there are many strategies in place to enable the pupil's transition to be as smooth as possible.

These include:

Discussions between the previous or receiving schools prior to the pupil joining/leaving.

Pupils can attend a transition session where they spend some time with their new class teacher and familiarise themselves with the school environment.

Additional visits can also be arranged for pupils who need extra time in their new school.

Miss Wilson (SENCO), Miss Buxton (assistant SENCO) and members of the school's leadership team are always willing to meet parents/carers prior to their child joining the school. Miss Wilson liaises with the SENCOs from the previous primary schools to pass on any relevant information regarding SEN pupils.

Transition between classes and key stages can be a challenging time for all pupils but especially those with additional needs and/or SEN. Therefore, steps are taken to enable this transition to be as smooth and positive as possible for the pupil and their family. As we are situated across two sites, the transition from Year 2 to 3 is one we are very mindful of and provide opportunities for children to visit our KS2 site through their time in KS1. Meetings are held between settings, class teachers and the SENCO at which SEN documents are discussed and exchanged.

All Y6 pupils transferring to Secondary school undertake a transition process throughout the summer term. We encourage pupils to attend the transition day where they can meet other pupils joining their new school, the staff they will work with and become familiar with the surroundings. For some young people a more personalised approach may be required and this can be set up by negotiation. The SENCO works closely with pupils, parents/carers and secondary school to ensure a smooth transition and where needed extra meetings between any outside agencies may be arranged. Time and care is taken to ensure the secondary school has a full picture of the child, including all needs and interventions provided as well as strengths and successes. Our Key staff members meet



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Secondary school teachers in the summer term to share pastoral and academic information. End of year results are sent to Secondary school.

All SEN other information is transferred in accordance with LEA guidance. Secondary school staff may visit pupils, the class teacher and the SENCO if necessary, prior to them joining their new school.

How will my child/young person be included in activities outside the classroom, including school trips?

School operates a daily Breakfast and After School club available to all pupils.

There are opportunities for pupils across KS1 and KS2 to take part in a variety of after school clubs that are led by staff. The clubs are available to all the pupils in the designated age range assigned to that activity. All clubs are inclusive to all children and SEND children are encouraged to attend. If necessary, extra provision is made to ensure that all children can participate in all activities.

We encourage children to make friends by providing teaching assistant and mentor support, circle times and nurture groups. At the start of every half term, staff run specific lessons based on the behaviour expectations and these include teaching explicit social skills such as ways to be good friends and how to include everyone.

The school has a rigorous policy for carrying out and implementing risk assessments. Risk assessments are working documents. The Head teacher, Governors and members of SLT carry out Risk Assessments termly and where necessary, feeding back to all staff members. All Class Teachers taking the children out on trips will complete the Risk Assessment appropriate forms prior to the event and send these to the Local Authority.

At Trinity, we aim to provide 'Life in all its fullness' to every child and that includes making activities, club and trips accessible to all pupils in our care.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

We have established links with key outside services aimed at promoting the wellbeing of our children and their families including, health and therapy services, educational psychologist and family support agencies. We have a family support worker that works alongside members of staff in school and can help children and families that need some additional support at home. We also have links with specialist teachers who are available to work with children throughout the school year.

We may use the Common Assessment Form (CAF) process and Team Around the



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Family (TAF) meetings to facilitate links with other agencies.

What support will there be for my child/young person's emotional and social development?

At Trinity, It is important to us that all children feel comfortable and happy coming to school. We support children's emotional and social development through a range of strategies. These include:

The use of a feelings box in classrooms. Children are asked to write or draw in the feelings box twice a week. This is passed onto the class teacher and will be read and acted upon if necessary. The children can write a note to put in the box at any point during the school day.

We can provide and write social stories to help children navigate school and home life. This might be to help them get ready for PE, help them understand that they can't be at the front of the line every day, learn how to share etc.

We have members of staff that lead nurture groups and social skills interventions. In these groups, children have the opportunity to develop turn taking and sharing skills through play. We also have trained teaching assistants in Lego therapy.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

For more information, our complaints policy can be found on our school website. If any parent/ carer has any concerns regarding the education of their child with SEND they should contact the school and make an appointment to see the child's class teacher. If the matter is not resolved, a meeting will be made with the SENCO or Head teacher.

All complaints will be dealt with sensitively and with the child's needs and care at the heart.

Where can I find the contact details of support services for the parents of children/young people with SEND?

The links below extends the advice and information beyond just our own school to provide a more holistic support offering

Lancashire local offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>



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School's local offer:

<http://trinitybuckshaw.lancs.sch.uk/sen/>

FIND termly newsletter:

This contains lots of information for parents about what is happening in Lancashire (ie support groups, events, activities)

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/>

The SENDIAS team which offered parental support throughout the SEN process have been renamed as IAS (The Information and Advice Service). These are the people who can help you if you or a member of your family has a Special Educational Need or Disability. They can help you to understand the jargon used, work out the forms you have to fill in, or navigate the meetings you have to attend.

It's often helpful to have a third person to help you remember what you wanted to ask, or to give you confidence to ask the things you don't understand.

You can find IAS at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

Please click on the link to see our school's SEN Policy:

<https://trinitybuckshaw.lancs.sch.uk/wp-content/uploads/2020/09/SEN-Policy-2020-2021.pdf>