



# Trinity Church of England/Methodist Primary School

— BUCKSHAW VILLAGE —

Headteacher: Mrs Jill R Wright

✉ [head@trinitybuckshaw.lancs.sch.uk](mailto:head@trinitybuckshaw.lancs.sch.uk)

## **SEND Information Report 2023**

Name of SENCO: Miss Vickie Horrocks

Email: [SENCO@trinitybuckshaw.lancs.sch.uk](mailto:SENCO@trinitybuckshaw.lancs.sch.uk) Phone: 01772 624416

Address: Trinity CE/M 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. The SENCO (Miss Horrocks) is based out of class to support children with SEND and will endeavour to get back to you as soon as possible.

- The SENCO 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 Education Plans (IEP)/ Individual Behaviour Plans (IBP) 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 IEP, the following approach is taken, working closely with parents:

## **Plan**

An IEP 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 IEPs will be reviewed three times a year and parents will be invited to the reviews. If they are unable to attend then a copy of the new IEP 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.

## **Do**



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The class teacher has the responsibility for working with the child on a daily basis and alongside the teaching assistants and learning mentor where necessary maintains 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 the whether there is a need for staff training to enhance the support that is provided for children.

## **Review**

IEPs 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.