Trinity Church of England/Methodist Primary School

— Buckshaw Village —

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Our Vision for SEND
At Trinity CE Methodist Primary School, we are committed to providing a fully inclusive learning environment where every child is valued, respected and supported to achieve their full potential.

We recognise that all children are unique and may require different levels of support at different stages of their education. Through high-quality teaching, personalised support and strong partnerships with families, we aim to remove barriers to learning and enable all pupils to participate fully in school life.

We strive to ensure that pupils with SEND:

- Feel safe, included and valued.
- Develop confidence, resilience and independence.
- Make progress from their individual starting points.
- Access a broad and balanced curriculum.
- Are prepared for the next stage of their education and future life.

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 (SEND) 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 (SEMH)
- Sensory and Physical Needs

How do we identify and assess pupils with SEND?
Children's needs may be identified through:

- Ongoing teacher assessment and observation.
- Discussions with parents and carers.

- Information received from previous settings or schools.
- Progress and attainment tracking.
- Concerns raised by school staff, parents/carers or the child themselves.
- Advice from external agencies and professionals.

Where a pupil is identified as requiring additional support, the school follows the graduated approach of Assess, Plan, Do, Review to identify need, plan provision and monitor progress.

All pupils access high-quality Ordinarily Available Provision through adaptive teaching, reasonable adjustments and inclusive classroom practice. Class teachers are responsible for the progress of all pupils and will implement appropriate support strategies before specialist or additional SEND provision is considered.

How do we support you, as a parent of a child with SEND, and involve you in your child's education?
At Trinity, we operate an open-door policy wherever possible. Appointments can be made through the school office. The class teacher or SENCO can be available to discuss your child's progress, answer any questions and share information about strategies that are successful both at home and at school. This enables us to work in partnership to support your child effectively.

The SENCO (Mrs Vickie Birchall) is out of class for four days each week to support pupils with SEND and will endeavour to respond to parents and carers as promptly as possible. The SENCO is available to meet with you to discuss your child's progress, needs, or any concerns you may have.

- Information and advice from external professionals will be shared and discussed with you, either directly with the professional involved or through written reports.
- Recommendations will be incorporated into your child's support provision and reviewed with parents/carers.
- Individual Education Plans (IEPs) and/or Individual Behaviour Plans (IBPs) will be reviewed with parental involvement termly.
- Homework will be adapted where appropriate to meet your child's individual needs.
- A home-school communication book may be used where this is agreed to be beneficial for both the child and family.
- Where parents or carers require additional support to access information or communicate with the school, we will endeavour to ensure appropriate arrangements are put in place to remove barriers.

- If you feel that you need additional support as a parent/carer, we can help you access services such as Lancashire Information, Advice and Support Service (SENDIAS). Home - Lancashire SENDIAS

The Graduated Approach
When a child receives support, we follow the graduated approach of:

Assess
Information is gathered from assessments, observations, parents/carers, the child and, where appropriate, external agencies. This enables us to identify strengths, barriers to learning and areas requiring support.

Plan
An IEP is developed by the class teacher and SENCO in consultation with parents/carers and the child.

The Individual Education Plan outlines:
- Individual targets and outcomes.
- Provision and support strategies.
- Reasonable adjustments.
- Review arrangements.

Children are encouraged to contribute their views through discussions and pupil voice activities so that their opinions are considered when planning support.

IEPs are reviewed at least three times each academic year, and parental views are welcomed throughout the process. Progress towards targets are discussed at Parents' Evenings or through discussions with the class teacher or SENCO at other times.

Do
The class teacher remains responsible for the progress and development of all pupils in their class, including those receiving additional SEND support.

Teaching assistants and specialist staff may provide targeted support, interventions or small-group work. The effectiveness of interventions is monitored regularly and adapted where necessary.

All staff work collaboratively to ensure support is linked closely to classroom learning and quality-first teaching. Where possible, successful strategies are embedded within everyday classroom practice.

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The SENCO supports staff through advice, assessment, monitoring and professional development opportunities.

Review
IEPs are reviewed termly in partnership with:

- Parents/carers.
- The child.
- School staff.
- External professionals, where appropriate.

During the review process, decisions may be made to:

- Reduce support where outcomes have been achieved.
- Continue support with revised targets.
- Increase support where additional intervention is required.
- Seek advice from external agencies.

Indicators that additional involvement from specialist services may be needed can include progress that:

- Is significantly slower than that of peers starting from the same baseline.
- Fails to match or improve upon the child's previous rate of progress.
- Fails to narrow the attainment gap between the child and their peers.
- Results in a widening attainment gap.

Where additional specialist involvement is required, a One-Page Pupil Profile may be developed in partnership with the child, parents/carers, the class teacher and the SENCO. The One-Page Pupil Profile captures the child's strengths, interests, aspirations, support strategies and the adjustments that help them access learning successfully. The One-Page Pupil Profile is reviewed annually and updated whenever there are significant changes to the child's strengths, needs or provision.

How are staff trained to support pupils with SEND?
We are committed to ensuring that all staff have the skills and knowledge required to support pupils with a wide range of needs.

Professional development opportunities may include:

- Medical needs and safeguarding.
- Speech, Language and Communication Needs (SLCN).
- Social, Emotional and Mental Health (SEMH).
- Dyslexia and specific learning difficulties.
- Adaptive teaching strategies.

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The SENCO regularly attends professional development opportunities and works closely with external specialists to ensure staff are informed of current guidance and effective practice.

How do we support pupils' emotional wellbeing?
The wellbeing of all pupils is a priority at Trinity.

We recognise that children may sometimes require additional support with emotional wellbeing, social skills, self-esteem or mental health. Support may include:

- Access to trusted adults.
- Social skills groups.
- Emotional literacy activities.
- Referrals to external agencies where appropriate.

We work closely with families to ensure pupils feel safe, supported and ready to learn.

How accessible is the school environment?
Trinity is committed to ensuring that all pupils can access learning and participate fully in school life.

Reasonable adjustments are made where required and may include:

- Adaptations to classroom environments.
- Specialist resources and equipment.
- Accessible facilities where appropriate.
- Individual risk assessments and care plans.

How do we support transitions?
We recognise that transitions can be challenging for some pupils and therefore plan carefully to support children moving between classes, key stages and schools.

Transition arrangements may include:

- Additional visits to new classrooms or settings.
- Meetings between staff and parents/carers.
- Sharing information with receiving teachers and schools.
- Transition booklets, photographs or visual timetables.
- Enhanced transition programmes for vulnerable pupils.

For pupils transferring to secondary school, the SENCO works closely with receiving schools to ensure that appropriate information and support arrangements are shared.

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How do we evaluate the effectiveness of SEND provision?
The effectiveness of SEND provision is monitored through:

- Pupil progress and attainment data.
- IEP and IBP reviews.
- Feedback from pupils and parents/carers.
- Monitoring by the SENCO and Senior Leadership Team.
- Reviews of interventions and targeted support.
- Advice and recommendations from external professionals.

Provision is adapted where necessary to ensure that pupils continue to make progress and receive support appropriate to their needs.

What should I do if I have concerns or wish to make a complaint?
We value positive relationships with families and aim to resolve concerns as quickly as possible.

Parents and carers who have concerns regarding SEND provision should:

1. Speak with their child's class teacher.
2. Contact the SENCO, Mrs Vickie Birchall.
3. Contact the Headteacher if concerns remain unresolved.
4. Follow the school's Complaints Policy if necessary.

A copy of the Complaints Policy is available from the school office and on the school website.

Further Information
Further information can be found in the following school documents:

- SEND Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy