

Holy Trinity Catholic School SEND Information 2024-25

Holy Trinity is committed to inclusion and ensuring that all of our pupils can achieve their best possible outcomes. We know that all of the children in our school have unique talents, but that, at some point, many children may find some aspects of school – be they academic, social, emotional or behaviour. All staff share a commitment to supporting any child with an additional or special need, be this a short-term problem related to a very small part of the curriculum or school life, or more complex needs.

These pages set out information about our provision for children with special educational needs and disabilities (SEND).

About our school

Holy Trinity Primary provides for children with a wide range of special educational needs including those with:

COMMUNICATION AND INTERACTION NEEDS:

This includes children who have speech language and communication difficulties including autistic spectrum conditions.

COGNITION and LEARNING needs:

This includes children who have moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.

SOCIAL, EMOTIONAL and MENTAL HEALTH needs:

This includes children who have difficulty regulating or controlling their emotions or behaviour, or who are suffering from a mental health condition such as anxiety or eating disorder.

SENSORY and/or PHYSICAL needs:

This includes children who have visual or hearing needs, or a physical disability that affects their learning

We are an academy within the Pope Francis MAC. Our special educational needs co-ordinator (SENDCo) is Mrs Fiona Wickens. She can be contacted on: 01608 643487 during the school day and a message may be left with school office staff or via school email: office.3420@holy-trinity.oxon.sch.uk. Our governor with responsibility for SEND is Mrs Pauline Brookes.

How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's guidance 'OCC SEND Indicators Tool'.

The guidance sets out:

How we identify if a child or young person has a special educational need.

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How we assess children and plan for their special educational needs, and how we adapt our teaching.

Ways in which we can adapt our school environment to meet each child's needs.

How we review progress and agree outcomes and involve you and your child in this.

If you wish to read Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings' it can be found by following the link below:

[Parents and carers | Oxfordshire County Council](#)

How do we work with parents and children/young people?

We will always contact parents/carers if we have a concern that a child or young person may have a special educational need. We work closely with children and young people with SEND and their parents/carers to agree outcomes and how we will all work towards these, and then to review progress. We do this by termly meetings in October, January, April and July. Alternative arrangements will be explored in cases of extreme difficulty and we encourage children to be involved in meetings with teachers and parents together where possible.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. We take a personalised approach to children's learning using a "next steps" approach. Where possible, pupils receive in-class support and intervention such as precision teaching, phonics, IDL literacy and number groups. Some children will participate in more specialised interventions such as Project-X reading intervention. All of our classrooms are 'dyslexia friendly'. Children with SEMH needs are offered 1:1 nurture sessions or small group social skills activities. We take advice and share knowledge and expertise with outside agencies.

What expertise can we offer?

Our SENDCo and Acting Headteacher are currently working towards their National qualification for SEND leadership. Our SENDCo is very experienced and has worked across a number of schools within the PFMAC. She attends regular Inclusion Briefings and SENDCo conferences. Class Teachers and Teaching Assistants are trained to support the particular needs of the children they work with, receiving regular in-house training alongside sessions with external professionals according to need. We also have access to a range of specialist support services including: Educational Psychology (EP); SENSS, who support children with communication and language, sensory needs and physical needs; Speech and language therapist; occupational therapist; School Nurse; Child and Adolescent Mental Health Services (CAMHS) and the Oxfordshire School Inclusion Team (OXSIT).

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How do we know if SEND provision is effective?

Children with very specific educational needs have a Pupil Profile which includes a SEND Pupil Profile. This is drawn up together with class teacher, parents/carers and child with input from the SENDCo and external professionals where appropriate. Children will be working to achieve small steps of progress and successful outcomes. We review progress towards agreed outcomes termly, assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations in an 'assess, plan, do, review' cycle. When we run specific intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

The progress of all children is tracked throughout the school year by ongoing teacher assessment together with formal testing. School staff use an electronic system "Arbor", which is updated 4 times a year.

More specific assessment may be used to make pre- and post-intervention comparisons such as Salford Reading and Sandwell maths tests. Children's reading and spelling are assessed termly using the Holborn Reading Assessment and the Spelling Age Assessment.

The governing body evaluate the success of the education that is provided for pupils with SEND (and all children) via termly governor meetings.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following individual risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen. All children are given opportunities to attend lunchtime and after school clubs or join in with representing our school in sports activities. There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory: [Things to do | Oxfordshire County Council](#)

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What do we do to support the wellbeing of children/young people with SEND?

All children have the opportunity to share their views through their school council representatives. At their review meetings they are invited to comment on their own progress, which is recorded on their SEND Pupil Profile document. Their next step termly outcomes are also developed and clarified in discussion, as is the support they think will help them achieve these.

We listen to the views of children by always encouraging honesty and openness. We take bullying very seriously. We help to prevent bullying of children with SEND through direct teaching and discussion based on a whole school approach using the KiVa programme and in class PSHE. We deal with very specific personal issues with individuals and their parents/carers through private discussion together. Small social skills groups are set up as and when the need arises. Ongoing individual work is sometimes facilitated with our SENDCo or designated TAs.

Joining the school and moving on

We encourage all new children to visit the school before starting. Prior to joining Reception Class, the Class Teacher liaises with professionals from the feeder nurseries and pre-school groups. The SENDCo meets with parents or Early Years settings where appropriate. In Year 6, the SENDCo meets the Secondary schools to discuss identified SEND pupils and explore their strengths, areas of specific need and current provision. Individual transition booklets with photographs may be prepared for those children who find change difficult. Additional transition visits to new classes or new schools may be organised where appropriate. We begin to prepare the children for transition into the next stage of their education by promoting independence with learning, social confidence and giving them additional responsibility through the school by Year 6, for example buddying with younger children, showing new visitors around the school, responsibilities in assemblies and at break and lunchtimes and helping prepare displays. Children are also given opportunities to represent their peers' views through becoming part of the Junior Leadership Team.

Who to contact

If you are concerned about your child talk to the class teacher in the first instance. Further meetings may follow with the SENDCo and Headteacher if required.

If you would like to feedback, including compliments or complaints about SEND provision, you can either talk or e-mail/send a letter to the SENDCO, Mrs Fiona Wickens, or the Acting Headteacher, Mrs Claire McGeehan, via the school office: office.3420@holy-trinity.oxon.sch.uk / 01608 643487

If you feel issues have not been resolved through discussion you are invited to follow the school's complaints procedure by writing to the Chair of Governors. We aim to respond to formal complaints within 7 days. However, we would usually arrange meetings as soon as issues arise and resolve them quickly with you and your child.

If you would like impartial advice from SENDIASS Oxfordshire (formerly Parent Partnership) Service contact: <https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerly-parent-partnership>