



## **Special Educational Needs and Disability Information Report**

### **Mission:**

Holy Trinity provides a safe and happy learning environment where children and adults are valued, nurtured and empowered. We believe that everyone in the school community is responsible for instilling in our children the values that will help them to become confident and responsible members of society.

Our approach is led by the Christian principal "that you do to others as you would have them do unto you" and we aim to establish a clear understanding of rights and responsibilities for all. We believe a good education is the foundation on which our children's futures are built and equips them for their life ahead.

We aim to develop the whole child through a diverse and culture rich curriculum. We are committed to providing educational excellence and helping children to develop enquiring minds, the motivation to learn and the ability to work both independently and collaboratively.

### **Our aims**

At Holy Trinity Primary School we strive to enable all our children to make progress in every area of their development – intellectual, physical, spiritual, emotional and social – so that they can achieve their potential

In order to do this many steps have been taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

## Our Inclusion Team

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**Head Teacher:** Yvonne Barnett

**Special Educational Needs and Disability Coordinator (SENDCo):** Doy Owino

**Pastoral Care Manager:** Pauline Cunningham

**Designated Safeguarding Lead:** Victoria Coulson

**Governor with responsibility for SEND:** Gwen Gutzmore

**School contact Number:** 0207 254 1010

## Who can I contact for further information?

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If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the class teacher or the SENDCo.

If you have any other questions, please do not hesitate to contact the school.

**School contact Number:** 0207 254 1010

## How we support children with SEND

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We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

### **Because of this we offer the following support for children with SEND:**

We talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving. Ms Doy Owino is appointed as the Special Educational Needs Co-ordinator (SENDCo).

### **Each child's teacher will be finding ways to support them such as:**

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs
- Other small group support to promote skills identified in the child's Individual Provision Map

With the permission of parents we may seek additional advice from outside specialists such as speech and language therapists, occupational therapists, health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers/teaching assistants work in partnership with parents and the SENDCo to find ways to support each child with their needs, including giving parents ideas on how to help their child at home

Our school staff will set targets for SEND children which will be shared with parents, either during Parents' Evening or a Review Meeting.

**If your child has Special Educational Needs our SENDCo will:**

- Ensure the right support is put in place for each child
- Advise other teachers and teaching assistants on how to help each child and ensure they have up to date
- Support the class teacher to write an Individual Provision Map where targets are set and detail how their child's needs will be met in school
- Arrange training for staff so they understand each child's needs
- Work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have
- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapist / medical professional/ educational psychologist.

**An Individual Provision Map will be written for a child with SEND.**

An Individual Provision Map details what the school, the class teacher, the SENDCo and, where relevant, other professionals plan to do to help individual children learn. All teachers are aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

### **It should include:**

- Short term targets for the child which are linked to their needs
- Details of any extra support the child will get
- Who will give the child help
- How often the child will get help
- How families can help at home

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment:

- This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.
- Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENDCo or the Parent Partnership Service will be able to advise you about this.

### **Transition**

Some children find transition very difficult. We aim to support all children through their transition either into the EYFS, into KS1 / 2 and into secondary school. We also ensure that children who find transition into a new class are thoroughly supported through visits to the new class, meeting class teachers, 'passports' of the new class/teacher where they can refer to this over the break before they enter school in September, meetings with class teacher, SENDCo and parents wherever possible.

### **Local Offer**

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The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

## What will it do?

- The Hackney Learning Trust will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

## Link to the Hackney Local Offer

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<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>



## Useful Websites

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<http://www.cafamily.org.uk/>



<http://www.hiphackney.org.uk>



<http://www.specialkidsintheuk.org/>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.homerton.nhs.uk/our-services/services-a-z/c/childrens-services-in-the-community/hackney-ark.aspx#ActivitiesWeOffer>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>



<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>