



SPECIAL EDUCATIONAL NEED AND DISABILITY INFORMATION REPORT
September 2016

*Inspired by Christ, Trent nurtures the
God-given gifts of every child to achieve a love of learning with
academic excellence.*

**We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.
We promise to provide opportunities for every child
to be the best that they can be.**

**Faith, hope and love are promoted through all we do; 'Serve one another in love' underpins our commitment to each other and the
wider community.**



TRENT CE PRIMARY SCHOOL – SCHOOL SEND INFORMATION REPORT

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Information about the school

Trent is a one-form entry, voluntary aided Church of England primary school which admits children from age 4 – 11, (Reception to Y6). Currently we have no Nursery provision. Our Ofsted rating is Good with Outstanding features. All applications for admission to the school are dealt with initially by the school office and from September online at www.eadmissions.org.uk

Vision statement for Trent Church of England Primary School

We **aspire** to be a welcoming, happy and caring school. We aspire to be renowned for the excellent quality of learning and teaching in an environment where Christian values underpin all we do. We aspire to be an inclusive school in which all children are supported, celebrated and challenged into trying their best at all times to achieve their fullest potential.

The Government challenges all schools to be inclusive. By this they mean a welcoming community that seeks to eliminate discriminating attitudes and practice, responds to pupils' different needs, overcomes barriers to learning and provides suitable learning for all. It is the aim of the Governors of Trent to try to make our school 'inclusive' and welcoming to all. In meeting these responsibilities, Trent has due regard to the SEN Code of Practice 2014 and the Disability Discrimination Act 2001.

At Trent, we seek to:

- Ensure that all pupils are valued equally,
- Ensure that all pupils make progress,
- Work in close partnership with parents/carers and children,
- Ensure that Special Educational Needs are identified and assessed as early as possible,
- Ensure pupils' needs are met as soon as is practicable,
- Ensure that all children have access to a relevant, broad and balanced curriculum,
- Work proactively with the Local Authority and other agencies involved when working children with Special Educational needs,
- Maintain and develop a range of expertise within the school,
- Monitor, review and evaluate policy and provision on a regular and systemic basis.

How does the school ensure that children who need extra help are identified early? What should a parent do if they think their child may have special needs?

Identification and Assessment

- We aim to identify children with a special educational need or disability (SEND) as early as possible. All children are routinely monitored through observations, weekly liaison meetings between the class teacher and teaching assistant, formal and informal assessments and termly pupil progress meetings.
- Jane Elbaz Inclusion Leader, (alongside teachers) will organise the assessment and interventions of pupils in the school. This includes liaising with the head teacher of what is necessary with regard to staff and resources.
- Some children may need targeted support at different times during their schooling but this does not necessarily mean that they have a special educational need or a disability. Depending on the individual child’s needs, a specific time limited intervention may be put in place to support a child, which will be reviewed to monitor the impact.
- If over a period of time a child makes little or no progress despite intervention, then a child might be identified, as potentially having SEND. The teachers will fill out an initial concern form. An initial concern form is completed and handed to the SENCO at any time of the year if there are concerns. The school will carry out further investigations, which may involve observations or specific assessments carried out by school staff, and discussions with relevant school staff and parents.
- The school uses a variety of assessment tools and observations to determine the needs of the pupils. When necessary, the school will liaise with external agencies for assessments of a pupil’s needs. The school will plan, monitor and evaluate the targets set for pupils in liaison with outside professionals as appropriate.
- Parents can make an appointment to discuss any concerns with their child’s class teacher in addition to the regular parental consultation meetings. Appointments can also be made with the SENCo/Inclusion Coordinator

What does the school do to help children with special educational needs?

Support

- Primarily class teachers, who are responsible for all the children in their class, provide excellent (Quality First) teaching. The teacher then identifies needs using on-going (day to day) assessment for learning and co-ordinates how any additional classroom support is used.
- The school has a provision map (details of support across the school), which is updated when needed. The provision map provides a clear picture of all the additional interventions (special groups and activities) that the school is currently providing. This includes differentiation groups for maths in Year 5 and 6 In addition to specialised groups, class teachers and TAs work together to provide class based specific activities (interventions) including reinforcement ones/activities.
- The SENCo and class teachers are in close liaison with parents/carers of children with identified special needs. Class teachers work with the SENCo and/or outside agencies where necessary to devise and implement appropriate intervention programmes.
- The impact of any support given is reviewed at the termly pupil progress meetings.
- Children on the Special Educational Needs’ register may have an individual provision map which is reviewed termly with

the SENCo, the class teacher, the parent and the child.

- A Provision plan describes targets reflecting priority needs and how progress is to be measured or reviewed. Pupils and parents are encouraged to be involved in provision-planning and progress reviews. This will ensure that appropriate decisions are made about what needs to happen next and that progress and successes can be celebrated. Key staff will aim to ensure that pupils understand the targets they are working to achieve.
- We have a Family Liaison Officer who is available at the beginning of the day or during the school day via email or the school telephone.

How do teachers match the curriculum to an individual child's needs?

Curriculum – how will the curriculum be matched to a child's needs?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable the children to access their learning as independently as possible.
- Teachers employ different grouping methods and activities are carefully matched to pupils' abilities. Marking supports next steps in learning. Class teachers have regular opportunities for pupil conferencing with pupils encouraged to reflect on their own learning and respond to teachers' comments. This information supports teachers' planning of future lessons.
- All staff have high aspirations all pupils.
- Teachers and other adults working with pupils at Trent will be appropriately qualified and experienced.
- Teachers will be supported to gain skills and knowledge in areas that will improve their teaching and support of pupils with SEN.
- In-class support will be delivered in targeted subject areas or areas of particular need; this might include the playground or lunch hall. The nature of the teaching will depend on the needs of the individual. Any withdrawn groups will be planned to ensure minimum disruption to the child's inclusion in the classroom.
- Additional adults may be used to:- • refocus the attention of a pupils in a classroom; • facilitate understanding of a task or written text; • reinforce taught concepts in learning activities; • support completion of a written task; • encourage a pupil to ask or answer questions and fully engage with their learning. Strategies to improve motivation and social communication are embedded in to day to day learning experience.
- Key staff will aim to ensure that pupils understand the targets they are working to achieve. Risk assessments are used as appropriate and in discussion with parents/carers
- Arrangements are planned to extend pupils' participation within the curriculum, develop independent learning and extend self-monitoring.
- Parents/carers are offered advice on how best to support the young person at home
- Strong, positive relationships are established between staff and pupils, seeing this as the starting point for mutual understanding and support for the pupils' learning and wellbeing
- Additional adults work under the direction of a teacher and are clear about what is expected of them.

	<ul style="list-style-type: none"> • There will be differentiation to ensure inclusion and access to the curriculum and a suitable mix of challenge and success across the curriculum to develop the pupil's confidence. • Differentiation may include:- <ul style="list-style-type: none"> • Adjustment of pace • Consideration of the order and/or number of activities to maintain attention • Focussed work to ensure subject-specific vocabulary is identified and taught • Strategies to develop organisational skills • Managing equipment and independence skills. Pupils may have access to ICT equipment and appropriately structured software.
<p>How are resources allocation and matched to children's needs?</p> <p>How is the special educational needs budget allocated?</p> <p>How are decisions made about any support for a child?</p>	<p>Resources</p> <ul style="list-style-type: none"> • The school uses part of its budget to fund a qualified Inclusion Co-ordinator, 3 Educational Psychologist visits a year and to provide dedicated support from other agencies . Additionally, our team of skilled Teaching Assistants have continuous professional development to ensure they are fully trained to deliver 1:1 programmes of support. More specifically, in 2016, we allocated funds for SEN training, resources and equipment for targeted support. • Normally it would be class teachers and the Special Educational Need coordinator who would be involved in initial decisions about any support that is needed. • Teaching assistants are employed to support the children and the teacher in a variety of ways, one of which is to enable the class teacher to work with small groups. • Resources are purchased in order to support children's access to the curriculum. Curriculum co-ordinators also have responsibility for purchasing relevant equipment to support differentiation.
<p>How does the school monitor a child's progress and how do we communicate with parents about this?</p>	<p>Monitoring and communicating progress</p> <ul style="list-style-type: none"> • Children's progress is continually monitored by their class teacher. • We assess children each term following which the Headteacher, the Deputy Head & Assessment co-ordinator hold a pupil progress meeting with the class teacher. At this meeting we look at whether any extra support or intervention is needed. We also evaluate the impact of interventions currently in place. • At the end of each key stage, (at the end of Y2 and Y6), all children are required to be formally assessed using Standard Assessment Tests (SATs). The results of these tests are published nationally. • The progress of children with a statement of EHCP plan is formally reviewed at an Annual Review with all adults involved with the child's education including the parents/carers. • Over the year, there are three parental consultation meetings held with the class teacher. Parents are able to make an additional appointment with class teachers at any time, including the Inclusion Co-ordinator if they wish. • There are termly pupil progress meeting which involve the parent, class teacher and the child. • Parents are actively encourage to be partners in their child's education through, informal discussions and telephone contact. • If a child is still not making expected progress, the school will discuss with parents their concerns and whether any

	<p>further interventions or referrals to outside professionals are needed.</p> <ul style="list-style-type: none"> • To ensure on-going communication between home and school, we sometimes find it helpful to employ additional short-term strategies such as a home/school communication book. • Annual reports are sent out towards the end of the summer term and include an opportunity for parent feedback.
<p>What support does the school offer for children's overall health and wellbeing?</p>	<p>Health and general wellbeing</p> <p><u>Medical</u></p> <ul style="list-style-type: none"> • If a child has any medical needs, the School Nurse, will invite the parent/carer into school to create a care plan. These plans will be updated regularly. Our team of Welfare Assistants monitor and administer medicines. • If there are any medical concerns, one of our Welfare Assistants will contact the parent to discuss any issues. • A lead Welfare Assistant co-ordinates and monitors all medicines, consent forms and care plans, liaising with parents where needed. <p><u>Social</u></p> <ul style="list-style-type: none"> • In line with our school's vision, aims and values, we will ensure that pupils have access to pastoral support for self-esteem, confidence and anxiety management. • Opportunities to develop and foster positive self-esteem e.g. buddying, additional responsibilities. • Multi-agency support coordinated through a Common Assessment Framework (CAF) as required Class or subject teachers remain responsible for working with pupils on a daily basis. • Children's social and pastoral care is very important and any concerns a parent/carer may have should be shared with the class teacher or our Family Liaison Officer, Mrs. O'Boyle. • New children, or those who struggle with playtime or lunchtime, may be provided with an appropriate buddy. • The Headteacher holds weekly meetings with School Meal Supervisors, playleader staff, teaching and support staff to discuss any concerns about children's wellbeing. • Teachers deliver PSHCE lessons and deal with any playtime/friendship issues. Our Family Liaison Officer supports this. • Daily assemblies focus on Trent's values and build co-operation, self-esteem and social skills. <p><u>Behaviour</u></p> <ul style="list-style-type: none"> • The whole school has an effective and restorative Behaviour Policy • If a child has behavioural difficulties, the class teacher will keep parents/carers fully informed, • Additional support will be implemented if needed and advice requested from outside professionals if required. • Our Family Liaison Officer is fully involved in aspects of behaviour management and will support the teacher in keeping parents/carers updated. • Behaviour support plans target positive re-enforcement of good behaviour, restoring relationships and restoring self esteem

	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • It is important that children attend school regularly so that they make good progress. • If a child has a medical issue, it is important to inform the school immediately and that they return to school as soon as possible. If a parent/carer is unsure about any issues, our School Welfare Assistants will be able to advise. • Punctuality is rigorously monitored and encouraged • 100% attendance and punctuality are rewarded annually <p><u>Child's views</u></p> <ul style="list-style-type: none"> • Children can always speak to a member of staff about anything that is troubling them. • Children are encouraged to discuss general whole school issues via the School Council. The School Council meet with the Deputy Headteacher regularly to discuss what is going well, what we need to work on and suggestions for the future. • Pupil and Parent surveys are held every two years with any resulting issues addressed. • Annual 'safeguarding' focus weeks include: 'Friendship & Forgiveness' (ie Anti-bullying) and 'E-safety'
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Specialist help</p> <p>We use specialist external services when we think extra help is needed including:</p> <ul style="list-style-type: none"> • Educational Welfare Officer, Educational Psychologist, Speech & Language Therapists, Behaviour Support Service, Child and Adolescent Mental Health Service and Social Care. • The decision to make a referral to an external service is made by the Inclusion Co-Ordinator, in consultation with parents and key members of staff. • The Inclusion Co-Ordinator is a very experienced teacher who has taught across all the primary and secondary age range and has had responsibilities for a wide range of curriculum areas including, Maths, Science and Special Needs.
<p>What training have the staff supporting children with special educational needs and disabilities had?</p>	<p>Training</p> <ul style="list-style-type: none"> • . All current teaching staff have receiving training in Differentiation, Inclusion and Child Protection. Where possible, we arrange appropriate training for teaching and support staff to meet the needs of the children in their care.
<p>How are children included in activities outside the classroom including school trips?</p>	<p>Inclusion for out of school activities</p> <ul style="list-style-type: none"> • Educational trips are planned to include all children as far as possible. • With regard to school trips, including Y6 school journey, we may ask for parents to accompany their child to ensure their safety and that of others. • We welcome suggestions from parents regarding potential visits to places of interest. • We aim to make all reasonable adjustments to ensure that children are included in activities that take place at Trent outside of the school day, such as after school clubs, Breakfast and our Tea-Time club.

How accessible is the school?

Our school environment

- Our school car park is very small; unfortunately, there is no parking for parents on site. There is parking in some of the local side streets but please be aware of the restrictions. Please do not double-park in Church Way as this causes obstruction for deliveries and emergency vehicles.
- Because of the age of our building and the surroundings, our school is not ideally suited to wheelchair users. Years 2,3 & 4 classrooms have steps into the playground. We do have a ramp to access the school via the hall and a lift to accommodate access to the lower corridor. We have a disabled toilet but no shower facilities.
- Due to the limited space in our school building, we do not have a nurture (withdrawal) room and few small, dedicated individual learning spaces.
- Most classrooms are carpeted.
- The school will ensure that the physical environment is adapted for the individual learning needs of the population of children attending the school.
- Reasonable adjustments will be put in place for pupils with a disability and those whose learning needs require environmental adaptations e.g. areas for small group teaching for pupils with auditory processing, or hearing difficulties; individual work stations in classrooms to help manage pupils who have difficulty managing their arousal levels.

How does the school prepare and support children when they join?

Transition

- When needed, a Transition programme is planned.
- As we have no Nursery provision, the Early Years' team are in contact with pre-school providers to facilitate the smooth transfer to our school. In the summer term, the children and parents of the new intake are invited to our Reception class one afternoon a week to familiarise themselves with the building, the facilities and the staff. This is also an opportunity for parents to meet each other.
- The Early Years' staff hold a new parents' meeting in the summer term. A home visit is arranged prior to starting in September. The Inclusion Co-ordinator may attend the home visit if it is felt to be advisable. There is a phased system of starting school, with the youngest children starting first. By half term, all Reception children generally stay all day.
- With regard to casual admissions during the year, the children are invited to spend some time with their new classmates and are shown round the school by them.
- We aim to ensure that there is a smooth transition at the start of the academic year from one class to another within the school. The children visit their new class and have a meet-the-teacher afternoon at the end of the summer term. Key members of staff liaise to pass on any information that will aid this transition.
- Y6 pupils are involved in a transition project after KS2 SATs. Because of our location, it is common for our children to move on to a wide range of different secondary providers within and outside the Borough of Barnet/Enfield. The Y6

How does the school support children when they transfer to a new stage of their education?

	<p>teacher meets with representatives from secondary schools to ensure smooth transfer. Normally, these secondary representatives then meet with the children. Our Inclusion Co-ordinator liaises with Special Educational Need Coordinators from secondary schools to pass on relevant information.</p> <ul style="list-style-type: none"> • Trent pupils characteristically thrive in Secondary school as they are well prepared for the transition.
<p>How are parents involved in school life?</p>	<p>How parents are involved in school life?</p> <ul style="list-style-type: none"> • Parents/carers are encouraged to be involved in all aspects of school. The school also expects parents to support their children with regular reading and homework. We greatly appreciate parent volunteers as reading buddies in school. • Parents/carers are invited to support the school through involvement with the PTA and the Governing Body. Apart from fund-raising, the PTA also arranges social activities for the children and their families. • Parents/carers are invited to class assemblies, curriculum meetings, parental consultation evenings and a meet the teacher event at the start of the year. We encourage parents to share their understanding of their child's needs with the class teacher. • There is regular communication with parents/carers through the weekly newsletter, the half termly class letter and the website. Text messages are sent to remind parents/carers of key events. . • We are able to access the borough's translation service. Parents from the school/Church community are often able to support parents where English is not their first language.
<p>Who can a parent/carer contact for more information or discuss a concern?</p>	<p>Who to contact for more information or to discuss a SEN concern</p> <ul style="list-style-type: none"> • If you have a concern, please speak to the class teacher in first instance. Appointments can be made either direct or by phoning the school office. Alternatively speak to the current Inclusion Coordinator - Mrs J Elbaz. • Our current SEN Governor is Mrs H Burgess.
<p>Useful contact information</p>	<p>Barnet Local Authority – Local Offer – www.barnet.gov.uk/SEND</p> <p>Barnet Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone:020 8359 7637 email: enquiries@barnetparents.org.uk</p> <p>Community Parent Support Service – available to all families living in Enfield& Barnet. Works with parents of children aged 0 – 18 dealing with concerns and issues before they escalate and become a problem. Phone: 020 8372 1500 for Enfield residents 0800 389 8312 for Barnet residents email: family.focus@barnet.gov.uk</p>

	Our offer to children with special educational needs and disabilities was prepared in September 2016 It will be reviewed in October 2017
--	---

This report complies with section 69 (2) of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of Special Educational Needs and Disability Regulations 2014