

SEND Report

Trinity Academy St.Peter's

School name	Trinity Academy St.Peter's
Principal	Mrs Lynsey Mitchell
SEND Leader	Mrs Rachel Dawson
Governor with responsibility for SEND	Mr Mark Foster
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Telephone	01422 831971
Age range	2 – 11
Funding	Church of England Sponsored Academy

We've tried to answer all the questions parents have asked us about the provision we have for children with Special Educational Needs and/or Disabilities. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly and experienced staff, please telephone school and we'd be really happy to have a discussion.

How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated for pupils of all abilities, taking account of different learning styles, interests and additional needs. • Skilled teachers who consistently deliver good opportunities for learning with some examples of outstanding practice. • A high staff to pupil ratio with at least one teaching assistant in all classrooms where possible. • Regular assessments completed each term followed by curricular target reviews. • Half termly provision map review ensuring all pupils with additional needs and those who have not made expected progress receive additional 1:1 or small group support. • A solid menu of intervention led by highly skilled teaching assistants with a good track record in accelerating pupil progress. • A clear system for managing and improving behaviour for learning and general behaviour which is shared with and understood by all stakeholders. • Time to talk system provides emotional support to pupils who feel they need it, led by our Home School Liaison Officer • Embedded systems for involving parents in learning such as the half termly topic news leaflet, paper copies to all parents of targets for reading, writing and maths each term, church services at St Peter's and termly parents' evenings. • Dedicated SEND Leader time each week. • Effective liaison with outside agencies such as Speech and Language and Educational Psychology to ensure each child's individual needs are met. • Behaviour is managed well through our very clear and shared rewards and consequences document that is understood by all stakeholders.
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	<ul style="list-style-type: none"> • Distinctive Christian ethos rooted in our Christian vision where every child aims 'high, together with friends, to achieve the best!!
How do we help a child with physical needs?	<ul style="list-style-type: none"> • Excellent modern building with level or ramp access, wide corridors and spacious classrooms making the school very accessible to pupils and staff who may have mobility needs. Access audit carried out in April 2017 by external auditors comments that school 'should be complimented on the positive attitude it has towards inclusion and its ambitions to breakdown any barriers' see school website for full report and accompanying plan. • Disabled toilet. • Medical bed for pupils with intimate care and mobility needs. • Strong liaison with a local special school for support in risk assessments and target setting for some pupils. • Teaching Assistants skilled in delivering speech and language programmes of study. • Variable height of table and chairs. • Access to a variety of pens, pencils, writing slopes, scissors, rulers and cutlery with various adaptations to aid grip and ease of use. • A selection of PE equipment to aid balance and coordination. • Reduced height signage for key areas eg, disabled toilets. • Slope access to outside classroom area (from September 2014).
How do we help a child with speech and language needs?	<ul style="list-style-type: none"> • Liaison with speech and language therapists for specialist advice. • Teaching Assistants skilled in delivering speech and language programmes. • Delivery of interventions such as Word Wizard, Black Sheep Narrative and Social Communication Groups. • Use of communication books to support older pupils with unclear speech. • Teaching Assistants skilled in supporting pupils who stammer.
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Visual fire alarm system in disabled toilet. • All steps on site with front edge painted white. • High visibility vests worn by fire wardens and torches used in the event of a fire or drill • Enlarged text samples when necessary.
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • Attendance manager. • Use of social stories. • Use of individual visual timetables. • School counsellor provides advice and support in arranged sessions and Time to Talk where children can request to talk to our counsellor. • Social communication intervention groups. • Key Workers for pupils with identified needs in this area. • Mood diaries and 1:1 reflection time. • Magic moments sessions.
How do we help a child with behavioural difficulties?	<ul style="list-style-type: none"> • Rewards and consequences document shared with parents annually, posted on the school's website and thoroughly understood by all pupils. • Personalised learning in all classrooms that takes account of pupils' interests, abilities, needs and learning style. • All Teachers and Teaching Assistants are highly skilled in positive behaviour management strategies. • Individual behaviour plans for pupils with identified needs. • Use of school behaviour system and 'Achievement Points' to promote expected behaviour. • Positive links with parents to share school behaviour management systems with home; provision of personalised sticker charts for home use. • Class based staff are trained in team teach techniques for behaviour management.
How do we help a child who needs	<ul style="list-style-type: none"> • Daily phonics interventions within KS1.

support with English?	<ul style="list-style-type: none"> • Working walls in all classrooms that are regularly updated with support materials. • Use of effective support materials in all classrooms eg, word/picture mats for topics, levelled success criteria and a high level of additional support during all English lessons. • Provision map update each half term to timetable dedicated support for all pupils with identified needs or those making less than expected progress. • Skilled delivery of intervention programmes such as Better Reading, Pre-Teaching, Word Wizard, Black Sheep Narrative Programme and 'Friday Writing Round Up'. • Selected children access the Nessy reading and writing intervention programme. • Marking feedback- for pupils with identified needs, Teachers and Teaching Assistants deliver 1:1 support to respond to development points. • Regular assessments completed each term with target reviews. • Topic news leaflets shared with parents prior to the end of each half term to enable parents to support and focus independent research and learning. • For identified pupils, use of coloured overlays, cream paper photocopies and spelling dictionaries as appropriate.
How do we help a child who needs support with maths?	<ul style="list-style-type: none"> • Working walls in all classrooms that are regularly updated with support materials. • Highly skilled Teaching Assistants delivering interventions for identified pupils. • Support materials such as number lines, times tables and hundred squares available. • Access to WRMaths tuition.
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individualised care plans created by experienced staff in liaison with medical professionals. • Key members of staff throughout the school are trained in paediatric first aid. • Medical bed and disabled toilet. • Careful planning and additional support provided to ensure pupils with mobility challenges are able to take part in trips and residential visits.
How do we help a child who has English as an additional language?	<ul style="list-style-type: none"> • Thorough school induction programme for all pupils new to school. • Use of translation ICT programmes to aid liaison with parents. • Picture cues alongside English to support understanding.
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Close liaison with local special school to support with risk assessments and strategies. • Liaison with specialist teachers to support the planning process. • Specialist staff attendance at IEP and annual reviews whenever possible. • Regular assessment of targets to ensure a good level of challenge at all ability levels.
Which specialist services do we access beyond school?	<ul style="list-style-type: none"> • Educational Psychology • Speech and Language Therapy • Occupational Therapy • Behaviour specialist teacher • Education Welfare • CAMHS • School Nursing Team • Family Support Service • Family Intervention Team
How will we include children in activities beyond the	<ul style="list-style-type: none"> • 1:1 support for identified pupils. • Additional meetings with parents and supporting staff to ensure they feel comfortable and confident in our plans and risk assessments.

classroom including school trips?	<ul style="list-style-type: none"> • High staffing ratio on all school trips to meet the stringent requirements of our risk assessments. • Ramp access to outdoor classrooms. • Play leaders initiative. • Hire of modified vehicles when necessary.
How do we prepare and support a child joining school and transferring to secondary school?	<ul style="list-style-type: none"> • Home visits offered by early years staff for all new nursery intake. • Enhanced staffing ratio in EYFS to support the early identification of additional or specific needs. • Thorough induction for pupils who join school midway through a Key Stage. • Information sharing discussions with donating school for all pupils who transfer to Trinity Academy St Peter's midway through a Key Stage. • Excellent transition links with receiving secondary schools including additional supported visits, travel to school plan practise, ICT and sporting links with receiving secondary school. • Thorough sharing of all details and information prior to transfer of Y6 pupils.
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • Intimate care policy in place. • Excellent liaison with parents/carers of children with identified needs. • Disabled toilet, medical bed and systems in place to develop independent yet supported care as appropriate. • Care plans in place for identified pupils.
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> • Stimulating playground furniture eg, climbing frames, trim trail and resources eg, toy baskets, football encourage pupils in social interactions. • KS2 play leaders work in KS1 playground to guide play and initiate games. • 1:1 support as needed for pupils with identified needs during breaks and lunchtime. • Teaching Assistant Supervisors on duty to lead play at lunchtimes. • Key Workers tutor pupils and teach strategies for enhanced socialisation at playtime. • Individual plans and strategies in place for identified pupils. • Time to talk initiative in place to support pupils who have identified this as a problem for them.
How do we allocate resources?	<ul style="list-style-type: none"> • 1:1 as specified in a pupil's Education Health Care Plans (EHCP). • Following termly assessments and provision mapping exercises to ensure the needs of every pupil are addressed, reviewed and reassessed on a regular basis. • High level of skilled support additional to the teacher available to pupils in all classes.
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Thorough induction for all new staff to ensure they are familiar with the policies and practices of the school. • Coherent timetable of CPD that addresses pupils' individual needs and enhances daily classroom practice. • Identified training needs from school development plan (SDP) addressed over the academic year.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Regular monitoring and oversight by SEND governor. • Open door policy for all pupils regardless of special educational need, disability, cultural background or belief. • Inclusion of pupils with SEN/D in class assemblies, church services and other public performances / publications. • As a staff, we ask 'how can ... be part of ...?' rather than look for alternatives. • Parents know how to contact class teachers if they have any concerns or can use the SENDCo email address to directly contact the SENDCo.

How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • Termly review with child and parents • Pupil progress tracked termly • Provision mapping • Liaison with teachers on a regular basis • Further details can be found in our SEND policy.
How do we make sure children's views are listened to?	<ul style="list-style-type: none"> • Asking children what they think is working well for them and what other things they would like to happen. • Discussing targets with children and making sure they are in language they understand
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> • As a school, we have an open door policy and we welcome parental comments and support. • Parents can make an appointment to see the Headteacher or other key staff. • Messages can be left with staff in the office that will be passed on to the relevant person • The complaints policy is available for parents on the website.
Contact details of support services for parents of pupils with SEN	<ul style="list-style-type: none"> • IAS - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141 • Calderdale Parents and Carers (CPC) – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343030 • For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer

Thank you for taking the time to find out about our SEND provision at Trinity Academy St Peter's – please do not hesitate to contact us for any further details.