



# ANNUAL SEND REPORT May 2017

## 1. What kinds of Special Educational Needs does Trefonen Primary School make provision for?

Special educational needs provision at Trefonen Primary can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Medical and/or physical needs
- Autism / Sensory needs

## 2. How does Trefonen Primary identify and assess pupils with SEN?

We are committed to the early identification and intervention of children who may have SEN.

More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended. We also assess pupils using specific screening tools e.g. for Dyslexia, checklists and Target Ladders. We can then use the information gathered to identify and implement the appropriate strategies for the child.

If more specialist assessment is required we may use an appropriate external professional or outside agency, for example we use Woodlands Outreach Service for assessments related to learning, behaviour or autism.

In some cases it may be necessary for the school to consider, making a request to the local authority for a statutory assessment of a child's special needs. This decision will be made in consultation with parents and any outside agencies involved and using LA guidance regarding thresholds.

## 3. How does Trefonen Primary make Provision for pupils with SEN?

At Trefonen School we use the 'graduated response', which recognises that there is a continuum of needs. All pupils at Trefonen School have a One Page Profile, developed in consultation with parents and pupils, which identifies the pupil's strengths, areas of need and the strategies that support them best.

The first response to a pupil experiencing difficulty is through quality first teaching and may include strategies such as differentiation or personalisation of the pupil's curriculum provision.

If further help is required the pupil moves to the next step, which we call SEN Support and the teacher, in consultation with the SENCO and parents will devise a Pupil Centred Plan (PCP). This sets out any special arrangement or provision arrangements that are additional to and different from the usual curriculum or normal classroom provision.

Parents are invited to review the PCP each term with the class teacher.

In some cases further advice and professional support may be sought and implemented as is considered necessary for the individual needs of the children.

If adequate progress is not made after an appropriate period of intervention and review, the teacher in consultation with the parents/carers, and the SENCO may conclude that further support and advice is needed. This may involve making a referral for special assessment and advice to outside professionals from health, social services, education support services. The PCP is under continual review to ensure that the provision is appropriate and the pupil is making good progress or responding well.

At Trefonen School we use the following key resources to support pupils with SEN:

- Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching and Precision teaching.
- TA or Specialist Teacher support – used to aid/confidence, learn strategies and independence (within some 1:1, small group and whole class situations)
- Small group targeted support and interventions, focusing on a child's specific area of need.

Our SEN Provision is detailed in our School's SEN Local Offer and our SEN Policy, which are available on our school website.

## **4. Who should you talk to if you have a concern?**

The class teacher is always the first person to speak to. He/she is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Miss Dunleavy (SENCO / Headteacher) and Mrs Prust (Deputy Headteacher) are available to meet with you to discuss your child's progress or any concerns/worries you may have. You can arrange for an appointment through the school office.

Mrs Morgan (Parent Support Advisor) and Mrs Prust (Early Help /EHAF Leader) are available to speak to/liaise with and help to seek support outside the school.

Special Educational Needs Coordinator (SENCO): Cathy Dunleavy  
SEN Link Governor: Simon Clay  
Early Help Leader: Laura Prust  
Parent Support Advisor: Erica Morgan

## **5. What kind of specialist expertise is available at Trefonen School?**

Staff at Trefonen school (including teachers, teaching assistant and lunch-time support staff) participate in a rolling programme of continuous professional development (CPD) in regard to SEND. This ensures that our all of staff have the appropriate understanding to support pupils with a range of special needs. Every year a portion of our SEN budget is allocated to ensure appropriate CPD takes place. This includes update training as well as new training. Through our CPD plan we endeavour to seek out training that will enhance the support that we provide for the pupils with particular identified needs within our school.

Key areas of expertise for our staff currently include:

- Autistic Spectrum Disorder
- Dyslexia
- Dyscalculia
- Attachment Disorder
- Hearing Impairment
- Anger Management
- Pathological Demand Avoidance Syndrome
- Mental Health First Aid
- Emotional Health and Wellbeing

- Resilience and Emotional Health
- Positive Behaviour Management

In addition, staff at our school have been trained to deliver the following specific pupil support/ intervention programmes:

- 'Talk Boost'
- 'Elklan'
- 'No Worries'
- 'Superflex'
- 'Relax Kids'
- 'Cool Kids'

We have an increasing 'library' of materials to help staff to support pupils with specific SEND needs.

At Trefonen we remain continually alert to new training opportunities that will enable us to provide even better support for our pupils.

## **6. How is equipment / facilities used to support pupils with SEN?**

At Trefonen we take all reasonable steps to meet the physical, emotional and intellectual needs of our pupils. This offer should therefore be read alongside our Equal Opportunities Policy.

Trefonen school has an 'outreach room' that we call 'Owls' Class', in which identified pupils with SEND participate in specific activities, outlined in their Person Centred Plan, that support their cognitive development, led by trained members of staff.

Every year a portion of our SEN budget is used to purchase the specialist equipment and resources that will support the SEND pupils that are on our roll. We endeavour to provide the specialist equipment and resources that our pupils need to help them to succeed. Generally these resources are class based.

The physical environment of our school means that pupils with SEND are able to move safely from one area of the school to another without support or specific supervision.

### Accessibility

There is ramped access through the main entrance and the Year 1/2 classroom entrance. There is a disability toilet located in the Year 5/6 classroom.

## **7. What are the arrangements at Trefonen School or consulting with parents?**

- Parents/carers are notified early if we have any concerns and we are always willing to listen to issues brought forward for discussion.
- We share information with parents/carers through informal conversations and individual meetings
- Parents/carers are invited to SEN review meetings each term to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents are invited to discuss new PCP's at the start of each term. This includes discussing a pupils One Page Profile (1PP) and their Person Centered Plan (PCP)
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

- We promote a culture of co-operation between parents, schools, LEAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

## **8. What are the arrangements at Trefonen School for consulting with pupils?**

- At Trefonen School we recognise that pupils, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.
- The views of the children at Trefonen School are given due weight according to their age, maturity and capability.
- All pupils are actively involved in the construction of their One Page Profile (1PP). Pupils with SEN are invited to contribute to their Person Centered Plan (PCP)
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their PCPs, discussing their choices, assessment of needs and in the review procedures.

## **9. What are the arrangements at Trefonen School for making a complaint?**

Trefonen School's procedure for making a complaint is set down in Our 'Complaints Procedure and Policy : For resolution of concerns and complaints'. This document is available on our school website.

As a matter of daily routine, Trefonen School receives numerous contacts from parents and other interested parties. Mostly these will be resolved simply by providing information or through the arrangement of an informal meeting. Therefore the initial approach should normally be made to the school office, or to the individual member of staff who is likely to be able to provide the necessary information, such as the Class teacher or SENCO.

In some cases it may be necessary to request a meeting with a senior member of staff. Any such request should be made via the school office, preferably in writing [a model form is provided in the School Complaints Policy Annex 1]. The request will need to include sufficient details to allow the school to decide whether a meeting is necessary, who should be asked to attend the meeting and to make any necessary preparations.

Where a matter is more serious, or where an informal approach has failed to resolve the issue, it may be raised formally as a complaint. This should be done in writing [again, a model form is provided in Annex 1].

## **10. What other services or organisations does Trefonen School work with to support pupils with SEN and their families?**

At Trefonen Primary we work with a range of public and charitable organisations in order to provide the best possible support for our pupils. We recognise that the range of organisations is subject to change, as are the

processes through which to access the support that they provide. We are alert to identify any changes that may occur.

Currently Trefonen School works with the following organisations:

- Woodlands Outreach Service
- Occupational Therapy Support
- Speech and Language Therapy
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Autism West Midlands
- Compass

## **11. Independent Parent Support Service**

Shropshire Parent and Carer Council (PACC) works to empower Shropshire parent carers of children with any special educational need or disability (SEND) aged 0-25, to enable them to actively contribute to the design and review of the services that they use. We do this by providing opportunities for parent carers to share their experience and knowledge of what works or doesn't work in the everyday lives of families with children and young people with SEND.

PACC is a registered charity and has three main aims as outlined below:

- The creation of a Shropshire parent carer community that reduces isolation and strengthens the capacity of parents to support their family
- The provision of information to inform and empower parents and carers about the issues that affect their families
- The provision of opportunities for parents and carers to influence the decisions that affect their families and to contribute to developing services that meet the needs of their families.

PACC - <http://www.paccshropshire.org.uk>

Tel: 0845 601 2205

## **12. How does the school support pupils with SEN when they transfer to secondary school?**

We have procedures in place to ensure that transfer arrangements take place with ease and are a positive experience for all pupils. Staff at Trefonen School are very good at liaising with each other, and with other providers, to ensure that pupil needs are fully understood.

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible., whether a pupil is moving from their pre-school provision to Trefonen School, to another school, another class or transferring to Reception from Nursery or to secondary school from year 6 we will put in place:

- Liaison meetings between our school and feeder pre-school providers / secondary providers.
- A programme of transition visits
- Parent information workshops

In addition:

- Year 6 pupils participate in a Transition Topic during the Summer Term.

- One page profiles and Person Centred Plans are passed on to the next teacher / school.
- Prior visits are of paramount importance to support transition
- SENCOs from Secondary schools are invited to Annual Reviews and to have time to meet parents and children
- SENCOs and TAs from Secondary schools will visit Year 6 in the Summer Term
- Extra transition days to Secondary school or Reception will be made depending on the child's needs.
- Emotional support and sessions will be given by a member of our trained support staff
- When moving between classes, information is passed on to the new class teacher in advance and planning meetings take place with the new teacher. All education plans and strategies that help each child succeed are shared with the new teacher.
- Resources/ strategies will be shared within the one page profile.

## **Our School's local offer:**

Trefonen School's Local offer is available on the school web-site

[http://www.trefonenschool.co.uk/wp-content/uploads/2016/10/SEND-Local-Offer-17\\_04\\_15.pdf](http://www.trefonenschool.co.uk/wp-content/uploads/2016/10/SEND-Local-Offer-17_04_15.pdf)

## **Local Authority Local Offer:**

The Local Offer is a way to make it easier for parents to find out about services available to children and young people from birth to 25 with special educational needs and disabilities.

The Local Offer will:

- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place
- Be clear, comprehensive and accessible
- Keep it up to date
- Involve children, families and service providers in improving the information and services available. Local Offer is published as part of the SEND reforms under the Children and Families Bill.

Parent can access further information about the Shropshire Local Offer through:

<https://new.shropshire.gov.uk/the-send-local-offer/>