



Trefonen School SEND Report Autumn 2024

Our Christian Vision:

'Learning in Love, Growing in Faith'

("She is a tree of life to them that lay hold upon her; and happy is everyone that retains her" - Proverbs 3.18, KJV)

Values:

'Respect' is our school's core value

General Information

Headteacher:	Cathy Dunleavy
SENDCo:	Cathy Dunleavy
SEND Administrator:	Sarah McCracken
Mental Health Leader:	Cath Lewis
SEND Governor:	Emily Armstrong
Contact details: Tel: 01691 652960 email: senco@trefonen.shropshire.sch.uk	
A SENDCo, or Special Educational Needs & Disability Co-ordinator is the school teacher who is responsible for assessing, planning & monitoring the progress of children with special educational needs and disabilities (SEND). At our school This is Cathy Dunleavy, who is also the Head teacher. She is assisted by Sarah McCracken, who provides administrative support.	
How can I find the school SEND policy?	https://www.trefonenschool.co.uk/policies/
How can I access other school information about SEND?	https://www.trefonenschool.co.uk/special-educational-needs-disability/
'Parenting Smart' Resources	https://www.trefonenschool.co.uk/parenting-smart/
Other on-line support for parents at our school	https://www.trefonenschool.co.uk/parent-support-1/
How can I find the Local Authority's SEND offer?	https://next.shropshire.gov.uk/the-send-local-offer/
The Local Offer provides information for children & young people with special educational needs (SEND) & their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health & social care.	

Our SEND Profile for 2024/25

1. Pupils on roll with SEND provision

SEN Category	No of Pupils	% of school roll
EHCP (education, health and care plan.	2	1.6%
SEND Support	22	17.7%
Total no of pupils with SEND provision	24	19.4%

2. SEND type for pupils on roll with SEN

Special educational needs provision at Trefonen Primary School can be considered as falling into four broad areas of need as stated in the SEND Code of Practice 2015.

SEND Need Type	Primary Need
Communication and Interaction (including ASD)	8 (ASD-5 ADHD-1)
Cognition and Learning	10
Social, emotional and mental health (SEMH)	4
Sensory and/or physical needs	1

How does Trefonen Primary identify and assess pupils with SEND?

Trefonen School is committed to the early identification of pupil needs and consequent rapid intervention for any pupils who may have a special educational needs or a disability (SEND).

Detailed observations are made in a variety of contexts as well as careful monitoring of pupils in relation to their access to and success within aspects of the curriculum and school life e.g. reading, phonics, writing, maths, as well as within the wider curriculum and the social environment.

Our school obtains information from parents/carers and any other records from any previous schools that our pupils may have attended.

Our school routinely carries out within-school assessments using specific screening and diagnostic tools e.g. Lucid Rapid Dyslexia Screening, Visual Stress Screening, SNAP Learning Needs, SNAP Maths, SNAP Social, emotional and behavioural needs, Target Ladders, other school-based checklists and screening tools. We use the information gathered to identify and implement appropriate strategies for each individual pupil. Outcomes from school screening may result in the school making referrals to other specific agencies for more detailed assessment.

If, following monitoring and screening, our school identifies that more specialist assessment is required to help our school to identify or meet the needs of a pupil, we will, in consultation with parents, make a referral to another appropriate external professional or outside agency, this may include:

- Speech and Language Therapy
- Occupational Therapy
- School Nurse / Child Development Service
- Woodlands Outreach Service
- Edvocation Services (Dr Angela Willis)
- Early Help (Shropshire Strengthening Families)
- Mental Health Support Team

Trefonen School may make use of Educational Psychology services in the following circumstances:

- significantly complex circumstances and/or
- where we have identified that such an assessment is necessary to support a recommendation to the local authority Special Needs Team for consideration for an Early Health Care Plan, or

- if the school, in consultation with parents has identified that an assessment by an educational psychologist is required to support the annual review of a specific Education Health Care Plan (e.g. in the case of transition at the end of Year 6)

Referrals to other / external services

In some cases, our school may judge it appropriate, in consultation with parents, to refer to other external agencies in order to support the assessment of pupils and /or to identify the best way to support a particular pupil.

The purpose of additional, specialist assessments is to provide the school with the required additional knowledge and understanding that our school staff require to enable us to make better and more precise provision for the pupil. Parents will be invited to participate in this process and will receive a copy of any reports produced.

In some cases it may be necessary for our school to consider, in consultation with parents, 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.

Process for identifying pupils with SEND:

1. Teacher, parent or external professional identifies concerns in learning or behaviour. Teacher responds to concerns. Teacher notifies SENCO
2. Teacher carries out SNAP assessment (learning or behaviour route, as appropriate), including asking parent to complete family questionnaire and facilitating pupil voice questionnaire.
3. A meeting is organised for the SENCO and Teacher to engage with parents/carers about the concerns using the outcomes of SNAP assessment. This will usually result in the co-construction of a Person Centered Plan (PCP), which will identify the pupil's barriers and the support to be provided. Next step actions and a follow up meeting are agreed with parents / carers.
4. Review meeting scheduled with parents / carers
5. Agreed PCP for the child is implemented. The PCP is co-produced by the teacher and family (including the child), using the outcomes of the SNAP assessment, family questionnaire, pupil voice questionnaire and other relevant conversations
6. Pupil progress against specified targets is monitored.
7. At the end of the agreed period (six to twelve weeks), a next step a meeting is arranged with parents/ carers, discuss progress and next steps.

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.

- **Assess** – thorough assessment and understanding of the child's specific needs.
- **Plan** – what teaching strategies and targeted provision will we put in place.
- **Do** – putting the strategies and provision in place under responsibility of the class teacher.
- **Review** – reflecting on the strategies and provision, based on the child's progress. What has worked well? What will secure better outcomes for the child?



The first response to a pupil experiencing difficulty is through quality first teaching.. This may include strategies such as adaptive teaching, 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 co-construct the PCP and review progress each term.

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

If adequate progress is made after an appropriate period of intervention and review, and the pupil is performing broadly in line with their peers, the teacher in consultation with the parents/carers, and the SENDCO may conclude that no further additional support and advice is needed. At this point, it would be appropriate to remove the pupil from the SEN register.

If adequate progress is not being made after an appropriate period of intervention and review, the teacher in consultation with the parents/carers, and the SENDCO 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 and 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:

- Quality First Teaching and adaptive provision
- Additional General Support - e.g. TA used to welcome / end of day feedback
- Specific Targeted Support - In our school this is generally bespoke, and includes specific targeted support /interventions, focusing on the individual pupil’s specific area of need.

Our school’s SEN Provision is detailed in our School’s SEN Local Offer and our SEN Policy, which are available on our school website: <https://trefonen-ce-primary-school.secure-primariesite.net/special-educational-needs-disability/>

SEMH and Mental Health support

At Trefonen School we have access to a Mental Health Practitioner who is able to provide additional support to children and families experiencing mild to moderate mental health difficulties. If parents would like to access this support they should email the school through our dedicated SEND email: senco@trefonen.shropshire.sch.uk

Parents are able to access a range of direct resources via the Mental Health page on our school website e.g. Parenting Smart – a free online resource featuring practical advice and tried-and-tested tips for parents and children.

Who should you talk to if you have a concern?

The class teacher is always the first person to speak to. They are 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.

The SENDCO is available to discuss any concerns/worries you may have. You can contact the SENDCO and the SEND Administrator for a conversation or to book an appointment for an appointment using the dedicated SEND email: senco@trefonen.shropshire.sch.uk

- Special Educational Needs Coordinator (SENCO): Cathy Dunleavy
- SEND Administrator: Sarah McCracken

What kind of specialist expertise is available at Trefonen School?

Staff at Trefonen School (including teachers, teaching assistants, special support assistants and other staff) participate in a continuous programme of professional development (CPD) in regard to SEND. This ensures that our staff have the appropriate skills and knowledge 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 pupils with particular identified needs within our school.

Key areas of expertise for our staff currently include:

- Positive Behaviour Management, including training in effective management of low-level classroom disruption and extreme behaviours (Flashpoints)
- Trauma Informed Approach (TIA) and Emotion Coaching – including 'Successful Supervisors' programme Level 1 and Level 2)
- Neurological Diversity (Autistic Spectrum Disorder/ADD/ADHD)
- Dyslexia
- Dyscalculia
- Attachment Disorder
- Foetal Alcohol Syndrome
- Hearing Impairment
- Anger Management
- Pathological Demand Avoidance Syndrome
- Mental Health First Aid
- Emotional Health and Wellbeing / Resilience and Emotional Health
- Bereavement
- Positive physical intervention (MAPP/CPI)

In addition, staff at our school have received specific training to deliver the following intervention programmes including:

- TIA – Trauma Informed Approach
- Talk Boost – KS1 & KS2
- ‘No Worries’ emotion programme
- ‘Super flex’ self-regulation programme
- ‘Cool Kids’ occupational therapy programme
- ‘No Nonsense’ Phonics intervention
- Nesy reading & phonics programme
- Nesy ‘Writing Beach’
- Various ‘Time to Talk’ programmes
- Lego Therapy

We have an increasing ‘library’ of materials to help staff to support pupils with specific SEND needs and have developed an on-line library of strategies for staff to access.

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

How is equipment and other facilities used to support pupils with SEND?

At Trefonen we take all reasonable steps to meet the physical, emotional and intellectual needs of our pupils. We continually audit and adapt our environment against best practise guidelines in order to support the best possible outcomes for pupils our pupils (e.g. pupils on the autistic spectrum).

Every year a portion of our SEND budget is used to purchase the specialist equipment and resources that will support our SEND pupils. We endeavour to provide the specialist equipment and resources that our pupils need to help them to succeed. This includes general resources that may benefit a number of pupils as well as pupil specific resources. E.g.

- Nurture Room (Owls Nest) – pupils can access designated safe space that includes sensory resources to support them if they are feeling overwhelmed within the classroom or playground environment
- 12 dedicated mini-laptops to support online intervention programmes
- Access to Tablets
- Visual Assessment Screening Resources
- SNAP Learning Difficulties Screening Software
- SNAP Social, Emotional and Behavioural Screening Software
- SNAP Maths Screening software
- Lower ability with high interest books (e.g. Barrington Stokes)
- Reading support programmes – (e.g. Magic Belt, Talisman, Totem)
- Phonics intervention (e.g. Phonics Bug, No-nonsense phonics)
- Weighted products (lap belts and neck weights)
- Fidget toys
- Range of SEND games and activities
- Other pupil specific products

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. We make use of various spaces throughout the school for group outreach support. Our school is a secure, closed site.

Accessibility

There is ramped access through the main entrance and a disabled access toilet.

What are the arrangements at Trefonen School for 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 formal meetings.
- Parents/carers are invited to SEND review meetings each term to discuss their child's progress, share their perspective, help to set next step targets and discuss the best intervention strategies to support their child at school and at home.
- Parents/carers are encouraged to access the Independent Advice Service (<https://next.shropshire.gov.uk/the-send-local-offer/family-support/send-information-advice-and-support-service-sendiass/>) for support and advice, and may ask to bring an appropriate relative/friend to support them in any meetings that take place.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned 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.

What are the arrangements at Trefonen School for consulting with pupils?

- At Trefonen School we recognise the importance of pupil voice. We support pupils in sharing their thoughts, feelings and views in planning and reviewing support.
- Pupil voice is automatically captured as part of the SNAP assessment process.
- The views of the children at Trefonen School are given due weight according to their age, maturity and capability.
- Pupils with SEND are including in setting targets and contributing to their PCPs, discussing their choices, assessment of needs, support activities and in the review procedures.

What are the arrangements at Trefonen School for making a complaint?

Whilst we always work with parents / carers to provide the most effective support for their children, there may be times that parents / carers are unhappy with the service that we provide and may wish to make a complaint.

Trefonen School's procedure for making a complaint is set down in Our Complaints Procedure and Policy available on our school website (<https://trefonen-ce-primary-school.secure-primariesite.net/policies/>)

As a matter of daily routine, Trefonen School receives numerous contacts from parents and other interested parties. Mostly, difficulties are resolved through 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 (parentcontact@trefonen.shropshire.sch.uk). The request will need to include sufficient details to allow the school to decide, 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, using our school's Complaints Policy: <https://www.trefonenschool.co.uk/policies/>

What other services or organisations does Trefonen School work with to support pupils with SEND 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 (e.g. local hospice bereavement support). 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 a range of external organisations, including:

- Woodlands Outreach Service
- Occupational Therapy Support
- Speech and Language Therapy
- School Nurse
- BeeU (previously CAMHS)
- Autism West Midlands
- Compass
- Mental Health Support Team
- Edvocation
- Early Help (Shropshire Strengthening Families)

Independent Parent Support Service

[The Shropshire SEND Information, Advice and Support Service \(SENDIASS\)](#) is a free, confidential and impartial service for children and young people with SEND living in Shropshire and aged between 0 and 25 years, and their parents. SENDIASS offers parents and young people support with any concerns they might have around special educational needs and /or disability (SEND) and explains your options, rights and responsibilities.

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. They do this by providing opportunities for parents/ 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 (PACC - <http://www.paccshropshire.org.uk>):

- 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.

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 our school from elsewhere, to another school, another class or transferring to Reception from Nursery or to secondary school from year 6.

We will put in place:

- Liaison between our school and the feeder school / ongoing or secondary providers.
- A programme of transition visits (where appropriate this will include additional visits)
- A pupil transition programme
- Parent information workshops/access to online information

In addition:

- Year 6 pupils participate in a series of transition workshops and activities during the Summer Term.
- Crucial information and PCPs are passed onto the next teacher/ school.
- SENCOs from Secondary schools are invited to Annual Reviews of year 6 pupils and to have time to meet parents and children
- Extra transition days are provided as needed
- 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
- Close liaison takes place between SENDCos.

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/>

Our Big Priorities to continue to develop this year:

During this academic year our staff will be continuing to work on our four big priorities:

1. Improve children's speech, language and communication

2. Improve children's emotional, social and academic resilience
3. Improve use of adaptive provision strategies, so that all children are included and no child is left behind
4. Improve all children's attainment in all core subjects but especially in writing

All of our Big Four Priorities will support improvements for pupils with SEND.