

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T. Fettes

SEND REPORT

F. Fargher (SENCO)

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School

Autumn Term 1st November 2023

***'I know that there is nothing better than to make people happy
and to do good while they live' Ecclesiastes 3:12***

To be an inspirational place of learning where:

- we facilitate opportunities so **every child** can flourish in a place where they feel safe, happy and confident.
- **staff** well-being and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment.
- the school provides facilities that enable an optimum learning **environment**.
- the school plays a central role within our **community** and enjoys strong links with the church, local companies and other schools.

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Ecclesiastes 3:12

SEND across the school

	All	Year Groups																				
		R			Y1			Y2			Y3			Y4			Y5			Y6		
		all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys
SEND	27	1	1	0	1	0	1	1	0	1	6	1	5	5	2	3	7	2	5	6	2	4
EHCP	4	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	2	0	2

Overview of SEN – Autumn 2023

- 27 pupils on SEN register which includes 4 with EHCPs across the school (Years 3, 5 and 6)
- Most pupils on the SEN register have an Individual Education Plan (IEP) with specific targets set and these are reviewed 3 times per academic year and shared with parents.
- 3 pupils have a diagnosis of Autism (Autistic Spectrum Condition), with an additional 7 on the CAMHS waiting list for assessment.
- 3 pupils have a diagnosis of ADHD, with an additional 5 on the CAMHS waiting list for assessment.
- 8 pupils are under the NHS SALT (speech and language therapy) service; two of our Elklan trained TAs are now delivering speech and language across the school to all those pupils with a therapy plan – one in EYFS and KS1, and the other in KS2.
- 1 pupil is non-verbal and is using Makaton signs to communicate.
- 4 pupils access specific Sensory Circuit activities each week.
- 6 pupils access specific Occupational Therapy activities each week.
- Our ELSA list remains fluid so that we can prioritise those pupils most in need of emotional support, but at least 10 pupils are accessing ELSA support at any one time.
- One of our TAs in KS1 has just completed ELSA training so that we can offer support to more pupils across the school.
- We have bought into counselling service, Number 22, and our assigned counsellor is working to support our most vulnerable pupils; some pupils receive support for 6-8 sessions, others for longer according to need.
- We have 3 pupils with EHCPs who require 1:1 adult support at all times of their school day to keep themselves and others safe. We are currently working with parents of two of these pupils to access Alternative Provision on a part-time basis as their needs cannot be adequately met in a mainstream school.

Concerns:

- Holy Trinity is not an appropriate setting for 2 of our pupils with EHC Plans and we are actively working with the local authority to consult with specialist schools which can meet their needs.
- We are also working with the local authority to support EHCP pupils' transitions to secondary school although spaces in specialist schools are limited which compounds difficulties.
- We remain concerned that parental choice results in mainstream schools being instructed to take pupils who are unable to access learning in that setting; this has a huge impact on the teaching and learning for other pupils across the school.
- NHS SALT service – despite employing more therapists, the service is still having to prioritise pupils and so speech and language reviews are not as frequent as they should be.

- The CAMHS waiting list remains at 36+ months for ADHD assessments and slightly shorter for ASD assessments. The Shine Team can support pupils with an autism diagnosis but not if they are still waiting for assessment.
- Intervention work with pupils across the school continued to be impacted by the need for TAs to be pulled to cover elsewhere. The 3 pupils requiring 1:1 adult support (all with EHCPs but in different classes) reduces the flexibility to move staff around to cover absences.

Actions addressed and effectiveness since the last report:

- Both the SEND Policy and SEN Information Report have been reviewed and updated as appropriate (annual requirement).
- The needs of each class continue to be reviewed at regular intervals so that support is put in place as early as possible.
- Counselling service (Number 22) has been able to support our most vulnerable pupils.
- We continue to record interventions and log sessions with pupils across each week.
- We have promoted 'Zones of Regulation' teaching across the school to help pupils understand their emotions and how these link to behaviour. The aim is to ensure pupils can identify when they are struggling emotionally and be able to take steps to regulate and calm themselves.
- YogaBugs was delivered across the school in the different year groups either as PE lessons or as mini-movement and mindfulness breaks. Access to the videos was also shared with parents and staff. The free trial period has ended and although some staff reported that they used the resources and enjoyed them, it was not felt that they met the curriculum needs of sports and PE and the costs of formal membership are too high to renew the subscription.
- Continued access to training through RBWM and external organisations enables professional development and ensures best practice is identified and applied.
- Effective working relationships with other SENCoS in the borough continues to be important, as well as with specialists attached to the school (Educational Psychologists, Speech and Language therapists, Shine Team, Early Help, specialist literacy support)
- Continued referrals for support as needs arise to ensure earliest possible interventions and support.
- Consideration of TA strengths and pupil needs prior to the start of the new academic year means that pupils are supported as effectively as possible.

What works well:

- Regular communication with class teachers to review needs of SEND pupils, as well as support for updating IEPs and preparing reports for EHCP Annual Reviews.
- Ensuring close liaison with school ELSA to enable pupils to access support quickly.
- Maintaining an 'open door policy' with parents of pupils with SEND and ensuring they are kept informed about referrals, support and progress made.
- Sharing information with parents and signposting to support remains an important part of the SENCo role.
- Continued regular liaison with external professionals (SALT team, Early Help, EP, the Shine Team and OT) to maximise the support we are able to offer.
- Consideration of staff training and deployment of staff skills means that the pupils receive the right support and that it is effective.
- Being proactive with CAMHS referrals (ASD, ADHD) and NHS referrals (OT and SALT) is important in view of long waiting lists.
- Effective communications with transition schools (pupils joining and leaving), of particular importance for SEND pupils.

- Ongoing data analysis to ensure pupils making inadequate progress are identified and concerns addressed.
- Boxall profiles completed for some of our pupils with social/emotional needs have enabled class teachers to focus on specific targets which are not always academically driven. We are also able to send and receive Boxall profiles for pupils leaving and joining the school (where appropriate)
- One page 'Pupil Profiles' for pupils on the SEN register help to ensure pupil strengths and difficulties are clearly understood in line with the SEND Code of Practice requirement to promote 'pupil voice'.

Next steps:

- Trial different methods of delivering interventions to maximise support for all pupils whilst ensuring our highest 1:1 needs pupils are adequately supervised.
- Promote the use of EHCP funding to support identified pupils at Alternative Provision which may be more appropriate to their needs.
- One new pupil is largely non-verbal and is learning to communicate using Makaton signing. Signs are being taught in the EYFS classroom to all pupils to help with peer interactions and we are intending to identify Inclusion Monitors who would help to teach relevant Makaton signs to the whole school in collective worship; this would help the pupil interact with others but also to educate the whole school in a method of communication which may be important in the wider community.
- 2 additional pupils are likely to require EHCPs and so the educational psychology service will be engaged to support through assessment work.
- Expand ELSA support across the school following training of another TA in this pastoral role.
- Gain the RBWM 'Inclusion Mark' for schools following a SEND audit and review process led by the Area SENCo.
- Continue to complete Boxall profiles with our ELSA for pupils who have identified social and emotional needs. Targets need to be agreed and strategies / interventions implemented and shared with teaching staff; review and repeat to determine progress.
- Continue to support parents and work with RBWM as early as possible to ensure suitable placements for EHCP pupils with complex needs.
- Continue to build relationships with other SENCOs and attend training events to share ideas and develop as a practitioner.
- To continue to disseminate relevant information to TAs and continue to build a resource bank for teachers and TAs to access directly to support pupils (eg. occupational therapy and speech and language strategies).
- Continue to seek specialist advice from our literacy consultant, Sarah Clarke, for those with specific literacy difficulties.
- To monitor the recording of interventions so that teachers remain accountable for pupils with SEND in their class and that there is evidence of the support received.