

# 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, 2024

***'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.

Holy Trinity C.E. Primary School  
Church Road, Sunningdale, Berkshire, SL5 0NJ.  
Telephone: 01344 620716 Email: [holytrinitysunn@holytrinityprimary.org](mailto:holytrinitysunn@holytrinityprimary.org)  
[www.holytrinityschsunningdale.co.uk](http://www.holytrinityschsunningdale.co.uk)

*'I know there is nothing better for people than to be happy and do good while they live.'*  
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 | 23  | 0           | 0     | 0    | 1   | 1     | 0    | 1   | 1     | 0    | 1   | 0     | 1    | 9   | 4     | 5    | 5   | 2     | 3    | 6   | 2     | 4    |
| EHCP | 1   | 0           | 0     | 0    | 1   | 1     | 0    | 0   | 0     | 0    | 0   | 0     | 1    | 0   | 1     | 0    | 1   | 0     | 0    | 0   | 0     | 0    |

### Overview of SEND – Autumn 2024

- 23 pupils on SEND register which includes 1 with an EHCP and 2 further children who have EHCPs at Draft stage (Years 1, 4 and 5). 4 further pupils are identified for adding to the SEN Register once data confirmed and parents have been advised.
- Most pupils on the SEND register have an Individual Education Plan (IEP) with specific targets set and these are reviewed 3 times per academic year and shared with parents.
- 5 pupils have a diagnosis of Autism (Autistic Spectrum Condition), with an additional 8 on the CAMHS waiting list for assessment.
- 5 pupils have a diagnosis of ADHD, with an additional 7 on the CAMHS waiting list.
- 6 pupils are under the NHS SALT (speech and language therapy) service; Our Elklan trained TA is now delivering speech and language sessions to those with a therapy plan across the school.
- 1 pupil is non-verbal and is using Makaton signs to communicate; 2 staff members have recently completed Level 1 Makaton training to support.
- 4 pupils access specific Occupational Therapy activities within school and have a plan or have been referred to NHS for professional support.
- Our ELSA list remains fluid so that we can prioritise those pupils most in need of emotional support, but at least 8-10 pupils are accessing ELSA support at any one time.
- One of our pupils with a draft EHCP is currently attending school on a reduced timetable; we will be considering the option of some alternative provision subject to appropriate funding when the EHCP is finalised.

### Concerns:

- Holy Trinity is not an appropriate setting for our pupil with an EHC Plan and RBWM are continuing to consult with specialist settings to find a school which can meet needs; this is proving challenging for RBWM as specialist settings are oversubscribed or cannot meet the needs which are complex. Another pupil with a draft EHCP will ideally require a specialist speech and language setting and we will support the family to secure a suitable placement in this regard.
- We have 2 other pupils requiring support which is at a higher level than can be provided at SEND K level and will be making requests to RBWM for EHCP Needs Assessments for them this academic term.
- 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 schools to help pupils with an autism diagnosis but not if they are still waiting for assessment.

- Delivering intervention work with pupils across the school is more challenging in view of the reduced number of TA staff to deliver; we continue to put in place everything we can with the resources available.
- With the reduced staffing, our newly trained ELSA in KS1 is not able to support pupils in this capacity and her ELSA work is being suspended at present. It can be reinstated as appropriate.

**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 targeted support is put in place as early as possible, although this is balanced with the reduced TA staff available.
- Speech and language sessions are being delivered by an experienced TA across the school which improves efficiency and overall accountability for progress. However, this can be disrupted if she is required to cover absences and this is a concern.
- 'Zones of Regulation' teaching continues to be a focus 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.
- 'Emotion coaching' training with all staff at the end of the last academic year will remain a focus for this year as the principles are embedded and taken on by staff across the school through the Attachment Aware Schools Award.
- We were a pilot school with the 'WE SEND programme', offered by RBWM throughout the Spring / Summer 2024, and this enabled us to self-evaluate and identify areas of strength and areas for development in SEND. We have an action plan in place to focus on areas for development this year, largely concerned with TA deployment.
- 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 will ensure earliest possible interventions and appropriate support.
- Consideration of TA strengths and pupil needs on a continuous basis means that pupils are supported as effectively as possible by those with the best skills.
- Links to relevant organisation and support materials for parents of pupils who have SEND are now on the school's website. Information about webinars etc continues to be shared with identified families to ensure maximum support for pupils at home as well as in school.

**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 and pick up on key issues.
- 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, where possible, pupils receive effective support to make progress.
- Being proactive with CAMHS referrals (ASC, ADHD) and NHS referrals (OT and SALT) is important in view of long waiting lists.
- Effective communications with transition schools (pupils joining and leaving), is 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:**

- We are undertaking training and development in order to be awarded the Bronze level 'Attachment Aware Schools Award' This will involve a whole school project as well as continued embedding of an Emotion Coaching approach to supporting pupils.
- Improve the SEND offer across the school through implementation of the WE SEND Action Plan agreed last academic year.
- Apply for the SEND Inclusion Mark if this is being reintroduced this year by the local authority.
- We should shortly receive additional EHCP funding when the 2 plans which are in draft stage become finalised.
- Consider the use of EHCP funding to support identified pupils at Alternative Provision which may be more appropriate to their needs.
- Trial different methods of delivering interventions to maximise support for all pupils whilst ensuring our highest 1:1 needs pupils are adequately supervised.
- One new pupil is largely non-verbal and is learning to communicate using Makaton signing. We will continue to embed the use of Makaton signs in the school through our Makaton Masters teaching the pupils key signs at regular intervals throughout the year.
- We are currently engaging the Educational Psychology service to undertake assessment work so that we can apply for 2 further EHCP Needs Assessment for pupils in the school.
- Continue to support parents and work with RBWM as early as possible to ensure suitable placements for EHCP pupils with complex needs who need a more specialist setting.
- 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 (e.g. 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 ensure that all SEND pupils continue to receive direct teaching from their class teachers who remain accountable for pupils with SEND as part of Quality First Teaching (QFT).