



Holy Trinity RC Primary School

Mission Statement

"To go forward together in Christ, respecting our neighbour and striving for excellence."

Special Educational Needs Information Report and School's Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

1. What kinds of special educational needs do we provide for?

Holy Trinity RC Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2. Who is the SENDCo and how can parents contact them?

The school's SENDCo is Miss D. Smith. To make an appointment to see SENDCo, then please telephone: **01282 613709**.

Miss Smith has been a SENDCo since June 2018 and has completed the National Award for SENDCo.

3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENDCo liaises closely with the Head Teacher who is the Assessment Co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENDCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately.

In most cases, pupils are only identified as having a SEND *if they do not make adequate progress* once they have been given good quality personalised teaching, access to adaptations and intervention. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

In school, we use an assessment tool for screening SEND called SNAP Assessment (Special Needs Assessment Profile). We have various meetings with parents during this process. For more information about this profile, please see: <https://snap.rsassessment.com/#/core/welcome>

From this assessment, we can pinpoint the difficulties that children are experiencing and how to help the inside and outside of school. This assessment tool does not diagnose SEND.

Once identified as having a special educational need or disability, a child will be added to the SEN register by the SENDCo so that 'additional and different from' provision can be made for them. There will be meetings with parents during this process (an initial one to discuss concerns and then one to feedback findings from screening and discuss next steps/provision). We also hold SEN support plan meetings with parents at

the end of every term to evaluate support plans and discuss new targets and provision.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These children may be on our additional needs register and will receive some extra support in class. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The schools Special Educational Needs and Disability Coordinator (SENDCo) may, with parental permission, seek the advice of external agencies such as the Educational Psychologist or Specialist Teacher. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, the School Nursing Team, Occupational Therapy, Child and Adolescent Mental Health Services etc.

4. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The school's policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact school at any time and we will do our best to meet with you as soon as possible, although sometimes some members of staff are out of school (on courses or at meetings etc) or in class teaching. An appointment to speak with the Special Educational Needs Coordinator can also be made via the school office.

To keep parents informed we have a comprehensive website with a SEND section.

Parents are invited to come into school at any time to discuss their child's progress and keep up to date with their child's personal targets. As mentioned above, we also hold SEN support plan meeting at the end of every term.

There are annual induction days for prospective and current parents. Parents are also invited to our celebration assemblies. Each year we ask parents to complete a questionnaire; the theme of the questionnaire changes each year. Feedback is analysed and acted upon where appropriate.

For children with long-term, complex needs; it may be appropriate to request a statutory assessment of their needs. This is a long and complex process, but school will guide parents through each step. We would also encourage parents to contact the Information, Advice and Support (IAS) Team in Lancashire. They provide information and support for families with children with SEND. More information is available by looking on the Lancashire County Council website under 'Children Education Families' and then 'Special Educational Needs and Disabilities' and finally 'Help for Parents and Carers'. This is the link: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support>

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print.

We do not currently have any multi-lingual staff in school, but we do have several bi-lingual parents who may be able to assist other non-English speaking parents. The School Bursar, Headteacher and/or SENDCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as the school nurse. Information, advice and guidance for families of children with SEND is available via the SENDCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to other outside agencies, e.g. Educational Psychologist. The School Bursar will also support parents with online school applications if they do not have access to computer or internet at home.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. We also have a PTFA group and we always welcome new members! Parental surveys are also completed and actions taken in response to this.

5. How do we involve and consult with the children about their education?

We have a School Council which is made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well. We also have Eco Warriors, a Fairtrade Committee and a Sports Council along with other responsibilities such as Pupil Chaplains and a SNAG Food for Life Team.

All children take part in pupil questionnaires, which produces a summary of views of their own school lives as well as opinions of various school-related topics, such as behaviour. The data shows that the vast majority of children have a positive view of school. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life.

Additionally, we carry out pupil interviews. Children with SEND also take part in the SEND provision pupil interviews.

Children with SEND are involved in discussions about their targets on their support plans including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant. If the targets/strategies are not working, then they are not relevant for the child. It is not the child's fault. The targets and/or the strategies will be adjusted accordingly in these cases. They are also fully involved in completing their 'One Page Profile'.

6. How do we assess and review the progress that children make and how do we involve them and their parents?

Assessment for all children is a continual process and takes many forms, as laid out in the school's policy on Teaching and Learning. For many children with SEND, the teacher's assessment is sufficient to decide what is needed through a support plan.

It is the responsibility of the SENDCo, through the class teachers, to monitor the support and provision for pupils with SEND in their care. Throughout the school, children's progress in Maths and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

We also use an English tool called IDL. This is a dyslexia intervention tool that helps with reading and spelling (a child does not need to have dyslexia to use it). Children have mini lessons on a laptop/IPAD that is tailored to them (through having a spelling and reading test beforehand). These tests are repeated every term and progress can then be measured. Specific additional assessments for children with potential or identified SEND can be carried out by outside professionals such as specialist teachers (Acorn Psychology).

All Support Plans have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored by the teaching assistant and backed up by the class teacher. The child is involved in creating their support plans. Support Plans are formally reviewed and evaluated at least 3 times per year by the class teacher and/or

SENDCo, informed by the weekly monitoring; this may involve analysing progress on IDL (dyslexia tool). Parents are invited to a support plan meeting every term to go through the evaluated support plans and the new ones. They then take copies of these home. This is so that they can support their child in achieving their targets through activities in the home. Children with support plan targets are rewarded for their achievements (certificates, prizes, stickers, praise).

For children with an Education, Health and Care Plan; an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LEA. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 5 or early autumn term of year 6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENDCo invited.

7. How do we support our pupils with SEND as they move on to high school or move to another school?

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENDCo's of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with an EHCP, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENDCo will contact the SENDCo of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

8. What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice 2015, school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's policy for SEND which aims to provide full access to the National Curriculum (even if adaptations need to be made) and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of high quality teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified with a SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified with a SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's support plan. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENDCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements, or extra adult attention.

For all children with SEND who have had external support, they will have a provision map containing targets from professionals and what school is doing to meet these. Children with EHC plans will have additional paperwork such as a chronology of reports. For most children, the class teacher and SENDCo will make more detailed arrangements for a programme of support, including a Support Plan when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's Support Plan/provision map. There may be some direct input and advice from a specialist teacher from Acorn Psychology or from other agencies such as the LEA Educational Psychology Service, Speech and Language Therapy etc.

Where a child has an Education Health and Care Plan, the provision and approach to teaching this child is laid out in their plan.

All children are taught in a safe and caring environment. All staff are aware of and follow the Keeping Children Safe in Education statutory guidance (KCSIE 2025). Please see our Safeguarding policy for more information.

9. How do we adapt the curriculum and learning environment for children with SEND?

The school will aim to provide a range of adaptive equipment from its own budget. There are a variety of different height tables and chairs throughout the school. We also have other resources such as specialised cushions and weighted blankets. For more complex and expensive items, school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

Some children with complex needs work on their own personalised curriculum and learn in a quieter environment if and when possible. Other children with SEND have work scaffolded for them and access interventions that are tailored to their needs.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through adapted work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisation aids (visual timetables etc), large print documents, using dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid and many more. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually withdrawn for limited periods) e.g. Fast track Phonics, IDL, Extra reading, Precision Teaching, maths interventions, fine and/or gross motor skills, Social Skills or bespoke small group interventions etc. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

Every child has access to laptops with headphones. There are interactive whiteboards in all classrooms and a full year group set iPADS are available for use throughout school.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

10. What else do we do to make the school safe and accessible?

The school has its own gated car park. We have electronic gates that are only open at school drop off and pick up times. Under normal circumstances, the car park is for use by staff and visitors only but it does have a disabled parking bay which is made available to parents if their vehicle carries a blue badge. Access from the car park to the entrance lobby is via a paved pathway. The entire school is on one level and is fully wheelchair accessible. We also have internal doors that require a fob to open them. In addition to the normal children's toilet facilities, there are two disabled toilets.

One is located close to the office and the other is in Class 1. Most doors in the school will allow access for wheelchair bound pupils.

School staff are on duty on the school playground from 8:45am. All children are supervised as they leave school to ensure safe handover. The infant children are collected at their classroom doors by their parents/carers. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

We have some teaching assistants that supervise and support some children with complex needs at playtimes and lunchtimes. These children have an EHCP in place.

11. How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

The SENDCo attends termly Romero cluster meetings and passes updates on SEND to other staff, as appropriate. Many of our current Teaching Assistants and some teachers have been trained in to support children with a range of Special Educational Needs, in areas such as:

- Speech and Language
- Precision Teaching Methods
- The Engagement Model
- Behaviour Management
- Lego Therapy
- Autism
- Subject specific support programmes e.g. Fast Track Phonics, IDL.
- Nurture
- Positive Handling

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school. The SENDCo also carries out staff training in different areas such as emotion coaching, the graduated response and Lego therapy. The SENDCo arranges training from outside agencies too such as positive handling and colourful semantics.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Educational Psychology, Specialist teachers and Support Services; Local Authority services such as the Inclusion Service or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational

Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs may be carried out through the Early Help Assessment process which would involve parents, pupils and all agencies involved in the pupil's care, or an application for an Education, Health and Care Plan (EHCP).

12. How do we know if what we provide for the children is effective?

All children with SEND have a one- page profile and a support plan. Some of these children also have an EHCP. All of these are reviewed regularly, as laid out above.

The SENDCo reports on the efficient and effective use of resources for pupils identified as having SEND. For pupils with an EHCP, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice. The Head Teacher collects, and with the SENDCo, analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENDCo meets with the SEN Governor during the academic year and then the SENDCo produces a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENDCo. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

13. How are children with SEND enabled to take part in all the activities available in school?

Children with Special Educational Needs and Disabilities are welcomed and actively encourage to go on all trips and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if staffing

allows), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

School also works closely with the Pendle Sports Partnership, who have a dedicated sports leader who promotes sport for children with SEN and/or disabilities.

Before and after school care is available to all children at Holy Trinity R.C Primary School from an outside agency. Please ask school for more details.

There is a huge range of after school (and some lunch-time) clubs at Holy Trinity RC Primary School throughout the year, varying on a Termly basis. We are able to heavily subsidise these to encourage participation.

The following list is a selection of what has been available to all children, including those with Special Educational Needs and Disabilities, over the last year:

Multi-skills	Dodgeball
Eco-Club	Dance
Football	Gymnastics
School Choir	

Many of these clubs are provided by School staff, but a number of trusted outside providers are also used. Examples include:

- Pendle Sports Trust
- BFC (Burnley Football Club)

14. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues e.g. Medicines in School Policy.

Some medication, such as asthma inhalers are kept in the teacher's drawer in the appropriate classroom. All other medication is kept in a locked cupboard in the office or in the staff-room fridge if necessary. All medicine is recorded on medication sheets along with details of dosage and frequency; parents sign to grant authorisation to the

school to administer to their child. Full records are kept in accordance with the appropriate policy. Epi Pens are kept in a central location and all staff are aware of this and staff have training on how to use these.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. As Holy Trinity is a small school, all staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs.

The majority of staff have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Emotional and Social

Holy Trinity RC Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, the family and children wellbeing service, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission. School also has links with Holly Grove which is a specialist school and we pay for a specialist teacher service from Acorn Psychology. We may ask for advice and support from this service. We also have a pastoral lead in school who carries out work with children to help with their social, emotional and mental health development.

In some cases, school or one of the other agencies may complete an Early Help Assessment and Plan form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the Early Help Assessment process is available here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/the-early-help-assessment-and-plan/>

Sometimes, a Team Around the School (TAS) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and an annual visit from the Life Education Bus. Anti-bullying week is carried out and we have play leaders and buddies on the playground. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

Online safety is taught in an age-appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through Pupil Questionnaires.

Any bullying incidents are dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. Incidents of bullying are rare and behaviour at Holy Trinity is 'outstanding' [Ofsted, 2013].

In accordance with legislation, the school has a Designated Senior Person (DSP) and a deputy DSP to deal with issues related to Child Protection and Safeguarding. All staff receive regular Safeguarding and Child Protection awareness training.

15. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School have nominated members of staff for Children Looked After. This is the Headteacher and the Pastoral Lead. They liaise with the SENDCo to contribute to the child's SEND provision and support plan.

16. What should I do if I have a concern or complaint about the provision for my child?

In order to deal with your concern or complaint in the quickest and more straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact their class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENDCo (contact details in qu. 2);
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

17. Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the internet, please ask for assistance at the school office.

Next Review: September 2027

Appendix 1

List of personnel involved in SEND issues

NAME	POSITION
Mrs M. Lyle	Headteacher
Miss D Smith	SENDCo
Mr M McManus	SENDCo (Maternity Cover)
Mrs M Borman	SEN Governor/ Chair of Governors

Appendix 2 – Terminology and Acronyms

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit/Hyperactivity Disorder.
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder.
BESD	Behavioural, Emotional and Social Difficulty. Pupils whose behaviour or social needs present a barrier to learning. This term has now been replaced by SEMH where the focus is on the reasons behind the behaviours.
CAMHS	Child & Adolescent Mental Health Service.
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
EHCP	Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement).
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IEP	Individual Education Plan.
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LEA	Local Education Authority.
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
NSA	No Specialist Assessment.
PD	Physical Disability.
PECS	Picture Exchange Communication System.
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
PMLD	Profound and Multiple Learning Difficulties.
PPS / PPO	Parent Partnership Service /Officer.
Pupil Profile	An overview of a pupil's strengths and difficulties (For children at SEN Support).
SaLT / SLT	Speech and Language Therapist.
SEMH	Social, Emotional and/or Mental Health.
SEN Code of Practice (CoP)	Practical guidance to LEAs and the governing bodies of all maintained schools.
SEN	Special Educational Needs.
SENDSCO	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SEND0	Special Educational Needs and Disabilities Officer (LEA representative).
SEN Support	Replaces SA and SA+. Pupils on the SEN register have SEN Support unless they have a Statement or EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
SLD	Severe Learning Difficulty.
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs.
Statement (of Special Educational Needs)	Legally enforceable document that describes the special educational needs of the child and how these needs will be met (now being superseded by EHCP).
(R)SIA	(Request for) Statutory Integrated Assessment. Multi-disciplinary assessment by the LEA of a child's educational need.
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.