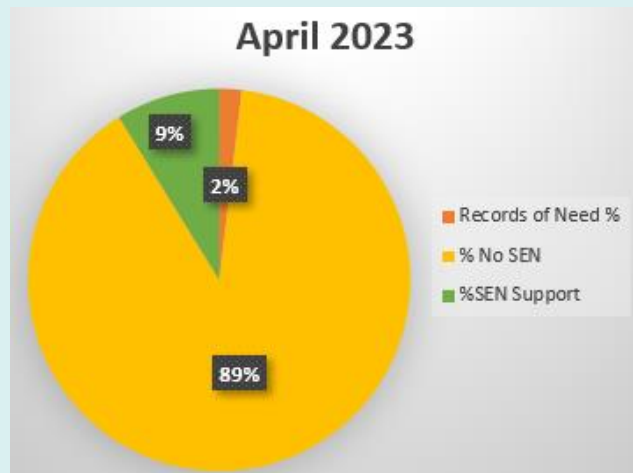


SEND School Report 2022-23

“Everyone who works with children should do what is in the best interests of the child.”
Article 3 United Nations Rights of the Child

The percentage of pupils at either SEN Support or having a Record of Need rose by 2.2% during the academic year, due to identifying needs and pupil migration.

% pupils at Trinity on the inclusion register 2022-23



- 5.3% of pupils on the inclusion register are Multi-Lingual Learners
- 4 % of pupils on the inclusion register are eligible for Jersey Premium

**Headteacher-
Katy McMahon**

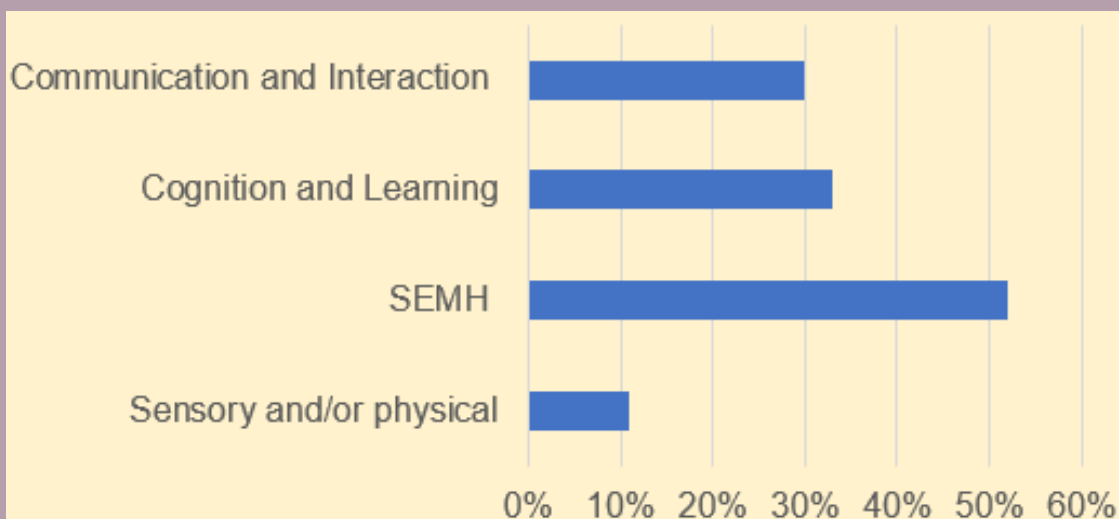
**Deputy Head and
SENCO –
Sally Sleath**

Total no. of
pupils
213 (Sep
2022)

Due to the small percentage of SEN within the school we need to be sensitive to the possibility of identifying individual children and so it is not appropriate to report any further data in this respect.

SEN Needs

Distribution of needs according to the 4 broad areas described in the Jersey SEN Code of Practice, as of Spring 2023. Some children have needs that cross into different areas, therefore these are also included.



‘Children’s best interests sit at the heart of the school.’

First line of the School Review, May 2023

All teachers have responsibility for overseeing the academic and emotional wellbeing of all the pupils in their class.

They do this through high quality adaptive teaching and differentiation.

The SENCo monitors and works closely with the staff to ensure that SEN pupils needs are met.



IDENTIFYING AND ASSESSING CHILDREN – GRADUATED APPROACH



Step 1 - Assess

- Ongoing assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite Quality First Teaching or
 - Concerns are raised regarding emotional well-being or behaviour
- These concerns could also be raised by the parent/carer or an external agency

Step 2 – Plan & Do (Wave 2)

Class teacher leads on planning QFT and setting outcomes. This should include some/all of the following:

- Class teacher has a discussion with child about needs.
- Class teacher plans QFT that would be suitable for child.
- Class teacher sets outcomes (QFT provision) and review date (6-8 weeks).
- Class teacher to meet/discuss with parents/carers to discuss concerns and agree actions for school and home.
 - Allocate booster support, volunteer support or LSA support if available and possible.
- The class provision map or a learning passport will record all plans, pupil voice and meetings with parent/carers.
 - Child added to Additional Teacher Monitoring list

Notes:

- QFT might include targeting a small group for focused class teacher input 2/3 times per week (e.g. 5 min reading) or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage.
- If needed class teacher can seek advise/support from phase leaders/subject leaders/ SENCo to ensure pupil is receiving quality first teaching appropriate to their needs. e.g. differentiation, targeted feedback, use of in-class support, use of enhancing technology.

Step 3 – Review 1

Good progress, return to regular tracking	Less than expected progress towards agreed outcomes despite QFT targeted at areas of need. A new cycle of Plan & Do (as above).	Some progress made. Repeat cycle as above whilst considering alterations. Followed by Plan & Do.
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Step 4 – Review 2

As above, however if after 2 or 3 cycles progress is not as we would hope, proceed to step 5.

Step 5 – Assess (Wave 3)

- Class teacher to complete SEN concern form and share with SENDCo.
- Meeting with SENCo to share process so far and for a way forward.
- At this point a learning passport will probably be initiated if not already.

Possible ways forward for either class teacher or SENCo:

- Continue plan & do cycle with new focus.
- Allocation of booster support or intervention.
- Meeting with child to identify feelings and wishes.
- Meeting with parents and gain their views – SPACES or similar completed with them.
- Further assessments or analyses carried out to provide clear understanding of pupil’s needs, this might include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness; analysis of samples of relevant work e.g. mis-cue analysis, ABC behaviour log, audio recordings; use of screening and assessment tools.
- At this point it might be appropriate to make a decision about a child being put on the Inclusion register, needing further exploration by referring to an outside agency and/or considering EA.

Followed by a new cycle of Plan, Do & Review (as above)

Continue with Assess, Plan, Review & Do cycle as long as necessary recording on Learning Passport.

The approach to teaching children and young people with SEN

Trinity School - SEN and Support Pyramid

Wave 1 – Quality First Teaching for all children

The class teacher is responsible for meeting the needs of all children - they provide examples of the strategies and techniques they use on the provision map.

Wave 2 – additional teacher monitoring and support (ATM)

Individuals might have specific targets, strategies and/or class based support in place. This might include general class TA or other adult support (e.g. volunteer reading).

This would include booster or catch-up groups and programmes.

SENCo will be aware and if it is considered appropriate a basic learning passport, including pupil voice, will be in place with learning needs and strategies. This will help ensure that information will be transferred to subsequent year groups.

The passport will be updated termly. Any adult support will be detailed on the class provision map at least termly. Reporting to parents as per school system.

Wave 3 – extra SEN support (K)

Individuals having specific and focused targets or interventions related to their needs.

The pupil will be recorded on the Inclusion Register. A learning plan will be in place with strategies, targets and pupil voice. This will be reviewed and updated at least termly. Reporting to parents as per school system with additional updates regarding targets and interventions.

Outside professional advice and support might be sought.

Wave 4 – RoN or EA

A high level of support is required for a pupil to access learning.

Other professionals will be involved.

The pupil will be recorded on the Inclusion Register. Learning plan to be reviewed/updated half termly with regular targets set and reviewed. This to be transferred to RoN by SENCo. Pupil voice termly. Annual review and report. Regular contact with parents, at least half termly updates.

The SENCo's role is to monitor the SEN provision throughout the school, advise and support teachers and TAs and liaise with other professionals.

All teachers are responsible for implementing strategies and targets.

General teaching assistant support is available in the Foundation Stage, Year 1 and Year 2. This support is primarily for supporting the teacher in meeting the needs of all children, including children that might be considered SEN.

Other learning support staff have to be deployed throughout the school to best meet the needs of the pupils we have in Wave 4 and then to provide Wave 3 and Wave 2 booster support.

Wave 2 support and the more individual Wave 3 support is time-bound so is frequently reviewed and changed. It also depends on the availability of staff. It is likely children will fluctuate between Waves 2 and 3.

The school can refer to other services.

Other professionals that might be involved in assessing, inputting and reporting on a child's needs are: Speech and Language Therapy, Occupational Therapy and CAMHS.

Through CYPE5 services the school also has limited access to an Educational Psychologist and some specialist Education support services such as ASCIT and SEMH.

Depending on the outcome, these children will usually have a learning passport/plan. The reports will feed into the plan.

These children will be considered at least Wave 2 for as long as necessary and will receive support as per the pyramid system

Arrangements for staffing

The staff who support children and young people with SEN receive training through:

- staff meetings,
- individually with the SENCo or an expert (e.g. Speech and Language keyworker)
- Education Department training – BR@P, Reading Response, ELSA, Autism
- NASEN webinars

Provision includes:

- Differentiation of tasks;
- Alternative ways of recording their ideas (ICT, photographs, evidence files);
- Extra adult support in classrooms where appropriate;
- Time limited evidence based intervention programmes;
- Personalised provision through adapted resources and interventions;
- Advice from external agencies.

Supporting SEN

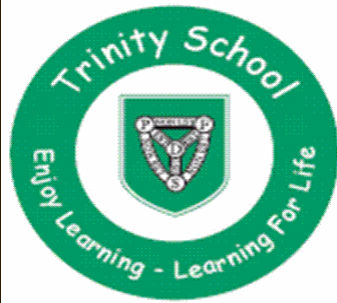
Interventions that were run:

- Toe by Toe (phonics)
- BR@P (reading)
- Reading Response
- Zones of Regulation
- ELSA
- 1-1 reading
- Social skills
- Listening skills
- Speech and language targets
- Drawing & Talking
- TEACCH Workstation

Adaptations to the curriculum and learning environment for children and young people with SEN:

- Instructions broken into small steps
- Visual prompts – now/next boards and timetables
- Positioning of a pupil within the classroom
- Use of iPads/laptops
- Use of breaks in learning and small chunks of work
- Standing desks
- Access to physical resources
- Flexible curriculum arrangements
- Sensory equipment
- Zone check in time (self-regulation)

It is expected that, where possible, children will remain in class for the core subjects of Maths and English.



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Available assessments at school

There are limited amount of assessments that can be used at school.

These are not diagnostic tools, but can be used to inform the school about areas of strengths and difficulties and build up a picture of the child.

The assessments include:

- Specific Learning indicators checklist (with parents);
- YARC (reading);
- Memory Magic assessment;
- Five Minute Box/phonic assessment,
- Number Box assessment;
- Wellbeing assessments;
- Well Comm (Speech and Language).
- Strengths and Difficulties Questionnaire
- AET Progression Framework
- CoPs and LASS
- Sandwells Maths Assessment
- PASS – Pupils Attitudes to School and Self

Arrangements for assessing and review progress toward outcomes

- All children on the Inclusion Register have an Individual Learning Passport which notes their personal targets, linked to their specific needs. These are reviewed termly between children, parents and class teacher.
- Assessment of any pupil's need are based on the school system of monitoring of progress, noting success and agreeing next steps of learning in line with the school assessment policy. This includes termly assessments of PUMA and PIRA, Benchmarking Reading levels where appropriate and unaided writing.
- Progress of SEN pupils is discussed by the class teacher and the Head teacher during pupil progress and SEN meetings held each term.
- Sometimes smaller stepped assessment is needed and B-Squared or The AET Framework are used to help support the setting of targets and record progress.
- All children within Nursery and Reception are screened using Well Comm at 3 different times during the year and areas of development identified.
- Pupils under Speech and Language/ Occupational Therapy are reviewed by the service on a regular basis.

Evaluating the effectiveness of provision for children and young people with SEN

The SENCO monitors the deployment and use of staff for interventions, alongside the headteacher.

A graduated approach – plan/do/review – is taken to assessing and providing support for pupils.

Pupil progress meetings and data analysis is monitored.

All staff have performance management sessions during the year.

Pupil voice is collected by class teachers but also by the SENCo.

Involvement of other services

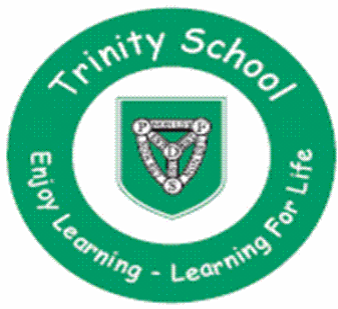
In 2022-23 specialist expertise was sought and received from the following external services –

Speech and Language Therapy,
Educational Psychologist,
Autism and Social Inclusion Team
(ASCIT)

Early Intervention Team,
CAMHS,

Occupational Therapist,
Physiotherapist

Family Partnership Workers,
MIND Jersey
Wellbeing Team



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Arrangements for consulting children and young people with SEN

'It is rare to find children so involved and playing such a central and pivotal role in shaping a school as they do here. Pupils' views are a significant factor in agreeing initiatives and in driving the school's development.'

School Review, May 2023

New Individual Learning Passports were implemented to ensure that that SEN was high profile and that all stakeholders in children's education (including themselves) had a voice in the process.

Annual review meetings are held for pupils who have a Record of Need to discuss and update their needs and arrangements and set new targets.

Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.

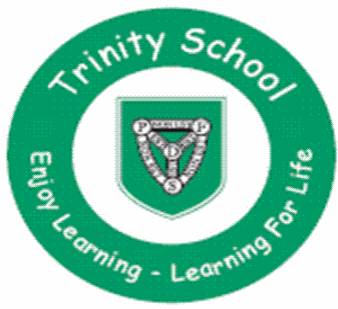
Trinity run Action Groups (TAG) that involve all children at Trinity School from year 1 – 6 and gives an opportunity for every pupil to get involved in school life.

Arrangements for consulting parents/carers of children and young people with SEN

- The parents of all pupils are informed about their child's learning needs three times during the school year – in addition to parents consultations. Autumn, Spring and Summer. Learning Passports (ILP) for children on the Inclusion Register are shared and discussed in these sessions.
- Parents concerns are noted and these are passed on to the Head Teacher and then the SENCO.
- Intervention letters, detailing any support that the children are receiving, are sent out at the start of an intervention.
- Additional meetings are arranged and held throughout the year between class teachers and parents with concerns or seeking further information.
- Parents can contact or make an appointment to see or talk with the SENCo at any convenient time if they have a concern or need advice.
- Parents of pupils who have a Record of Need are invited to discuss their child's progress at the annual review.
- If external agencies are considered, the school will meet with parents to discuss this and the referrals will be signed by them.

Arrangements for supporting children and young people moving between educational phases

- In Year 6 the class teacher meets with a staff member of each secondary school to discuss the strengths and needs of all pupils.
- If a child has SEN, then the SENCOs from both schools will also meet to discuss the pupils, their needs and the support that has been given.
- Extra transition can also be arranged with the new secondary school, depending on individual needs of the child.
- There are two transition days in the summer term where the children spend the time with their new class teacher and support staff.
- All teachers have a transition meeting in the summer – where they discuss children that are coming up to their new class – this particularly includes SEN information. If appropriate, Learning Support Assistants also meet and pass over information.
- In September we hold a 'Meet the Teacher' night for parents to find out about the new teacher and year group.



SEND School Report

2022-23

Engagement in activities

Trinity is an inclusive school and all activities, when risk assessed, are open to all pupils.

3 Residential visits took place with Year 4 spending two days and a night at the Durrell Hostel, Year 5 3 days and 2 nights at Crabbe and Year 6, 3 nights and 4 days at The Scout Centre..

All off site visits are risk assessed to ensure the safety of all pupils in accordance with the current policy and guidelines.

Support for improving emotional and social development

- Wellbeing is a priority of the school and has traditional had a strong wellbeing provision.
- School have a referral system, whereby staff can nominate children who they feel need wellbeing support. This includes concerns expressed by parents.
- An extra member of staff was trained as an ELSA, meaning that the school now have 2 trained ELSAs.
- 6 members of staff were trained in Drawing and Talking.
- There is a strong emphasis on pastoral and social support in the school. The school teaches the Jigsaw PSHE scheme of work with 'calm me' time being an important aspect and a new set of activities provided by the PSHE coordinator. Trinity is a flagship school for Jigsaw.
- We are a 'bucket-filling' school with an emphasis of doing and saying positive things to others within the school.
- The Zones of Regulation continue to be used throughout the school, with a parent information evening put on by the SENCo in the summer term to explain the zones to families.
- The school's Educational Psychologist delivered an evening presentation to parents which was well attended on the emotional development of children. Over 60 people attended this.
- The Zones were also used to good effect for some individuals to help identify their emotions and some strategies to help regulate them.
- The Deputy Head is trained in the Decider Skills, Drawing and Talking and as a Mental Health First Aider by Anna Freud.
- The school seeks to find solutions when a child is having challenges affecting their behaviour, is flexible and tries to adapt wherever possible.

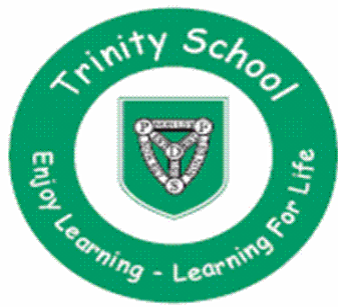
Pupils are supported by:

- Our Bucket-Filling and counter-bullying policy
- The Jigsaw PSHE programme of work followed by all classes
- Calm Me
- Zones of Regulation and Zones Check ins
- ELSA to support children with programmes such as friendship issues and self-esteem building
- Deputy Head discussions
- SEMHIT
- Primary Mental Health/Early Intervention Team
- Wellbeing Facilitator
- Outside workers – MIND and NSPCC – supporting our children

Accessibility plan

We consider the accessibility of the school in the following ways:

- Medical Care plans
- Safer Handling Plan
- Consistent Management Plan
- Individual Risk Assessment
- Attendance plans



SEND School Report 2022-23

Signposting for parents

Parents in school are signposted to the:

- The Children and Family Hub - <https://www.gov.je/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHomepage.aspx>
- Tel: 519000

Parents in the school have also been signposted to and have access support and advice from:

- Autism Jersey
- MIND Jersey
- Family Partnership Workers
- Early Intervention Team (CAMHS)
- CAMHS

Arrangement for handling complaints from parent of children and young people with SEN about the provision made at schools

As a school we like problems to be resolved and will work with other parties to try and do so.

Our complaint procedure can be found in the Comments, Compliments and Complaints Policy.

Concerns are usually addressed to class teachers in the first instance. If the matter is not resolved than parents can speak to the Deputy Head/SENCo and then Head Teacher.

Outcome of school priorities for SEN as outlined on the School development Plan or other initiatives to improve quality of SEN provision

Priorities from 2022/23 with implications for SEN:

- *Further increase the levels of challenge for children and pupils by: – providing additional activities that extend more able pupils, particularly in mathematics and writing – embedding the cycle of planning and review to provide precise targets that ensure the rapid progress of pupils with SEND. (School Review, May 2023)*
- Embed the usage, implementation and review cycle and therefore impact of Individual Learning Passports.
- Introduce Jigsaw Families
- SENCo to attend further Anna Freud training and provide further mental health training to staff
- School to achieve the Inclusion Kitemark by end of summer 2024
- Create a child friendly version of inclusion – what does it mean to children at Trinity? Update policy.
- Continue to provide training to staff to ensure that provision meets the needs of all children.

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child