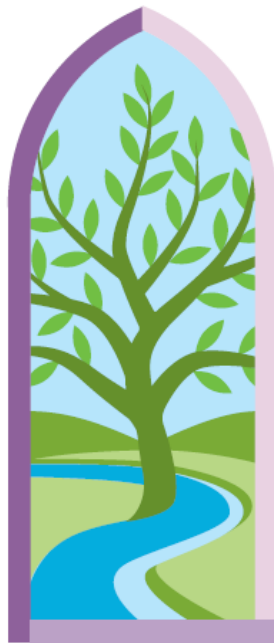


SEND information report

Trent Young's CE School



Policy Date: October 2017

Reviewed: September 2025

Review Date: September 2026



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Introduction:

This SEND information report forms part of the Dorset Local Offer for Learners with Special Educational Needs and Disability. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEND regulations which can be found at: http://legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf .

Headteacher and SENDCo: Miss Ros Baker

SEND Governor: Mrs Claire Smith

If you wish to make an appointment to discuss the SEND provision in our school or to discuss a specific need for your child, please contact the school office on 01935 850496 or sendco@trentyoungs.dsat.org.uk.

What types of SEN do we provide for?

Our school provides for SEN and for disabilities as stated in the SEND Code of Practice (2014) which can be found [here](#).

Special Educational Needs:

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer as well as dyslexia and speech and language disorders.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example: autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example: dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example: attention deficit hyperactivity disorder (ADHD), attachment
- Sensory and/or physical needs, for example: visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

How do we identify and assess pupils with SEN?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

	<p>The school's SEND policy (available on the school website) gives detailed information on how needs are identified. Once potential needs are identified, the school's SENDCo may wish to gain additional information to support effective planning to meet a child's needs. The SENDCo may then refer to a number of outside agencies to gain further assessment. This could include (but not exclusively) Speech and Language Therapy, Occupational Therapy, Behaviour Support Services, SEN Specialist Teacher Services, Educational Psychological and community paediatrics to determine if there are additional needs which require support and seek advice on how such needs can be met.</p>
<p>How are the teachers in school supported to work with children with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENDCo's job is to support the teachers in planning for children with SEND. • She carries out additional assessments with children to identify barriers to learning and suggests interventions, resources and strategies to use in class to support these children. • The school has a comprehensive SEND Teacher Information Pack covering common areas of SEND e.g. autism; ADHD; dyslexia; social skills; self-esteem; language and communication; social, emotional and behaviour. • The school ensures that all staff are kept informed of current developments and receive, where appropriate, additional training in order to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as autism, dyslexia etc., delivered by the SENDCo or by outside professionals, where appropriate. • Where possible, individual teachers and support staff attend training courses or webinars run by outside agencies that are relevant to the needs of specific children in their class. • Medical training to support pupils with medical care plans is organised as needed through liaison with the school health team and community nurses.
<p>How will the teaching be adapted for my child with learning needs (SEND)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are <p>Notes of these early discussions will be added to the pupil's record and given to their parents, where appropriate. We will formally notify parents when it is decided that a pupil will receive SEN support.</p> <p>If parents have concerns relating to their child's learning or inclusion then they should discuss this with the child's teacher at the earliest opportunity. This then may result in a referral to the school SENDCo. Parents may also contact the SENDCo or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<ul style="list-style-type: none"> • Our school works to ensure that all children, including those children with SEND, take a full and active part in their education. • The views of children with SEND are sought and incorporated into their individual support plans, both when agreeing outcomes and when reviewing progress made towards outcomes.

	<ul style="list-style-type: none"> • Additionally, their views will be sought by the SENDCo to find out how they feel about their education, what is working well for them and what they would like to see change. This information is then shared with staff who work directly with children so that provision can be tailored to support further progress.
<p>How the progress of young people is reviewed towards outcomes and how are they and their parents involved?</p>	<ul style="list-style-type: none"> • Progress for all children is reviewed against their previous attainment and for those with SEND; they are also reviewed against agreed outcomes. • Parents receive updates termly, and are invited to meet with staff to discuss how their child is progressing if they wish. Parents offer their views and suggestions about how they and the school can help the child do better and to agree new actions to support this. Staff will also meet with children informally to seek their views on how they are progressing and what might help them further. The school also provides an annual report to update parents. • Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success/learning.
<p>How do we support pupils moving between different phases of education?</p>	<p>A number of strategies are in place to enable effective pupils' transition. These include:</p> <p>On entry:</p> <ul style="list-style-type: none"> • All children will have settling sessions catered to their individual needs. • Children starting in our reception class will be baselined within the first month; gaps are then identified and targeted. • A planned introduction programme is delivered in the Summer Term to support transfer of reception pupils starting school in September. • Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. • The SENDCo is available to meet with parents of children who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges to be raised prior to entry. • If children are transferring from another setting, the previous school records will be requested and a meeting set up with parents to identify and address any concerns which may arise. <p>For those children transferring to secondary:</p> <ul style="list-style-type: none"> • The school will liaise with the key staff to pass on any special arrangements or support that a child may need. • All records will be sent to the child's new school as soon as it is confirmed that the child has been officially registered. • If a child is particularly vulnerable the school may arrange for enhanced transition to the new school in agreement with parents and child's new setting. • When a child has an Education, Health and Care Plan, their receiving school will be invited to attend their annual Person Centred Review.
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>Children's happiness and self-esteem are at the heart of great learning and the school's staff understand this simple principle well.</p> <ul style="list-style-type: none"> • The school has two Emotional Literacy Support Assistants (ELSA) who work with children to boost self-esteem and help children understand how to deal with challenging emotions in a healthy way. • If a child's behaviour puts them at risk of exclusion, the school works closely with external behaviour specialists, other relevant professionals and parents to draw up a plan to minimise the risk of exclusion. • Good attendance is vital for self-esteem, feeling included and making progress. The school will refer to the locality (Early Intervention Services) to support families where attendance is below expectations.

<p>How will we secure specialist expertise?</p>	<p>Our school's SENDCo works closely with a range of outside agencies and local authority agencies in order to support the varied needs of children who have SEND. In agreement with parents the school's SENDCo can refer a child to outside agencies to seek further guidance and support on meeting the child's needs.</p> <p>Agencies the SENDCo might refer to include:</p> <ul style="list-style-type: none"> • Speech and Language services (Dorset and Somerset) • Children's Social Care • Occupational Therapy and Physiotherapy • Hearing and Vision Support Services • Children and Adolescence Mental Health Services • Community Pediatrician • Outreach from Special School professionals • Parenting support from the Early Intervention Team • Behaviour Support Services
<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • Regular communication with child's teacher and SENDCo is vital so we know what your child is doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you, with the person directly involved, or where this is not possible, in a report. The SENDCo will also be available to attend this meeting or will arrange to meet with you and the class teacher to discuss any new assessments and ideas suggested by outside agencies for your child. • Targets will be reviewed with your child, the class teacher and the SENDCo and you will be offered the opportunity to meet with the class teacher and/or SENDCo to discuss the next targets to be set. • Homework will be adjusted as needed to your child's individual needs. • We can suggest outside agencies that may be able to offer you support eg. Parent & Family Support Worker, Short Breaks etc
<p>Who can young people and parents contact if they have concerns?</p>	<p>Headteacher and SENDCo: Miss Ros Baker</p> <p>SEND Governor: Mrs Claire Smith</p> <p>office@trentyongs.dsat.org.uk or sendco@trentyongs.dsat.org.uk</p> <p>01935 850496</p> <p>Dorset SEN Provision Lead: TBC</p> <p>SEN team: northlocality@dorsetcouncil.gov.uk</p>
<p>Where can the LA's local offer be found?</p>	<p>Dorset's Local Offer website</p>
<p>What are the arrangements for handling complaints from parents of children with SEN about the provision made at Trent Young's CE</p>	<p>At Trent Young's CE School we operate an 'open door' policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving.</p> <p>We hope that we can all work together to see your child make good progress. If, however, you have a concern or complaint about the way we have supported and helped your child, the following steps should be taken:</p> <ol style="list-style-type: none"> 1. Discuss the matter with the class teacher. 2. If the problem is not resolved arrange a meeting with the SENDCo. It may be

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appropriate for others to be involved in the meeting (e.g. the class teacher or the Headteacher). You can also speak with the SEND Governor. We will make every effort to resolve the matter in school.

3. If the problem still remains unresolved you can meet with a representative of the Local Authority.

The school's complaints policy is on our [school website](#). The policy can also be obtained by requesting a paper copy from the school office. Please follow this policy if you would like to make a formal complaint. In the first instance discussions would be encouraged by the class teacher, SENDCo and Headteachers to try and resolve any issues.