



1. How does Leatherhead Trinity School know if children need extra help and what should I do if I think my child may have special educational needs?

The teachers at Leatherhead Trinity are highly skilled practitioners with sound knowledge of child development. Therefore, they are able to highlight any concerns about a child's development, progress or welfare quickly. The progress of all pupils is monitored rigorously and closely by class teachers using observations and teacher assessments, so that if a pupil is not making expected progress in a particular area of learning the school can identify the need for modified or additional support quickly. Additionally, children are flagged up in data tracking meetings between the class teacher teams and Senior Leadership Team. Any concerns will then be discussed, with parents/carers and, if appropriate, the pupil concerned. It was noted by Ofsted (June 2019) that *'Pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable are supported well. Pupils' emotional well-being is cared for particularly well, including for those who attend the school's specialist provision.'* and that *'Pupils with SEND, including those registered in the COIN Centre, typically make good progress.'*

If parents/carers have concerns about the progress, attainment or welfare of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our Head of Inclusion, Anna Gattey, via the school office (01372 813615) or email woodvill@leatherheadtrinity.surrey.sch.uk

At Leatherhead Trinity we have a Speech, Language and Communication Centre. This offers specialist provision for children with an Education Health and Care Plan (EHCP), which allows us to access wide range of resources, professionals and expertise. It was noted in the Ofsted inspection (June 2019) *'Leaders ensure that the specialist provision, the Communication and Interaction Needs (COIN) Centre for pupils with speech, language and communication difficulties, provides a good level of education. Pupils have access to a wide range of support so that their needs are met well'* Any speech and language concerns for a child within our school can be discussed with our on-site experts.

2. How will the school staff support my child?

Supported by our school values, we form a very inclusive community at Leatherhead Trinity where all members of the community are welcomed and valued. Within the framework, we use a person centred approach to SEND, so that all SEND approaches focus on the individual child and their needs and how best to meet them.

Once a child has been identified as having a need for additional support, parents/carers are invited to a meeting at the school with the class teacher to draw up a termly plan of support. An Individual Support Plan known as an ISP is drawn up outlining pupil voice support, strategies, expected outcomes and provision. This is passed onto the parent/carer who can discuss it with the class teacher and/ or Head of Inclusion.

Leatherhead Trinity's provision map monitors the range of interventions offered at our school. This provision map will be used to identify which children will benefit from a specific intervention. All the intervention programmes we use are tried and tested and known to support children to make increased progress. Each provision in the school is monitored for effectiveness and suitability for the child who is receiving it. Each provision is evaluated and reviewed to ensure that it is having the expected impact for every child.

At Leatherhead Trinity, we work closely with our governing body. The governing body are responsible for monitoring the effectiveness of the provisions in place for pupils identified with SEND and they receive a report from the Head of Inclusion and Head of Centre on the progress of pupils with SEND. The named governor, meets regularly with the Head of Inclusion and monitors SEND provision within the school. You can contact the governors via the School Office.

3. How will the curriculum be matched to my child's needs?

All the teachers, at Leatherhead Trinity, use detailed information and tracking about each pupil, to plan our curriculum to ensure that all pupils make progress and their needs are met. The teachers are highly skilled in delivering differentiated lessons to suit the needs of every child in their class. For example, if a child has speech, language and communication needs, teachers will use simplified language and appropriate resources to support and help the child.

There are many services in the school that teachers and learning support assistants access in order to create an inclusive classroom environment. At Leatherhead Trinity, we work closely with other agencies, for example, Surrey's Language and Literacy Support and Behaviour Specialist Teams and Educational Psychologists who offer advice and support to ensure all children's needs are being met effectively. We adapt our teaching strategies to support different learning styles (kinaesthetic, visual or auditory).

The children at Leatherhead Trinity are encouraged to become 'life-long learners'. We foster a love for learning and encourage children to reflect on their learning, identifying what they have done well and what their next steps are. We use the 'Building Learning Power' approach to support children to develop their learning skills.

At Leatherhead Trinity, we place great importance on gaining the views of our children and using them to develop the school for the better. We provide a wide variety of opportunities for children to express and share their views on all aspects of school life, including peer and self-marking. The school has active Pupil Leadership Team. All children have the opportunity to participate in Helping Hands and prefect roles. It is very important to us that each child has opportunities to be involved in assessing, planning, doing and reviewing their own learning and SEND support. Children are able to do this by feeding into their SEND Support Plan through their one page profile and for children with EHCPs through attendance at their annual review, where appropriate.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Leatherhead Trinity, we place great emphasis on involving parents/carers in their child's learning and see this as the key to a successful education. We feel that this can only effectively take place if communication is embedded. This starts with home visits before children start in Nursery and Reception, in order that we know every child's strengths and needs before they join the school. Daily parent /carer contact ensures good communication between home and school. We share individual support plans termly, send home school reports twice a year and invite parents /carers into school regularly to celebrate their child's work.

Parents/carers are invited to termly parents' meetings to discuss the support that the school is providing and how they can help their child at home. At these meetings we talk about your child's progress and share ideas about how we can work together to help them do even better. The child's achievements and attainment are shared at this meeting and targets are jointly agreed. If your child has an Individual Support Plan this will be shared with you prior to this meeting, though you are, of course, welcome to discuss your child's progress or any concerns you have at any time. All children with an EHCP have an annual review each year to review their progress and set new annual targets.

Parents with children within the COIN centre will have the opportunity to meet with the Head of Centre at the start of each term to discuss their child's individual timetable.

It is important that parents/carers have strong communication links with the school. We operate an 'open door' policy, to encourage this relationship. The Senior Leadership Team are available to greet the children and parents/carers at the beginning and end of every day.

We have very strong links with outside agencies and pride ourselves in taking a multi-agency approach. It is important that the complexities of children with SEND are discussed by a range of educational professionals and plans are drawn up together with parents/carers to support them and ensure that the children's needs are being met.

5. What support will there be for my child's overall well-being

The provision for social and emotional development of all children at Leatherhead Trinity goes above and beyond that offered by the majority of mainstream primary schools. This is because we feel that emotional wellbeing is pivotal to becoming a successful learner. At Leatherhead Trinity, we believe good self-esteem is crucial to a child's wellbeing. We have a highly committed, caring and understanding team of staff. We offer a wide range of emotional and behaviour support interventions including:

- Emotional Literacy Support Assistants;
- THINK training for classes;
- Nurture outreach work from Nurture Lead;
- Behaviour Support Specialist Team from Surrey;
- Drawing and Talking;
- Outdoor learning with Forest School trained members of staff.

Leatherhead Trinity has invested in a nurture group for children with emotional, social and mental health difficulties, particularly related to attachment issues. This provision works through on a nurturing environment, where a home setting is recreated to offer children the support and security they need to learn successfully. Parents/carers of the children who attend are encouraged to be involved in the provision. An emphasis is placed on communication and role modelling by the adults who lead the nurture

group. The impact of this intervention is measured using the Boxall Profile and has a highly positive impact on the children who have attended.

We have close links between our school nurse and the medical teams at Epsom and St Helier hospital. Care Plans and advice is sought when needed. Medication given at the school is closely monitored, logged and overseen by the school who works closely with the parent/carer to ensure that the school is administering the correct amount. The majority of staff are first aid or paediatric first aid trained.

6. What specialist services and expertise are available at or accessed by the school?

Our Head of Inclusion is a fully qualified senior teacher, with a national award for Special Educational Needs Co-ordination and very experienced SENCo. Within our teaching staff, we have a wide range of SEND experience and expertise, including speech and language, behaviour, autism and dyslexia. The majority of our teaching staff and senior leaders are accredited with ELKLAN certificates. We are an inclusive setting and welcome all pupils and their families. We have a specialist Communication and Interaction Needs Centre (COIN) within the school for children with an EHCP and a nurture group working for children with social, emotional and mental health difficulties.

The Head of the COIN centre is an experienced, fully qualified senior teacher with a wide range of SEND and mainstream experience and a passion for supporting children with communication and interaction needs. She supports the teachers and children within the school through modelled lessons, small group and 1:1 sessions and the development of resources to support learning and has been trained in the use of The TEACCH approach, Colourful Semantics, Understanding Specific Learning Difficulties (Level 2) and Shape Coding.

We work to ensure that all children receive the support they need to achieve their full potential and enjoy learning, including children SEN needs in the areas of:

Communicating and interacting (C&I) – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others .

Cognition and learning (C&L) – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties (SEMH) – for example, where children and young people have difficulty in managing their relationships with other people or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

We have a specialist Communication and Interaction Needs Centre in the school, as well as a nurture group. We are able to draw on the expertise of the staff working within these centres to support across the school.

As a school we work closely with outside agencies including:

- Health – GPs, paediatricians, clinical psychologists, speech and language therapists, speech and language assistants, occupational therapists, school nurse and specialist nurses;
- Education – educational psychologists, Specialist Teaching Team, learning and literacy specialists and English as an additional language specialist teachers;
- Emotional wellbeing – CAMHS, specialist behaviour teachers, education welfare officer, bereavement support assistants and Inclusion Support Assistants trained in Emotional Literacy Support.

We use Team Around the Family (TAF) meetings to support and facilitate multi-agency work. Through the use of the Surrey Support Arrangements, we ensure a positive multi-agency approach for all children with SEND and are able to evaluate its impact, seeking additional support and funding where and when appropriate.

In school services include:

- Education – ELKAN trained staff and Learning Support Assistants trained in Literacy and Maths interventions;
- Emotional wellbeing – Forest School assistants, Emotional Literacy Support Assistants, trained Nurture Group leader and Outreach Support Workers.

We also offer adult courses and training, in order that children can help support their child at home.

7. What training have the staff supporting children and young people with SEND had or are having?

At Leatherhead Trinity, we pride ourselves on having well trained staff with expertise in SEND. We regard all teachers as teachers of SEND and see quality first teaching, including outstanding differentiation, as the key to high quality provision for children with SEND. Using this approach, we are able to support the learning of all children within inclusive classroom settings. We have a COIN Centre and Nurture Group to support those with particular needs. Further, we provide a wide range of different interventions to support pupils to make at least expected progress.

Our training is constantly being updated and adapted according to the needs in the school. Recent training includes:

- Three Emotional Literacy Support Assistants;
- The majority of teaching staff are ELKLAN trained staff in order to support speech and language difficulties;
- Speech and language assistants;
- Specialist trained teachers for speech and language;
- Language and Literacy Support training;
- Language and Literacy drop in clinics;
- Early identification of SEN;
- Forest School outdoor learning;
- RWI one-to-one;
- Maths intervention programs;
- Self-Esteem small groups ;
- Drawing and Talking;
- Bereavement work;
- Restorative behaviour management;
- Better Reading Partnership;
- English as an additional language training;
- Sensory training;

- Autism training;
- Whole staff and individual provision training;
- Assessment for Learning training;
- ELKLAN strategies;
- Colourful semantics;
- Precision Teaching.
- Shape Coding
- TEACHH approach training

8. How will my child/young person be included in activities outside the classroom including school trips?

We are a fully inclusive school, where all children are included in all parts of curriculum, including activities outside the classroom. Our aim is to include all children on educational visits. We have a range of provisions to support and promote this, including:

- extra support in order that we are above statutory required adult to child ratios on our trips;
- one-to-one support, where necessary;
- parents/carers are encouraged to volunteer to escort children on educational visits;
- funding can be accessed for families who might not afford the cost;
- working closely with parents to ensure we have all details about the child prior to an outing;
- taxis are used when needed.

A Risk Assessment is carried out prior to any off site activity to ensure nobody's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

9. How accessible is the school environment?

Leatherhead Trinity is a new build, which has been designed to be fully inclusive and accessible. Our building complies with the Equality Act. Our facilities include:

- ramps to enter the building;
- a lift within the building;

- disabled toilets;
- wide doors for wheelchair access;
- disabled parking;
- occupational therapy resources;

In the event that a parent/carer cannot communicate in English, we can access

- translation services;
- EAL support in school;
- EAL assessment and advice;

Our Accessibility Plan is published on the school website.

10. How will the school prepare and support my child to join school, transfer to a new school or the next stage of education and life?

We encourage all new families to visit our school prior to starting. For children joining the school at the beginning of their school career, we arrange a home visit to allow the parents and children to get to know staff in familiar surroundings. The parents of any child joining the school during the school year are invited to meet the Head of Inclusion, so any additional needs can be identified and planned for.

If a child with SEND joins Leatherhead Trinity, where appropriate, we:

- visit the previous setting in order that we understand the full needs of any child;
- write a social story with the child, if transition is potentially difficult;
- provide transition books;
- can offer a reduced day, if appropriate;
- encourage the previous setting to visit us;
- involve multi-agency colleagues to be included in a home visit;
- invite the child to come in for parts of the school day;
- where possible, invite the new setting to the annual review;

- hold transition meeting with key stage transfers.

For transition between primary and secondary school, we have very close links with our main feeder secondary schools and ensure that each transition is carefully, well thought out. Paperwork is sent and discussions take place prior to the transition. For children who might find transition to secondary school challenging, we might do the following:

- draw up a transition plan alongside parents/carers;
- invite mentors from the local secondary school to our classrooms;
- arrange 'taster' sessions;
- arrange for our staff to visit school with the child;
- arrange for a 'familiar face' to continue visiting the child once they have joined their new school;
- If your child has an EHCP, the annual review in Year 5 will be used to discuss transfer to secondary school and the new school will be invited to attend in the Year 6 annual review.

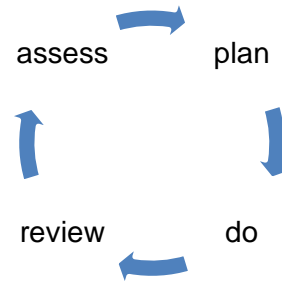
11. How are the school's resources allocated and matched to children's special educational needs?

At Leatherhead Trinity, we place great importance and value on meeting a child's needs to the best of the school's ability with the funds available. We have a highly experienced team of Learning Support Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children and individual's needs. This budget is allocated on a needs basis.

The school uses the Surrey SEND Banding documents to support and evaluate decisions about the allocation of resources. Leatherhead Trinity provision management tools include costing information to enable detailed evaluation of the use of resources and evidences their impact.

12. How is the decision made about what type and how much support my child will receive?

At Leatherhead Trinity, the Head of Inclusion, Head of COIN and class teachers work closely together to discuss each child's needs and what support would be beneficial for them. We work with a continuous cycle of



To identify the best support for each child.

Different children need different levels of support in order to fulfil their potential and achieve their best. If necessary, advice about the best level of support is sought from outside bodies, such as the Specialist Teaching Team. Throughout this process, on-going discussions take place with parents/carers.

Our provision mapping tools are used to benchmark and evaluate the impact of interventions. This is monitored closely by the Senior Leadership Team. Feedback about the effect of this intervention is given to the parents/carers. Different interventions are used to meet different needs at different points in a child's school career. Our regular evaluations, monitoring and tracking of children and interventions means that we are well placed to identify the most appropriate intervention for children to meet their needs.

Reviewing the Individual Support Plan targets termly and data tracking meetings ensures that children's targets are being met. We use these discussions to decide whether targets, strategies and provision needs to be adjusted. We welcome input from parents and children as part of this process

13. How are parents involved in the school? How can I be involved?

At Leatherhead Trinity, we operate an 'open door' policy, encouraging parents /carers to get involved in their child's education. Some of the ways that you can get involved are:

- joining many of the parent courses;

- coming to our open days;
- coming to parent afternoons during curriculum weeks;
- attending class assemblies;
- joining our PTA - Friends of Leatherhead Trinity (FOLT);
- attending FOLT meetings;
- attending FOLT events, such as Fireworks or Quiz Night;
- attending parent's evenings;
- volunteer reading;
- escorting pupils on educational visits;
- helping to run an after school club;
- attending Parent's Forum meetings.

14. Who can I contact for further information?

The Senior Leadership Team are available on the playground at the start and end of every day to discuss any suggestions, queries or concerns you might have.

Other ways to get in touch with the school are:

- talk to your child's class teacher;
- contact the school office to make an appointment with the Head of Inclusion, Anna Gattey, on 01372 813615 or another member of the Senior Leadership Team;
- Contact The Outreach team at the local Children's Centre.

If needed, we can signpost parents to a wide range of agencies to gain additional support.

For example,

- Surrey Family Support Services;
- Surrey Young Carers;

- My Time;
- Child and Adolescent Mental Health Service;
- Jigsaw – bereavement;
- Mole Valley Housing and Police Services ;
- Surrey Parent Partnerships;
- Stop Loan Sharks;
- Citizens Advice Bureau (CAB);
- East Surrey Domestic Abuse Service (ESDAS);
- Social Care.

Please see the Safeguarding section of the website for more information on who works with the school.

Should you need to make a complaint, please follow the complaints procedure on the website.

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