

Trythall Community Friday Offer for Special Educational Needs

At Trythall Community Primary we strive to support all children to enable them to achieve well at school. In order to do this many steps are taken to support them through their learning journey. Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. At Trythall all staff take responsibility for Inclusion under the leadership of Nicky Morris. There are many SEND terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms.

AAP - Attendance Advisory Practitioner

ADD - Attention Deficit Disorder

ADHD - Attention Deficit and Hyperactivity Disorder

ASD - Autistic Spectrum Disorder

BESD - Behavioural Emotional and Social Difficulties

CAF - Common Assessment Framework

CAMHS - Child and Adolescent Mental Health Service

CLA - Children who are Looked After

COP - Code of Practice

CP - Child Protection

DCD - Developmental Co-ordination Disorder

EAL - English as an Additional Language

EP - Educational Psychologist

PPM – Pupil Progress Meetings

FSM - Free School Meals

HI - Hearing Impairment

MLD - Moderate Learning Difficulty

NC - National Curriculum

OT - Occupational Therapist

PD - Physical Disability

PM - Provision Map

PSP - Pastoral Support Programme

SALT - Speech and Language Therapy

SEND - Special Educational Needs

SENDDD - Special Educational Needs and Disability

SENDSCO - Special Educational Needs Co-ordinator

SLD - Severe Learning Difficulty

SpLD - Specific Learning Difficulty

VI - Visual Impairment

Children's Wellbeing and Schools Bill 2025

The Children and Families Bill takes forward the Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEND), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together; and
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally

available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.”

What will it do?

The framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

How does Trythall know if children need extra help?

We know when pupils need help if: concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school there is lack of progress attainment is below national expectation, there is a change in the pupil's behaviour or a pupil asks for help.

What should I do if I think my child may have special educational needs?

If you have concerns then please contact your child's class teacher in the first instance. If appropriate this will then be discussed with the Head Teacher or SENDCO.

How will I know how Trythall will support my child?

Each pupil's learning is planned by the class teacher; it is differentiated to ensure the pupil's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of our quality first teaching. Every pupil is discussed at least three times a year at Trythall Pupil Progress Meetings with all members of staff that are involved in teaching and learning of that year group and the head teacher / senco. During these meetings pupils are identified for intervention and support (e.g. writing, maths, social skills, fine motor skills). Interventions are detailed on a Provision Map. Parents are informed if their child is receiving additional support at parent teacher consultation meetings. If your child is identified as having special educational needs you will receive a copy of your child's targets. If your child has a Education Health Care you will receive a Provision Map detailing your child's specific support and interventions, every term.

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

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. If appropriate, specialist resources may be given to the pupil e.g. writing slopes, coloured overlays, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

At Trythall we operate an open-door policy, all teachers are available at the start of the school day (8:45). Additionally parents are formally invited to discuss their child's progress three times a year. Attainment and attitudes to learning are formally shared with parents three times a year. A report is sent home by the end of the summer term.

How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through homework or home school book if this is recommended. A home school reading book will be sent home daily. Personal support will be given at parents' evenings. The Head Teacher, SENDCO or class teacher may meet with you to discuss how to support your child, if this is appropriate. If outside agencies have been involved with your child they may provide ideas and suggestions that can be used with your child both at school and at home. A report will be sent to you.

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

The school offers a range of pastoral support for all pupils who are experiencing emotional difficulties at any one time. Some pupils may attend social skills, buddy group or anger management groups to help them develop and form good friendships. Circle time is used in class to support children.

What will happen if my child has a medical need?

If a pupil has a medical need they will have a Care Plan which is compiled by the NHS in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil. All staff receive regular epipen training delivered by the school. Where necessary and in agreement with parents/carers medicines are administered in school but only with signed parental consent and with medicines in the original packaging. A medical board is used in the staffroom and office with information about key children of concern.

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

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include: Educational Psychologist, CAMHS (Child and Adolescent Mental Health Service), EWO (known as Educational Welfare Officers – supports the school with attendance), OT (occupational therapy Service) to support pupils with gross and motor skills, S&L (Speech & Language), BST (Behaviour Support Service)

What training are the staff supporting children and young people with SENDD had or are having?

Training is based on individual needs and particular to the children who attend the school. Adults working 1:1 with a child are given support and guidance from the head teacher or SENDCO.

How will my child be included in activities outside the classroom including Educational Visits?

All pupils are eligible to participate in activities, events and educational visits. Risk assessments are carried out and procedures are put in place to enable all children to fully participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during a specific activity or visit.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include: one level building making the school accessible to all and wide doors in some parts of the building.

How will the school prepare and support my child when joining Trythall or transferring to a new school?

As a school we understand that changing schools can be distressing for some children and therefore we aim to make the transition process successful through: We encourage joiners to Trythall to visit and join us for an afternoon. We also contact the child's current school so that we can properly prepare for their arrival. To support a pupil leaving Trythall to join another School we ensure all relevant information is shared. To support a pupil leaving Trythall and joining a secondary school we meet with the secondary school SENDCO and/or complete all relevant documents. We also prepare personalised transition books which includes photographs if necessary to support the transition process. For some pupils additional visits are arranged to their secondary school, these pupils may be accompanied by Trythall staff so that we can engage with them about their transition and allay any worries they may have. The SENDCO or Head Teacher at Trythall passes on SEND pupils files to their relevant secondary school.

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

The Inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. For pupils with a high level of need Trythall will apply for additional

funding to help individual needs further. If your child gets additional funding you are free to come and discuss this with the Head Teacher.

How is the decision made about how much support my child will receive?

All pupils are discussed at Pupil Progress Meetings three times a year and support, resources and intervention programmes are allocated and evaluated at these meetings to ensure best use of the budget and pupil's needs are met. The Head and SENDCO meet to discuss support for children on a half termly basis. Parents are informed if their child is receiving additional support at parent evenings.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through: discussions with the class teacher during parent-teacher consultation evenings, during discussions with the SENDCO or other professionals.

Who can I contact for further information?

Your child's class teacher, in the first instance. If you are a new parent you should contact the Head Teacher/SENDCO directly at the school.