



# SEND School Report 2023-24

“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 ethos and values of Trinity School are deeply rooted in the principles of inclusion and community.’

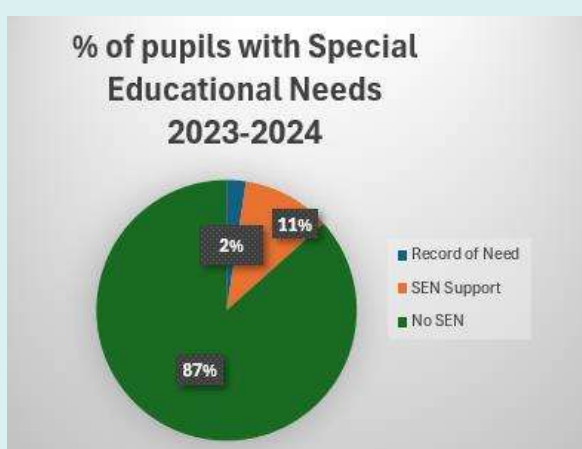
*IQM Inclusion Award, June 2024*

**Headteacher-  
Katy McMahon**

**Deputy Head and  
SENCO –  
Sally Sleath**

Total no. of  
pupils  
213 (Autumn  
2023)

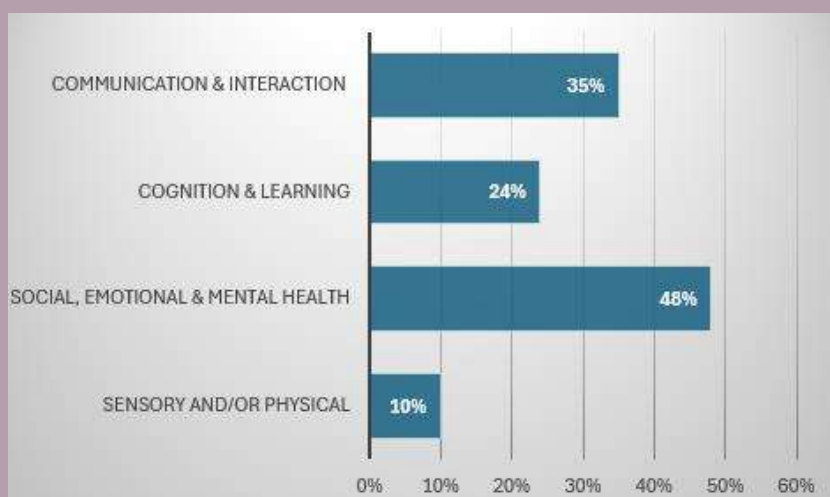
- 17 % of pupils on the inclusion register are Multi-Lingual Learners
- 37.5 % of pupils on the inclusion register are eligible for Jersey Premium



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 Autumn 2023. Some children have needs that cross into different areas, therefore these are also included.



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.

Trinity School is proud to have been awarded the Inclusion Quality Mark in June 2024.



[Trinity Primary School Report- June 2024 \(3\).pdf](#)

## 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, AET
- Online training through High Speed Training or SSS Learning.
- SEND Station

## Supporting SEN

### Interventions that were run:

- Toe by Toe (phonics)
- BR@P (reading)
- Reading Response
- Zones of Regulation
- ELSA
- 1-1 reading
- Speech and language targets
- Drawing & Talking
- TEACCH Workstation
- Wellbeing Check-ins
- Hamish & Milo Wellbeing Sessions
- Bespoke maths, reading and writing sessions.
- Lexia additional lessons.

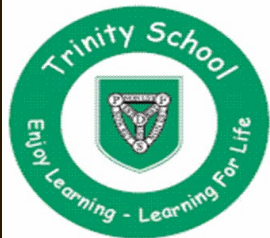
### Adaptations to the curriculum and learning environment for children and young people with SEN:

- 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)
- Sensory breaks
- Dual Coding using visuals to support understanding

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

### Provision includes (list is not exhaustive):

- 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.



# SEND School Report 2023-24

## 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:

- YARC (reading);
- Memory Magic assessment;
- Wellbeing assessments;
- Well Comm (Speech and Language) – Early Years and Wellcomm Primary
- Strengths and Difficulties Questionnaire
- AET Progression Framework
- CoPs and LASS
- Sandwells Maths Assessment
- PASS – Pupils Attitudes to School and Self
- Reading Benchmark assessment

## 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 meetings.
- 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. Social, Emotional and Mental Health Inclusion Team (SEMHit)

## Involvement of other services

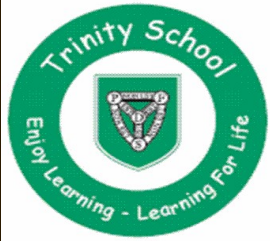
In 2023-24 specialist expertise was sought and received from the following external services –

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

Early Intervention Team,  
CAMHS,

Occupational Therapist,  
Family Partnership Workers,  
MIND Jersey  
Wellbeing Team

Social, Emotional and Mental Health  
Inclusion Team (SEMHit)



# SEND School Report 2023-2024

## Arrangements for consulting children and young people with SEN

*'Pupil voice in the school is a key strength; the children are truly involved in school development and are listened to. Trinity pupils are friendly, confident and proud of their school, demonstrating a profound understanding of diversity and acceptance.'*

**IQM Report, June 2024**

Individual Learning Passports (ILPs) have been embedded across the school, with all stakeholders in the children's education having a voice. These are reviewed termly between the class teacher and parents/carers.

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, as appropriate to their needs.

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.

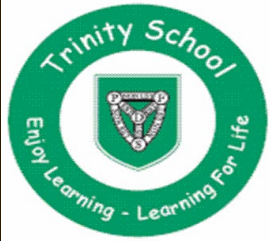
## Arrangements for consulting parents / carers of children and young people with SEN

- 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 class teacher, and then SENCo and Headteacher if necessary.
- Class teachers inform parents if their children are taking part in additional support sessions in school. The SENCO contacts parents if there are any Wellbeing support sessions offered.
- 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 2023-24

## 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 Jersey Activity 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 two members of staff were trained as ELSAs, meaning that the school now have 3 trained ELSAs.
- Trained staff continue to utilize their Drawing and Talking training where appropriate and planned.
- 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 children creating their own toolboxes and the concepts and approaches modelled and utilized throughout the school.
- Hamish and Milo resources were added to the school's repertoire of wellbeing support, many small groups were supported using these across the year.
- The school ran a 6 month pilot of 'Jigsaw Families', where parents and their children completed a set of 6 weekly afternoon sessions together.
- 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.

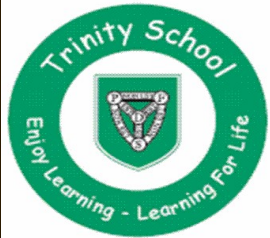
## Accessibility plan

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

### 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
- ELSA to support children with programmes such as friendship issues and self-esteem building
- SEMHIT
- CAMHS Early Intervention Team
- Wellbeing Facilitator
- Outside workers such as MIND



# 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 2023-24 for 2024-25, with implications for SEN:

- Continue to embed the usage, implementation and review cycle and therefore impact of Individual Learning Passports.
- Create an Inclusion Team of staff to work together to drive forward inclusion across the school – to include an Early Years Inclusion Lead and new Mental Health Lead.
- School to continue to work with the Inclusion Quality Kitemark as a Centre of Excellence.
- Continue to work within the Inclusion Champions Programme
- Continue to provide training to staff to ensure that provision meets the needs of all children.

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