



SPECIAL EDUCATIONAL NEED AND DISABILITY INFORMATION REPORT
September 2024 - September 2025

Inspired by Christ, we serve one another in Love.

God created all of us in his image. "Imagine how boring the world would be if we were all the same?" At Trent we celebrate diversity. Just as God is our helper, we strive to help all children to achieve their full potential and model an attitude of kindness so they are in turn are kind to others.

We encourage children to be thankful for the way they and others are created, celebrating successes big and small.

Knowing that God is our helper, gives us the resources to persevere when we find things hard.

Inspired by Christ, we serve one another in love, through kindness, thankfulness and with perseverance.

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Information About Our School

Trent is a one-form entry voluntary aided Church of England primary school, which admits children from age 4 – 11, (Reception to Y6). Currently we have no Nursery provision. Our Ofsted rating is Outstanding. We are an inclusive mainstream primary school providing for the following areas of SEND: Communication and Interaction, Cognition and Learning, Social, Emotional Mental Health Needs and Physical and Sensory Impairment.

All applications for admission to the school are dealt with initially by the school office and from September online at www.eadmissions.org.uk

Vision statement for Trent Church of England Primary School

As a welcoming, happy and caring school we would like to be renowned for the excellent quality of our learning and teaching in an environment where Christian values underpin all we do. We aspire to be an inclusive school in which all children are celebrated, supported and challenged into trying their best at all times to achieve their fullest potential.

The Government challenges all schools to be inclusive. By this they mean a welcoming community that seeks to eliminate discriminating attitudes and practice, responds to pupils' different needs, overcomes barriers to learning and provides suitable learning for all. It is the aim of the governors of Trent to try to make our school inclusive and welcoming to all. In meeting these responsibilities, Trent has due regard for the SEN Code of Practice 2014 and the Disability Discrimination Act 2001.

At Trent, we seek to:

- ensure that all pupils are valued equally
- ensure that all pupils make progress
- work in close partnership with parents/carers and children
- identify children with a special educational need or disability (SEND) as early as possible
- ensure pupils' needs are met as soon as is practicable
- ensure that all children have access to a relevant, broad and balanced curriculum
- work proactively with the Local Authority and other agencies involved when working children with special educational needs
- maintain and develop a range of expertise within the school
- monitor, review and evaluate policy and provision on a regular and systemic basis.
- routinely monitor all pupils, for example, through observations, weekly liaison meetings between the class teacher and teaching assistants, formal and informal assessments and termly pupil progress meetings.

<p>Identification and Assessment:</p> <p>How do we ensure that children who need extra help are identified early?</p> <p>What should a parent do if they think their child may have special needs?</p>	<ul style="list-style-type: none"> • Some children may need targeted support at different times during their schooling but this does not necessarily mean that they have a special educational need or a disability. Depending on the individual child’s needs, specific time limited support may be put in place for a child, which will be reviewed to monitor the impact. • If over a period of time a child makes little or no progress despite intervention, then the child might be identified as potentially having SEND. The school will carry out further investigations, which may involve observations, specific assessments carried out by school staff, and discussions with relevant school staff and parents. • In addition, the school also has a specialist SEND teacher (SENCo) who can offer advice and support. • Anyone involved with the child can voice a concern if they believe the child may need extra support. This could be a member of the school staff or the child’s parents. • Parents can make an appointment to discuss any concerns with their child’s class teacher in addition to the regular parental consultation meetings. Appointments can also be made with the SENCO Mrs Catherine Burden.
<p>What does the school do to help children with special educational needs?</p>	<ul style="list-style-type: none"> • The first line of support is primarily from class teachers, who are responsible for all the children in their class, providing excellent (Quality First) teaching. The teacher identifies needs using on-going (day to day) assessment for learning, and co-ordinates how any additional classroom support is used. • The school has a provision map (details of support across the school), which is updated when needed. The provision map provides a clear picture of all the additional interventions (special groups and activities) that the school is currently providing. In addition to specialised groups, class teachers and TAs work together to provide class based specific activities (interventions) including reinforcement ones/activities. • The SENCo and class teachers are in close liaison with parents/carers of children with identified special needs. Class teachers work with the SENCo and/or outside agencies where necessary to devise and implement appropriate intervention programmes. • The impact of any support given is reviewed at termly pupil progress meetings. • Children on the Special Educational Needs’ register may have an individual ‘My Support Plan’ which is reviewed termly with the class teacher, the parent, the SENCo if needed and, where practicable, the child. • If needed, reasonable adaptations can be made to the environment and the curriculum. For example, children can have individual workstations, Visual Timetables and access to Colourful Semantics. • Details of what the government deems to be ordinarily available provision for children with special needs can be found on the Barnet Local Offer website: https://www.barnetlocaloffer.org.uk/documents/2098-ordinarily-available-educational-provision.pdf

Trent Whole School Provision Map 2024-2025

Cognition and Learning		Communication and Interaction	SEMH	Sensory and Physical Needs	Referrals and Adaptations	
Literacy	Maths	Language and Communication	Social, Emotional and Behavioural	Physical Development	Inclusion Support	Classroom Adaptations
Additional Support from SEN Teacher/ Intervention HLTA/ SEN TA. Additional 1:1 reading Spelling, Punctuation and Grammar Intervention Precision teaching HF words Additional phonics Specific reading interventions Peer Reading Paired Reading Book Mark (Year 3) Intervention Little Wandle Catch Up programme Whole Class guided reading Handwriting intervention Fine Motor skills group Touch Typing Programme Reciprocal reading Multi-Sensory Spelling Group Booster groups Precision Teaching	Additional Support from SEN Teacher/ Intervention HLTA/ SEN TA. Pre Teaching Maths revision Additional In-Class support (TA) Additional SENCO support Basic skills (number bonds) Basic skills (x tables) Numicon Catch Up Booster groups	Individual Speech and Language Therapy with SALT Ongoing SALT support from NHS SLT Speech and Language follow up with TA Speech and Language Group (Class TA) SENCo Speech and Language support Welcomm Speech and Language Assessment and Intervention (KS1) Language for Thinking Listening Skills	Art Therapy ELSA Social Skills Group Time to Talk Mindfulness Group Friendship Group Social Language groups CAMHS Life Skills Attention Autism programme Bubble time with Mental Health first aider Counsellor	Occupational Therapy (direct therapy) Physiotherapy (1-1/PE Instructor) Gross Motor Programme. Busy Fingers Access to borough VI/Hi Advisory teacher support	EP Assessment Referral to SLT/OT/Physio Service Referral to CAMHS Referral to Barnet Autism Advisory Service Art Therapist Counsellor Referral to paediatrics EWO/Attendance Behaviour Support	Workstation Individual Timetable Dyslexia friendly slides and displays Safe Place Coloured Overlays Move n Sit cushion Writing slope Pencil grip Adaptive ruler Adaptive scissors Caring cutlery Laptop HI adaptations VI adaptations Resistance bands Sensory tools

<p>Curriculum:</p> <p>How do teachers match the curriculum to an individual child's needs?</p>	<ul style="list-style-type: none"> • Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable the children to access their learning as independently as possible. • Teachers employ different grouping methods, and activities are carefully matched to pupils' abilities. • Marking supports next steps in learning. • Class teachers have regular opportunities for pupil conferencing with pupils encouraged to reflect on their own learning and respond to teachers' comments. This information supports teachers' planning of future lessons. • Adaptations during the design of a lesson can eradicate unnecessary limitations and ensure children feel success.
<p>How are resources allocated and matched to children's needs?</p> <p>How is the special educational needs budget allocated?</p> <p>How are decisions made about any support for a child?</p>	<ul style="list-style-type: none"> • The school uses part of its budget to fund a qualified SENCo, Educational Psychologist visits each year and to provide dedicated support from other agencies. Additionally, there can be access to Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS, Hearing and Vision Impairment team, Autism Advisory Service, Art Therapy and Counselling. • Staff have in house training and access to borough led training on SEND and Inclusion. • Our team of skilled Teaching Assistants have continuous professional development to ensure they are fully trained to deliver 1:1 programmes of support. • Normally it would be class teachers and the SENCo who would be involved in initial decisions about any support that is needed. • Teaching assistants are employed to support learning in a variety of ways, one of which is to enable the class teacher to work with small groups. • Resources are purchased in order to support children's access to the curriculum. Curriculum co-ordinators also have responsibility for purchasing relevant equipment to support adaptations. • The SENCo has access to Assessments such as: Boxall Profile, The Sandwell Numeracy Assessment, Testwise Dyslexic and Dyscalculia Screener, Welcomm Speech and Language Assessment, the British Picture Vocabulary Scale, Lucid Recall, PHAb2 and York Assessment of Reading Comprehension.
<p>Monitoring and Communicating Progress:</p> <p>How does the school monitor a child's progress, and how do we communicate with parents about this?</p>	<p>Children's progress is continually monitored by their class teacher. We assess children each term, following which the Head teacher, the Deputy Head & Assessment co-ordinator, and SENCo hold a pupil progress meeting with the class teacher. At this meeting, we look at whether any extra support or intervention is needed. We also evaluate the impact of interventions currently in place.</p> <p>For children on the SEN register, My Support Plans are reviewed termly by the Class teacher, SENCO, parents and the child, where this is appropriate. At the end of each key stage, (at the end of Y2 and Y6), all children are required to be formally assessed using Standard Assessment Tests (SATs). The results of these tests are published nationally.</p> <p>The progress of children with an EHCP is reviewed termly with their My Support Plan, then their EHCP is formally reviewed at an Annual Review with all adults involved with the child's education including the parents/carers.</p>

	<p>Over the year, there are two parents' consultation meetings held with the class teacher. The SENCo is also available to meet separately with parents on these evenings. Additional appointments can be made with class teachers and / or the SENCo at any time during the school year if they wish.</p> <p>If a child is not making expected progress, the school will discuss with parents their concerns and whether any further interventions or referrals to outside professionals are needed. To ensure on-going communication between home and school, we sometimes find it helpful to employ additional short term strategies such as a home/school communication book or Tapestry.</p> <p>Annual reports for all children are sent out towards the end of the summer term and include an opportunity for parent feedback.</p>
<p>Health and Wellbeing</p> <p>What support does the school offer for children's overall health and wellbeing?</p>	<p style="text-align: center;">Medical</p> <ul style="list-style-type: none"> • We have a School Medical Officer who is a lead Teaching Assistant and is experienced and qualified. • If a child has any medical needs, the School Medical Officer will invite the parent/carer into school to create a care plan. These plans will be updated regularly. • A School Medical Officer co-ordinates and monitors all medicines, consent forms and care plans, liaising with parents where needed. • Our team of Teaching Assistants monitor and administer medicines. • If there are any medical concerns, one of our Teaching Assistants will contact the parent to discuss any issues. <p style="text-align: center;">Social</p> <ul style="list-style-type: none"> • Children's social and pastoral care is very important and any concerns a parent/carer may have should be shared with the class teacher or SENCo. • New children, or those who struggle with playtime or lunchtime, may be provided with an appropriate buddy. • SLT hold weekly meetings with School Meal Supervisors, play leader staff, teaching and support staff to discuss any concerns about children's wellbeing. • Teachers deliver PSHE lessons and deal with any playtime/friendship issues. • Daily Collective Worship focus on Trent's values and build co-operation, self-esteem and social skills. • The Head Teacher is the designated LAC teacher, and the school works with Barnet's Virtual School to support Looked After Children.

<p>Health and Wellbeing</p> <p>What support does the school offer for children's overall health and wellbeing?</p>	<p style="text-align: center;">Behaviour</p> <ul style="list-style-type: none"> • If a child has behavioural difficulties, the class teacher will keep parents/carers fully informed. • Additional support will be implemented if needed and advice requested from outside professionals if required. • Behaviour support plans target positive re-enforcement of good behaviour, restoring relationships and restoring self-esteem • As a school, our focus will always be on restoration. We have robust systems in place to support this. <p style="text-align: center;">Attendance</p> <ul style="list-style-type: none"> • It is important that children attend school regularly so that they make good progress. • If a child has a medical issue, it is important that school are informed immediately and that a they return to school as soon as possible. If a parent/carer is unsure about any issues, our School Medical Officer will be able to advise. • Punctuality is rigorously monitored and encouraged. • 100% attendance and punctuality are rewarded annually <p style="text-align: center;">Child's views</p> <ul style="list-style-type: none"> • Children can always speak to a member of staff about anything that is troubling them. • Children are encouraged to discuss general whole school issues via the School Council. The School Council meet with the Head teacher regularly to discuss what is going well, what we need to work on and suggestions for the future. • Annual 'safeguarding' focus weeks include: 'Friendship & Forgiveness' (ie Anti-bullying) and 'E-safety' • Safeguarding CPoms reviewed weekly at SLT meeting. • Our Mental Health First aider can be accessed each day by the children by putting their names into a Bubble Time box. • Ambassadors are selected from the student community and given a voice in specific areas of school life, including Equality, Diversity and Inclusion.
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<p>What specialist services and expertise are available at or accessed by the school?</p>	<p style="text-align: center;">Specialist help</p> <ul style="list-style-type: none"> • We use specialist external services when we think extra help is needed including: Educational Welfare Officer, Educational Psychologist, Speech & Language Therapists, Occupational Therapists, Physiotherapists, Hearing and Visual Impairment Team, Autism Advisory Service, Behaviour Support Service, Child and Adolescent Mental Health Service and Social Care. • The decision to make a referral to an external service is made by the SENCO, in consultation with parents and key members of staff. • The SENCO is a very experienced teacher who has taught across all the primary age range and is working towards NPQSENCo
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<p>What training have the staff supporting children with special educational needs and disabilities had?</p>	<p style="text-align: center;">Training</p> <ul style="list-style-type: none"> • All current teaching staff have receiving training in Differentiation, Inclusion and Child Protection. • Where possible, we arrange appropriate training for teaching and support staff to meet the needs of the children in their care. • The SENCO holds weekly Teaching Assistant meetings where training is delivered to meet the needs of children at Trent.
<p>How are children included in activities outside the classroom including school trips?</p>	<p style="text-align: center;">Inclusion for out of school activities</p> <ul style="list-style-type: none"> • Educational trips are planned to include all children as far as possible. • We welcome suggestions from parents regarding potential visits to places of interest. • We aim to make all reasonable adjustments to ensure that children are included in activities that take place at Trent outside of the school day, such as after school clubs, Breakfast and Tea-Time club.
<p>How accessible is the school?</p>	<p style="text-align: center;">Our school environment</p> <ul style="list-style-type: none"> • Our school car park is very small; unfortunately, there is no parking for parents on site. There is parking in some of the local side streets but please be aware of the restrictions. Please do not double-park in Church Way as this causes obstruction for deliveries and emergency vehicles. • Because of the age of our building and the surroundings, our school is not ideally suited to wheelchair users. Years 2,3 & 4 classrooms have steps into the playground. We do have a ramp to access the school via the hall and a lift to accommodate access to the lower corridor. We have a disabled toilet but no shower facilities. The main office has a wheelchair- friendly ramp giving access to the office and from there through to the classrooms. • Due to the limited space in our school building, we do not have a nurture (withdrawal) room and few small, dedicated individual learning spaces. • Most classrooms are carpeted. • The school will endeavour to ensure that the physical environment is adapted for the individual learning needs of the population of children attending the school. Reasonable adjustments will be put in place for pupils with a disability and those whose learning needs require environmental adaptations.

<p>How does the school prepare and support children when they join?</p> <p>How does the school support children when they transfer to a new stage of their education?</p>	<p style="text-align: center;">Transition</p> <ul style="list-style-type: none"> • When needed, a Transition programme is planned. • As we have no Nursery provision, the Early Years’ team are in contact with pre-school providers to facilitate the smooth transfer to our school. In the summer term, the children and parents of the new intake are invited to our Reception Class one afternoon a week to familiarise themselves with the building, the facilities and the staff. This is also an opportunity for parents to meet each other. • The Early Years’ staff hold a new parents’ meeting in the summer term. There is a phased system of starting school, with the youngest children starting first. By half term, all Reception children generally stay all day. With regard to casual admissions during the year, the children are invited to spend some time with their new classmates and are shown round the school by them. • We aim to ensure that there is a smooth transition at the start of the academic year from one class to another within the school. The children visit their new class and have a meet-the-teacher afternoon at the end of the summer term. Key members of staff liaise to pass on any information that will aid this transition. • If a child finds transitions particularly challenging, extra provision can be put in place in consultation with the class teacher and/or SENCO • Y6 pupils are involved in a transition project after KS2 SATs. Because of our location, it is common for our children to move on to a wide range of different secondary providers within and outside the Borough of Barnet/Enfield. The Y6 teacher meets with representatives from secondary schools to ensure smooth transfer. Normally, these secondary representatives then meet with the children. • Our SENCO liaises with Special Educational Need Coordinators from secondary schools to pass on relevant information. • Trent pupils characteristically thrive in Secondary school as they are well prepared for the transition.
<p>How are parents involved in school life?</p> <p>How parents are involved in school life?</p>	<p>Parents/carers are encouraged to be involved in all aspects of school. The school also expects parents to support their children with regular reading and homework. We greatly appreciate parent volunteers as reading buddies in school. Parents/carers are invited to support the school through involvement with the PTA and the Governing Body. Apart from fund-raising, the PTA also arranges social activities for the children and their families.</p> <p>Parents/carers are invited to class assemblies, curriculum meetings, parental consultation evenings and a meet the teacher event at the start of the year. We encourage parents to share their understanding of their child’s needs with the class teacher.</p> <p>There is regular communication with parents/carers through the weekly newsletter, the half termly class letter and the website. Text messages are sent to remind parents/carers of key events.</p> <p>We are able to access the borough’s translation service. Parents from the school/Church community are often able to support parents where English is not their first language.</p>

Who can a parent/carer contact for more information or discuss a concern?

Who to contact for more information or to discuss a SEN concern

- If you have a concern, please speak to the class teacher in first instance. Appointments can be made either directly or by phoning or emailing the school office. Alternatively speak to the current Inclusion Coordinator – Mrs Catherine Burden
- Our current SEN Governor is Doulla Charalambous.
- If needed please refer to the complaints policy for guidance when making a complaint, through the school website.

Useful contact information

Barnet Local Authority – Local Offer – [Barnet Local Offer](#)

**Barnet Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers –
Phone:020 8359 7637 email: enquiries@barnetparents.org.uk**

Community Parent Support Service – available to all families living in Enfield& Barnet. Works with parents of children aged 0 – 18 dealing with concerns and issues before they escalate and become a problem.

Phone: 020 8372 1500 for Enfield residents 0800 389 8312 for Barnet residents email: family.focus@barnet.gov.uk

SENDIASS SENDIASS@barnet.gov.uk

Reviewed Annually. Review date January 2026

This report complies with section 69 (2) of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of Special Educational Needs and Disability Regulations 2014