Local Offer 2026- 2027 Form submission for:

Name of School	Holy Trinity C of E Junior School
Address	Bute Road, Wallington
Postcode	SM6 8BZ
Name of contact person	Mrs Anna Cooper
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Email	**office@holytrinityjuniorwallington.com**
Website	**https://holytrinityjuniorwallington.com/**
Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?	SENDCo - Mrs Anna Cooper; for ongoing concerns, referrals, liaising with outside agencies and specialist support. Deputy Headteacher - Mrs Suzanne Robins - for Children Looked After (CLA) and Designated Safeguarding lead. Headteacher - Mrs Shirley Gruffydd
About the school	Holy Trinity C of E Junior School is a three-form entry voluntary-aided Church of England school catering for children between the ages of seven and eleven. Our vision is 'exemplary education through God's amazing grace.' Our school values of learning, dignity, integrity, confidence and love are central to our school ethos and all we do. We are actively involved in our local communities and look for opportunities to develop and encourage local; national and international links. Holy Trinity C of E Junior School is supported by three local Churches: Holy Trinity; St Patrick's and Springfield. Our school population includes children from other faith groups and those who do not belong to a faith group. All pupils are valued equally and children are taught to understand and respect the feelings and beliefs of others. Pupils are encouraged to form their own opinions and views on spirituality and faith.
Assessing children How does the school know how well my child is doing?	Class teachers continually monitor and assess each child and identify areas where they are improving and where further support is required. Progress is reviewed formally every term and an assessment against age related expectations is given in reading, writing and maths.

	Children who are not making expected progress from their starting point are identified through half termly pupil progress meetings with the class teacher and SLT. Discussions take place concerning why individual children are experiencing difficulty and what further support can be given to aid progression and so refining ordinarily available provision. Parents are consulted if staff are concerned about their child's progress or need additional support. Ongoing monitoring using our own baseline data using standardised tests. Formal monitoring and assessments x 3 per year (including teacher assessment). Pupil progress meetings x 6 per year. Teaching and Learning is monitored through lesson and intervention observations, learning walks and book scrutiny. Ordinarily available provision (OAP) is tracked for children who need more targeted support to access the curriculum. This is reviewed and adjusted termly alongside progress data. Interventions may be put in place and are monitored and evaluated on provision maps which record interventions and progress. If necessary, screening and diagnostic tests are used to identify type of SEND, level of need and support. Individual Plans (IPPs) record and evaluate additional support and inform planning through a plan-do-review cycle.
Informing parents and carers How will I be kept informed about how well my child is doing?	You can speak about your child's progress at any time by requesting to speak to their teacher. Parents are informed about progress at 2 parents' evenings per year where IPPs are discussed and reviewed and one final IPP is sent out at the end of the year. Additional meetings are called if there are concerns or individual diagnostic testing and work has been done. School reports are sent to parents annually. Where there has been support from agencies outside the school, reports are shared with parents. Education Health and Care plans (EHCPs) are reviewed annually or 6 monthly.
Updates on progress	Your child's progress will be discussed with you at formal parents' consultation evenings in both the Autumn term and Spring term; in

How regularly will I be updated on my child's progress?	the Summer term, your child's Class Teacher will write a report about your child's progress throughout the year and this will be sent to you as the end of term approaches. Children on the SEND register will be offered the opportunity to meet the teacher at the end of the summer term.
If a child is not making progress Will I know if my child is not making progress and what will happen?	When expected progress, is not made, appropriate additional support will be put in place and progress will be monitored through ordinarily available provision (OAP) tracking and processes. The class teacher or SENDCo may explore the possibility that your child has special educational needs, and you will be kept up to date with any developments. If a child is determined as having special educational needs then targets will be set by the class teacher, supported by the SENDCo, shared with parents and recorded on IPPs (individual provision plan) or tracked through OAP. Extra meetings are held with parents when children's progress continues to be a concern and appropriate action taken such as referring to outside agencies – see graduated response.
Curriculum What is the curriculum and how is it taught?	We are a 3 form entry, Church of England Junior School with Christian ethos and values. • National Curriculum taught through the New framework. • We provide a broad and varied curriculum. Our curriculum is carefully planned, linked and is progressive. Each unit is supported by knowledge organisers and teachers ensure scaffolds are in place to allow children to access the learning. Retrieval opportunities are built into the curriculum to aid the long-term memory to help children retain knowledge.
Adapting for child needs How will the curriculum be adapted to meet the needs of my child?	High quality, inclusive teaching and reasonable adjustments are made to maximize access to whole class teaching. We follow the **Sutton Ordinarily Available Provision model.** This can include, but is not exclusive to: • Strategic positioning in the classroom to support hearing, visual and behavioural needs • Personalised workstations and visual supports are used for individuals with specific needs when needed • Alternative recording methods used such as Chromebooks, voice to text, posters and photographs. • Use of carpet spaces, seating and group areas are planned and used to support all learner's needs.

	• Access to key words, knowledge organisers, learning reminders and scaffolding materials to enable all children to access their learning activities. • Provision of resources such as word banks and number squares are accessible in all classrooms. • Differentiation of teaching, for example, giving longer processing time.
Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?	Groups are organised carefully to maximize learning opportunities for all. These may include whole class, small groups of children or children working individually. Teachers will make reasonable adjustments within the classroom to support individuals. Continued professional development in SEND for teachers and support staff.
Additional support Is there any additional support available to help my child reach his/her expected outcomes?	• High quality teaching and in class support. • Small groups to deliver interventions (usually Maths and English support, based on learning in class, small nurture groups for social and emotional needs.) • Work with outside agencies. • Learning breaks • Movement breaks • ELSA for emotional support
Learning strategies Are there any special features or strategies to help children learn?	• Flexible teaching adapted to individual's needs. • Clear differentiation for individuals and groups. • Strategic deployment of support staff to maximize access to the curriculum. • Focus on social and emotional regulation before learning. • Targeted intervention groups to meet needs. • Settings of groups and classes. • Booster groups. • Strategies to support in literacy and numeracy, with particular focus on fluency in both subjects. • Strategies to support in language, communication and social skills. • Strategies and support develop emotional and development and resilience. • Strategies to develop independence. • Access to specialist external agencies where appropriate/necessary. • A well-linked curriculum which helps children to process their learning and retain it.
Meeting child needs How do I know my child's particular need will be met?	Progress is fed back to parents via parent's meetings, IPP reviews and reports. Individual meetings are held for specific issues. Home/school books and individual feedback where appropriate.

	We encourage you to come to us with your concerns or observations.
Access to exams What arrangements are available for pupils to access tests and assessments?	• Range of access arrangements as part of normal classroom practice; scribes, readers, extra time, learning breaks and small rooms. • Application for concessions – application arrangements for key stage 2. • Special arrangements for medical and emotional issues.
Additional support or time for exams How will I know if my child qualifies for additional support or time to access tests?	Access arrangements are available for children with SEND. These access arrangements must be the child's normal way of working. The need for such will be identified through teacher assessment or recommended by a given professional. It may include: • Rest breaks • Use of a scribe • Having a reader (maths and SPaG only) • Additional time • Use of assisted technology Parents will be informed via IPP or at parents' meetings if their child qualifies for extra time or support in exams.
Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?	Caring Christian ethos and values shared through assemblies, school council, and local activities. • Open door policy for children and parents. • Classroom atmosphere reflects Christian ethos in RHE, circle time and planned group work. • Developing social & emotional skills • Social skills developed and encouraged through participation in class group work, year group and whole school activities • Specific planned social skills groups • Mentoring and learning mentoring • Mentoring staff support in playground to develop social skills.
Developing social & emotional skills How does the school help develop my child's social and emotional skills?	• Caring Christian ethos. Vision and values dissimulated through assemblies, school council, and local activities. • Open door policy for children and parents. • Class room atmosphere reflects Christian ethos in RHE and planned group work. • Social skills developed and encouraged in participation in class group work, year group and whole school activities. • Specific planned social skills groups. • Playground support and organised supported groups (as necessary). • Trained ELSA-(Emotional Literacy Support Assistant). • Whole school and individual work using the zones of regulation.

	• Staff available and visible at break, lunch and beginning and end of the school day. • Pastoral care • Home school liaison. Home/school books, teachers outside at the end of the day. • Transition work between classes and key stages. • Referral to Specialist Agencies • Anti- bullying procedures – see Anti Bullying Policy, Behaviour Management Process and Good Behaviour for Learning Policy
Early Help Support in the Community (Tier 2) Examples : please include any ELSA (Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.	We aim to support children and families as much as possible by early interventions. ELSA - Emotional Literacy Support Assistant runs interventions and 1:1 sessions. Education Wellbeing Practitioner Caring Christian ethos and values We direct and support parents to find help in the wider community.
Bullying What is the school's policy on bullying?	See Anti Bullying Policy and Behaviour Management process; all concerns are rigorously followed up.
Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?	• Disabled toilet. • Care/health plans for disabled pupils. • Risk assessments. • Sensory support /and specialist equipment where appropriate – e.g. writing slopes and wobble cushions.
Accessing lessons How do I know my child will be able to access all lessons?	Reasonable adjustments made and ordinarily available provision in place. Scaffolds in class to support learning.
Who we work with Who does the school work with?	Holy Trinity works closely and well with outside agencies. The need for further support is identified by assessments, class teacher observations, concerns raised by school and /or parents. When school/class strategies have been put in place and there are still concerns a referral can be made to seek further advice. In line with guidance within the SEN code of practice, we follow the approach of 'assess, plan, do, review' to ensure we are reviewing progress made and whether interventions and support remain relevant.

	If we feel your child would benefit from involvement from an outside agency, we will contact you to discuss this and request consent. Any reports or recommendations will be shared with you.
Working with other agencies How does the school work with other agencies?	Agencies that we are currently working with:- • Educational Psychology Service • Cognus Therapies – OT and SALT • Sensory Impairment Service • Autistic Spectrum Disorder Service • Social Care - Children's services • School Nurse • Child and Adolescent Mental Health Service • Paving the Way • Education Wellbeing Service Agencies work in a variety of ways; 1:1, small groups, diagnostic assessments, ongoing work, advice and training.
Informing parents and carers How will I be informed?	Parents are informed of the need to make a referral, either through a discussion with the SENDCo or Class Teacher. A letter requesting consent is sent home. Parents are kept informed of assessments and progress by meeting with professionals and written reports, also by meetings with class teacher and SENDCo.
Helping your child settle with confidence How will the school help my child settle with confidence and manage change as they move between schools and year groups?	We aim to equip children for the next phase of their education by preparing them and their parents effectively for the transition. **From Key stage 1 – 2:** • Days to meet new classmates, teachers and experience the learning environment. • Extra visits to Holy Trinity and transition work e.g. photos, making social stories-if needed. • SENDCo available for 1:1 meetings and visits. • SENDCo to meet and observe children in their existing infant school. • Liaison and transfer with infant SENDCo. • Meeting between designated person at each school between year groups. • 1:1 or small group extra transition work to meet class teacher/staff and get used to environment if needed. • Meetings with staff/SENDCo when appropriate. • Small transition groups. • Staff handover day - all records, IPPs, medical needs and notes are passed up. • Records of concern for vulnerable children and those on Child Protection plans are transferred securely. **Year 6 to Key Stage 3:** • Whole class transition work.

	• Small group/1:1 transition work. • SENDCo goes to borough secondary transfer meeting. • Secondary SENDCo are invited to all year 6 annual reviews. • Secondary SENDCo are invited in to meet and observe children. • Extra visits can be arranged to secondary schools. • Records of concern for vulnerable children and those on Child Protection plans are transferred securely. **Transition between year groups**: • Children go to visit new rooms and staff on shuffle up day. • Extra transition work is done with pupils where needed. • New class teacher meets with new class teacher to hand up notes, strategies and relevant information.
Extended School Day What additional facilities do you offer? e.g. Breakfast club; After school clubs; walking train to after school care	Breakfast club After school club
Policies	**https://holytrinityjuniorwallington.com/our-school/school-policies/**