

# Special Educational Needs and Disability (SEND) Policy



## Governing Body

<b>Lead Person</b>	<b>Pauline Thomas – Deputy Headteacher and SENDCO</b>
<b>Link Governor/Chair of Committee</b>	<b>Chris Tongeman – Chair of Governors</b>
<b>Committee</b>	<b>Full Governing Body</b>
<b>Date Reviewed (incl. signature of Link Governor/Chair)</b>	<b>March 2023</b>
<b>Date Ratified (incl. signature of Chair of Governors)</b>	<b>March 2023</b>
<b>Next review date</b>	<b>March 2025</b>

**Chris Tongeman**

**David Winn**



## Special Educational Needs and Disability (SEND) Policy

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### **Holy Trinity Church of England Primary School Mission Statement:**

*Every one of our children is unique and special. We are committed to providing an exceptional learning experience for each child in our Holy Trinity family.*

*We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world.*

*At Holy Trinity, we serve our community with compassion, empathy and kindness in all that we do.*

*Holy Trinity is an inclusive school that values every individual and strives to develop a happy, secure and positive environment in which all pupils can flourish in being confident independent learners. We believe "every teacher is a teacher of every child or young person including those with SEND."*

### **1. [Aims](#)**

#### **This policy aims to ensure that:**

- All pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- Every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- All children can access a balanced curriculum, differentiated appropriate to the individual needs and ability
- All pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- A close working relationship with parents is developed.
- All pupils have access to a broad and balanced curriculum.
- Early identification of all pupils requiring SEND provision is in place.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that all pupils have access to a broad and balanced curriculum, including extra curriculum activities.
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.
- All children make a successful transition to their next phase of education.

## 2. Legislation and Guidance

### **Definition of SEND**

The SEN Code of Practice 2014 defines SEN as:

- A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
    - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
    - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special

*Special education provision is defined as educational provision, which is additional to, or otherwise different from, the educational provision made normally available for children of their age in schools.*

### **Duties of the Governing Body**

The Governing Body of Holy Trinity CE Primary School will:

- Agree with the School's general policy and approach to meet pupils' educational needs for those with or without statements.
- Set up appropriate staffing and funding arrangements and oversee the School's work.
- Ensure that the Head Teacher's objectives for leadership, management, pupil achievement and progress should all include SEND and will relate priorities within the school improvement plan.
- Ensure the members are up-to-date and knowledgeable about the School's SEND provision, including how funding, equipment and personnel are deployed.
- Ensure that the SEND provision is an integral part of the school improvement plan.
- Ensure that the quality of SEND provision is continually monitored.

### **Working with Partnership with Parents**

At Holy Trinity, we aim to treat all parents of all children as partners. We will:

- Inform parents when their child is first identified as having SEN
- Always seek permission before referring their child to others for support
- Involve parents fully in discussions leading up to the School's decision to request a statutory assessment.
- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strength as well as area of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure parents understand procedures, are aware of how to access support preparing their contributions and are given documents to be discussed before meetings
- Respect the validity of differing perspectives and seek constructively ways of reconciling different viewpoints
- Respect the differing needs the parents themselves may have
- Recognise the needs for flexibility in the timing and structure of meetings

## **We will support parents so that they will be able and empowered to:**

- Recognise and fulfil their responsibility as parents and play an active and valued role in their children's learning.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

## **Pupil Participation**

The perceptions of children can be invaluable to professionals and parents in reaching decisions. At Holy Trinity CofE Primary School, we endeavour to facilitate children towards expressing their views in matters affecting them.

- Involve children with SEND in the development, discussion and review arrangements of their Support Plans at a level appropriate to them. This will include setting targets.
- Seek children's views as part of the statutory annual review process where possible.
- Encourage children to have a share in the recording process and in the monitoring and evaluation of their performance.
- Be sensitive to the level of understanding and feelings of the child and provide information in a non-stigmatising way.
- Ensure that the Support Plan process congratulates the child's achievements as well as clarifying and addressing difficulties.
- Help the child to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goals.
- Explain clearly the additional support or assessment arrangements are being made and how the child can contribute to them.
- Consult children who need individual support (equipment or learning support ) to ensure support.
- Be aware of the wider range of participation and advisory services for children and their families being developed in partnership with medical and social services department.

## **Identification**

Holy Trinity CofE Primary School operates a 'whole pupil, whole school' approach to the management and provision of support for SEND. The identification of children with SEND starts at the entry level of attainment at Holy Trinity. We monitor the progress and development of all children. All children have access to high quality first teaching and differentiated work in the classroom.

As part of our aim to identify children who may have SEND, we will measure children's progress by referring to:

- Concerns raised by the Class Teacher- staff assessment using observation, pupil progress information, attainments, behaviour.
- A pupil performing significantly slower than that of their peers or fails to match their previous rate of progress, despite high quality teaching.
- Concerns raised by parent(s)/carer(s).
- Liaison with outside agencies e.g. Children's Healthcare Centre.
- Assessments by specialists.
- Information from previous placements or LEA

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact upon how they relate to others.

### **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties that manifests in many ways.

- See Behaviour for Learning Policy
- See PSHE & RSE Policy

Concerns with SEMHD are discussed with relevant staff including Head Teacher, Deputy Head, the class teaching team, Pastoral Care and SENDCO.

### **Physical and Sensory**

Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided.

There can be many reasons for pupils making less progress than their peers. These may include absences, attending lots of different schools or worries that distract them from learning. Holy Trinity understands that children who experience these barriers to learn are vulnerable and this does not mean that all vulnerable learners have SEND. Only those that have a learning difficulty that requires special educational provision will be identified as having SEN.

### **The Graduated Approach**

In the SEND Code of Practice it states that a child has SEN where, "...their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Formal lesson observations, regular learning walks and book looks help us to monitor this and where necessary, provide feedback and strategies to improve teachers' knowledge and understanding of SEN.

Our SEN support takes the form of a four-part cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes, this is known as the Graduated Approach which involves: **assessment, plan do and review**. At Holy Trinity School, we adopt this model of action and intervention which laid out within the '*Special Educational Needs and Disability: Code of Practice 0-25 years*' (January 2015, DFE-0020) and is designed to help children towards independent learning

## **Assessment**

We use assessments to give a clear understanding of the pupil's strengths and needs. Various assessments are used to give information to enable the identity of specific areas of needs and gaps in the pupil's learning and development and to clarify what the barriers to learning may be. Views of the parent/carer and pupil and where applicable, advice from outside agencies are also taken into consideration.

## **Plan**

When the specific areas of need and gaps in learning have been identified, additional or different provision targeted at these areas are planned for. Parents/carers will be notified if their child's needs the SEN support. Support plans are drawn up. The Support Plan will contain the following information:

- Pupil's views, strengths/weaknesses
- Pupil's needs
- Long-term outcomes
- Short-term outcomes
- Details of targeted provision.
- Outcomes review

Support plans are discussed with parents/carers. The plan for targeted provision is discussed with the pupil so they are aware of what the expected outcomes are. A date to check progress and evaluate support in school is set.

## **Do**

Class Teachers provide high quality teaching appropriately differentiated for individual pupils. SEND support staff will give advice for differentiation in the class.

Targeted provision includes

- Support with differentiated work in the classroom
- Small group work focusing on targeted areas of need
- Specific individual support from the school or external experts
- Support is delivered by trained and skilled staff

Specific intervention/support programmes will be timetabled and implemented with highly skilled staff. These programmes are will be monitored.

Staff working with a pupil with SEND will be made aware of any teaching strategies or approaches that are required.

The Class Teacher is responsible for all pupils on a daily basis. The Class Teacher works closely with support staff and assesses the impact of the support in the classroom

A support folder with support plans and relevant information will be kept in each class to record support comments on how the children cope with support work. These comments will be used to keep track of progress being made.

## **Review**

Children's progress is continually monitored by the Class Teacher. Class Teachers and Teaching Assistants work together closely and liaise regularly to discuss how children are progressing within class and/or when working in a small group.

All Class Teachers have termly Pupil Progress meetings with the Leadership Team.

Support Plans are working documents and are reviewed a minimum of twice a yearly. The pupil's progress is evaluated and intervention stages adjusted if necessary. Outcomes of targeted provision is discussed with the parent/carer at the planned review meeting – or before if needed

If a child has a Statement of educational need or an Educational Health Care plan, progress is discussed at the child's Annual review.

The review gives information for the next step with supporting the child.

If a pupil continues to make less than the expected progress, despite the evidence-based support, the school may need to involve outside agencies.

#### **Outside agencies include**

- Autism Advisory Service
- Lambeth Early Help Team
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Psychologist (EP)
- Educational Welfare officer
- Hearing Impairment Team
- Health and Emotional Well-being Service
- Multi-Agency Safeguarding Hub (MASH)
- Occupational Therapy Service (OT)
- Paediatric Services
- Physical Disability Team
- Physiotherapy Service
- Speech & Language Therapy Service (SLT) National health
- Talk with Us - Speech and Language Therapy Service (Holy Trinity employs an SALT -1 day per week)
- School Nurse / Doctors/ Hospitals
- Social Services
- Visual Impairment Team

#### **Arrangements for co-ordinating SEND provision**

The SENDCO holds details of the following records:

- for children receiving SEND Support
- for children with Provision Plans
- for children with an Education, Health and Care Plan
- all Support Plans for individual pupils
- all group personal learning plans

All staff can access:

- The School SEND Policy
- The SEND Register
- Guidance on identification in the Code of Practice (updated May 2015) (SEND Support, Education, Health and Care Plans)
- Information on individual pupils' special educational needs including Individual Plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the School Target Tracker and SIMS on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision
- Access to strategy and intervention resources

Relevant information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

Information for parents can be found in the SEND section on the school website.

#### **Arrangements for SEN and Inclusion In-Service Training**

- The SENDCO attends SENDCO network meetings which inform, update and revise regarding developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's Development Plan, which includes the SEND Action Plan. In-Service training and individual professional development is organised to meet the targets set.
- In-house additional needs and Inclusion training for teachers and TAs is provided through staff meetings by the SENDCO and where appropriate external agencies ie SALT,
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified.
- Support staff are encouraged to extend their own professional development and the school supports and provides training where this is appropriate, as discussed at Performance Management reviews.

#### **Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care Plan and those without.

All SEND paperwork should be passed to the SEND team by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCO to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face-to-face meetings are not possible, contact will be made using the telephone/online facilities to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

The school SEND policy meets the requirements of the 'Special Educational Needs Code of Practice: 0-25 years, 2014

Responsible Persons for SEN and Disability	
Mr David Winn Headteacher	Ms Pauline Thomas Deputy Headteacher & SENDCO



## Monitoring Arrangements

This policy will be reviewed every two years by Pauline Thomas, Deputy Headteacher. At every review, it will be approved by the full governing board.

## Links to Other Policies

This policy links to our policies on:

- Behaviour for Learning Policy
- Curriculum Policy
- Intimate Care Policy
- Race and Equality Policy
- Safeguarding and Child Protection Policy

<b>Policy Adoption, Monitoring and Review</b>
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This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2020'

Policy Adopted by Governors in: March 2021

Signature (Chair of governors):

A handwritten signature in black ink, appearing to read 'Ann Taylor', written over a horizontal line.

Policy Due for Review: March 2025