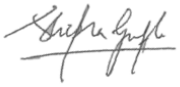
Special Educational Needs and Disability Policy

Date ratified	March 2022
Committee Responsible for Policy	Standards, Teaching and Learning
Date to be updated	March 2023
Headteacher Signature	
Chair of Governors/ Committee Signature	

Growing together as children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.

- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.

- we are growing together as **children of God,** strengthening our faith, secure in the knowledge we are unique, loved and cherished

Biblical Basis of Policy

Jeremiah 29:11

11 For I know the plans I have for you,' declares the LORD, 'plans to prosper you and not to harm you, plans to give you hope and a future.

1. Introduction

This policy is reviewed and updated each year and complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)

The person(s) responsible for SEN provision at our school are:

- Maria Channel (Early Years Foundation Stage SENDCo, Foundation Stage Leader, SLT)
- Anne Moran (Year 1-6 SENDCo, EAL, G&T, SLT)

This policy should be read in conjunction with the following policies:

- Assessment policy
- Teaching and Learning policy

1.1 This school provides a broad and balanced curriculum for all children (see our Curriculum Intent for further details). The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

1.2 Some children have barriers to learning that mean they have special needs and require particular action by the school. Children have special educational needs if they have a *learning difficulty* which calls for special educational provision to be made for them. Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making full use of the educational facilities that are provided for other children of the same age in school

1.3 At Holy Trinity we identify the needs of pupil by considering the needs of the whole child which will include not just the special educational needs of the child. We recognise that there are other factors which may impact on progress and attainment including:

- A disability which does not constitute an SEN
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Attendance and punctuality
- Being a child of a Serviceman/woman
- Health and welfare

1.4 This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2. Aims and Objectives

2.1 At Holy Trinity we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. Holy Trinity aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review pupils' progress and needs

- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

2.2 In line with the government's strategy for SEND (*Removing Barriers to Achievement, 2004*), we will achieve these aims through:

- Early assessment and intervention
- Removing barriers to learning
- Raising expectations and achievement
- Encouraging pupil participation
- Developing and improving partnership working

3. Early assessment and intervention

3.1 The SEND Code of Practice 0-25 (2015) identifies four broad areas of SEND need as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

"These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time." SEND Code of Practice 0-25 (2015)

3.2 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

3.3 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning and provide early assessment of their needs. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

3.4 There are 3 stages of practice that the school follows in assessing special educational needs:

(a) Cause for concern

If a teacher is concerned that a child is having difficulties in learning or with behaviour management, the SEND co-ordinator is made aware and then this is monitored

(b) SEN Support

If the difficulties continue these are shared with the SEND coordinator and appropriate interventions are agreed and put in place. These are shared with the parent and child and may include work within class or a group outside of class. This is monitored and reviewed by the class teacher and SEND coordinator. An IEP (individual education plan) /SEN Support Plan will then be put in place.

If the difficulties continue and there is a lack of satisfactory progress made through school interventions, the SEND coordinator will approach relevant external agencies for further support and advice. We will consult parents prior to any support being actioned. External support services will provide information for the child's new IEP/SEN Support Plan. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

(d) Education, Health and Care Plan (EHCP) formerly Statement of Special Educational Needs

If the IEP/SEN Support Plan targets have not been successful in meeting the needs of the child and satisfactory progress has not been made, the school may decide to refer to the Local Authority for a Statutory Assessment. If the application by the school is successful the individual will be issued with an Education, Health and Care Plan (EHCP). This will set out specific needs and necessary provision as well as indicate additional resources and funding available to the school to meet these requirements. The LA seeks a range of advice before making a formal EHCP. The needs of the child are considered to be paramount in this.

4. Removing barriers to learning

4.1 At Holy Trinity all teachers are responsible and accountable for the progress and development of all the pupil 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 SEND: additional intervention and support cannot compensate for a lack of good quality teaching.

4.2 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources to remove barriers to learning and participation. Lessons have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

4.3 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

5. Raising expectations and achievement (A 'Graduated Approach')

5.1 We support all our pupils in achieving their full potential. All children with on the SEND register will have an SEN Support Plan. The SEN Support Plans employ an 'Assess-Plan-Do-Review' approach.

Class teachers, parents and pupils will meet in order to set ambitious, long-term outcomes that are achievable over a two-year period (specifically at the end of foundation stage, end of Year 2, end of Year 4 and end of Year 6). The outcomes provide a cohesive, two-year framework within which shorter term targets can be set.

The targets will be set every term in collaboration with parents and pupils and will reflect 'small-steps' progress towards the agreed outcomes. By breaking down the outcomes into finely graded steps and targets, we ensure that children experience success.

The SEN Support Plan will show both the longer-term outcomes and the current targets set for the child and the teaching strategies to be used to support them in achieving these targets. SEN Support Plans will be written and reviewed on a termly basis (half-termly in EYFS) using the Holy Trinity SEN Support Plan format. The class teacher and parent will discuss how parents can support the child at home with their targets.

5.2 The class teacher, TAs and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The SLT assess and analyse children's progress by using the SIMS termly

assessments. The SENDCO works closely with parents and teachers to plan an appropriate programme of support.

5.3 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to provide a sense of achievement, aid progress and provide detailed and accurate indicators.

6 Encouraging pupil participation

6.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

6.2 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, however, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom with either the Teaching Assistant or Learning Support Assistant.

6.3 At Holy Trinity, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities. In line with this, children with special educational needs are given explanations at an appropriate level of the targets in their IEPs. They are given guidance from their teacher to make judgements about their own performance (depending on age) against their IEP targets. We recognise success here as we do in any other aspect of school life.

7 Developing and improving partnership working

7.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home school agreement acts as part of this dialogue. Parents have much to contribute to our support for children with special educational needs.

7.2 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

7.3 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a particular interest in special needs and is always willing to talk to parents.

8 Roles and responsibilities

8.1 Provision for children with special educational needs is a matter for the school as a whole. It is each class teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

8.2 The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEN governor), who takes particular interest in this aspect of the school. The governing body ensures that:

- the necessary provision is made for any pupil with SEND

- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy through the annual report to parents
- they have regard to the requirements of the *SEND Code of Practice* (2015)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- they, and the school as a whole, are involved in the development and monitoring of this policy
- SEND provision is an integral part of the school improvement plan
- the quality of SEND provision is regularly monitored.

8.3 The headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

8.4 The special educational needs co-ordinator (SENDCO) is responsible for:

- overseeing the day-to-day operation of this policy, ensuring that an agreed, consistent approach is adopted
- co-ordinating the provision for pupils with SEND
- managing resources to enable effective provision
- helping staff to identify pupils with SEND, where appropriate with input from relevant outside agencies
- carrying out observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising with parents of pupils with SEND
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs
- contributing to the in-service training of staff
- ensuring that children whose special needs affect the safety and wellbeing of themselves and others are cared for appropriately outside the classroom through providing midday supervisors with necessary information relating to their supervision and designating playground support where necessary
- liaising with the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- monitoring and evaluating SEND provision and reporting to governors
- taking part in LA SEND moderation
- keeping up to date with national best practices through liaising with other SENDCOs, external agencies, and ongoing training, and ensuring these practices are applied at Holy Trinity

8.5 Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- carrying out detailed assessment and observations of pupils with specific learning problems
- devising strategies, drawing up Individual Education Plans (IEPs), and setting targets appropriate to the needs of individual pupils
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process

8.6 Teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

9 Allocation of Resources

9.1 The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

9.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

9.3 The headteacher and the SENDCO meet annually to agree on how to use funds directly related to statements.

10 Complaints Procedure

10.1 Should parents/carers be unhappy with any aspect of provision, they should discuss their concerns in the first instance with the class teacher. Anyone who feels unable to talk to the teacher should arrange to speak to the SENDCO

10.2 In the event of a formal complaint, parents should contact the headteacher or the designated SEND school governor if they prefer. The Merton Parent Partnership Service is available to offer advice.

11 Monitoring and Review

11.1 The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCO and the headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold termly meetings.

11.2 The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts

- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- school self-evaluation
- the governors' annual report to parents, which contains the required information about the implementation and success of the SEND policy
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.