



Holy Trinity C of E Primary School

A Church school community aspiring for all to live life to the full

Special Educational Needs & Disabilities (SEND) Policy

Issued July 2021

Next Review July 2023

Committee Full Governors

GENERIC PRINCIPLES

Equalities

We are committed to delivering the content of this policy to meet the needs of all staff, pupils and other stakeholders where relevant, irrespective of race, gender and disability.

Safeguarding

Our school recognises and promotes the responsibilities of all adults in protecting pupils. Specific responsibilities involved in ensuring child protection and wider safeguarding procedures are in place and must be adhered to: please refer to Child Protection & Procedures Policy; 'Keeping Children Safe in Education' (2020) and 'Working Together to Safeguard Children' (2018.)

Cross-Referencing

This policy should be read in conjunction with these other related policies and documents:

- Child Protection Policies and Procedures
- Behaviour
- Anti-Bullying

Vision

This vision for our school: *A church school community aspiring for all to live life to the full*

Community

Where community means all those directly (ie children, staff, parents and governors) and indirectly (eg local schools and organisations) involved with the school.

Aspiring

Where aspiring means wanting the best for our children and families and supporting them to develop the necessary knowledge, skills and understanding to be their best.

Life to the full

Where 'life to the full' means providing a broad range of experiences and opportunities to apply the knowledge, skills and understanding we have to be able to participate in life and not be passive observers of it.

Introduction

This policy was written in order to comply with the SEND Code of Practice, 2015. It was drawn up by the SENCO and approved by staff and governors.

Holy Trinity School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. This School seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all (see separate Accessibility Plan). All children, whether or not they have SEN, in line with our school ethos, are valued, respected and equal members of our school. With appropriate provision, we want each child to 'enjoy, achieve and belong' whatever their abilities or limitations.

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Definition of Special Educational Needs and Disability

Children have special educational needs if they have a *learning difficulty* (see **A** below), which calls for *special educational provision* (see **B** below) to be made for them.

A: 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 use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

NB: Children must not be regarded as having a learning difficulty solely because their home/preferred language is different from the language in which they will be taught.

B: *Special educational provision* means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

This SEND policy details how Holy Trinity School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will ensure that teachers are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school together with pupils who do not have special educational needs. This will be done so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The School will have regard to the Special Educational Needs and Disability Code of Practice when carrying out its duties towards all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. This school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and therefore their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision of Special Educational Needs and Disability

Early Education Settings

The Government's Early Learning Goals set out the expected attainment at the end of the Foundation stage (ie school reception year). Children will progress at different rates during the Foundation stage. By the end of this stage some children may still be 'emerging' or working towards the goals. Such children will need differentiated learning opportunities to help them progress and consequent regular monitoring of their progress.

Graduated response through all Stages

Monitoring of individual children's progress throughout the Foundation stage, Key Stages 1 and 2 is essential. Where a child appears not to be making progress then it may be necessary to use additional and different approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available.

The key test for action is evidence that the child's current rate of progress is inadequate.

Adequate progress

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:-

- closes the attainment gap between the child and the child's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in the pupil's behaviour.

Once practitioners have identified that a child has special educational needs, the School will intervene through a **My Plan**. If this intervention does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies. Keeping parents informed and asking them to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them is an essential initial step.

Should a lack of progress be identified, and further support be deemed to be desirable, then a **Team Around the Child (TAC)** will be convened and a **My Plan Plus** may be put in place in accordance with Gloucestershire's Graduated Pathway. The end result of that process may be to request a high level of support for the pupil in the form of an **Education Health Care Plan (EHCP)**.

The SENCO

In this School the SENCO has responsibility for:

- ensuring liaison with parents and other professionals in respect of children with special educational needs
- advising and supporting other practitioners in the setting ensuring that appropriate Plans are in place
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO will also ensure that appropriate records are kept including a record of children at *My Plan* and *My Plan Plus* and those with *EHCPs*. The teacher responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering a teaching programme matched to the child's *My Plan*.

My Plan

When a child is identified as having a special educational need, interventions will be devised that are in addition to and different from those provided as part of the school's usual curriculum (this is known as a *My Plan*). The triggers for intervention through *My Plan* could be concern about a child who despite receiving appropriate education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- continues working at levels significantly below those expected for children of a similar age in certain areas
- presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

If teachers in consultation with parents conclude that a child may need further support to help them progress, staff should seek the help of the SENCO. The SENCO and colleagues will collect all known information about the child and seek additional information from the parents. In some cases, outside professionals from health, social services or the education psychology service may already be involved with the child. If external professionals have not already been working with practitioners, the SENCO should contact them if parents agree.

Nature of intervention

The SENCO and the child's teacher, in consultation with parents, will decide on the *Plan* needed to help the child to progress in the light of their earlier assessment.

This *Plan* will comprise of individualised arrangements for learning and teaching.

These arrangements may include:-

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- The provision of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies
- Access to LA support services for one-off or occasional advice on strategies or equipment
- Staff training to provide effective intervention without the need for regular or ongoing input from external agencies.

My Plans

Strategies employed to enable the child to progress will be recorded by the Class Teacher within a *My Plan*. This should include information about

- the short-term targets set for the child,
- the teaching strategies
- the provision to be put in place,
- when the plan is to be reviewed
- the outcome of the action taken.

The *My Plan* will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The *My Plan* will focus on three or four key targets and will be discussed with parents and the child. The *My Plans* will be continually kept 'under review,' but are formally reviewed at least two times a year. Parents and pupils will be consulted as part of the review process.

My Plan Plus

My Plan Plus is characterised by the intention to consider an *EHCP* for the child, and the involvement of external support services who can provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas.
- continues working at a curriculum level substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting *My Plan* for the pupil will set out new strategies for supporting the pupil's progress. Delivery of the *My Plan* will remain the responsibility of School staff.

Requests for EHCP assessment

For a very few children the help given by the School through *My Plan & My Plan Plus* will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the School, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for an EHCP is made to a LA, the pupil will have demonstrated significant cause for concern and the school will provide evidence to the LA detailing:

- The school's action through *My Plan* and *My Plan Plus*
- *My plans* for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service

When the LA receives a request for an EHCP assessment, the process will proceed as detailed in Gloucestershire's Graduated Pathway and parents will be informed of the Authority's decision as to whether to proceed, within 6 weeks. EHCP assessment involves consideration by the LA, working co-operatively with parents, the child's educational setting and, as appropriate, other agencies, as to whether an assessment of the child's special educational needs is necessary. Where the evidence presented to the LA suggests that the child's learning difficulties may call for special educational provision which cannot reasonably be provided within the resources normally available to the school, the LA will consider the case for an assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an *EHCP*. This will detail:

- The pupil's name, address and date of birth
- Details of all of the pupils' special needs
- Identify the special educational provision necessary to meet the pupil's special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with *EHCPs* will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in a *My Plan* and be implemented, at least in part and as far as possible, in the normal school setting. The delivery of the interventions recorded in the *My Plan* will continue to be the responsibility of the School staff.

Annual review

All *EHCPs* will be reviewed annually with all involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The review will focus on what the child has achieved as well as on difficulties that need to be resolved. The SENCO of a receiving Secondary school will be invited to attend the final review in the Primary School, to allow them to plan an appropriate *EHCP* to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Arrangements for seeking advice and dealing with complaints by parents

Parents are encouraged to discuss any problems or issues relating to SEND with either the class teacher, Headteacher or SENCO. The Parent Partnership Service (further details from the school or LA) is also available to advise and support all parents on all aspects of SEND. The SEND Disagreement Resolution service is an arrangement whereby grievances or disputes involving SEND issues relating to future provision (ie not complaints) can be resolved independently.

SEND Governor

The Governor responsible for SEND is Mrs Kath Lynch.

The information in this policy complies with the Special Educational Needs Code of Practice. DFE-00205-2013 January 2015