

Holy Trinity C of E Primary School

A Church School community aspiring for all to live life to the full.

Special Educational Needs and and/or Disabilities

(Inc. Holy Trinity C of E Primary School Local Offer)

Policy adopted subject to governor ratification.

Approved by FGB 27th March 2025

Next Review March 2026

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to develop each child's individual potential in a caring environment. We are committed to ensuring that all of our children, including those with special educational needs, receive a curriculum relevant to their needs and ability and which still meet the requirements of the national curriculum.

We aim to do this through:

- Making sure our school fully implements national legislation and guidance regarding pupils with SEND
- Ensuring a whole school approach to SEND in which the governing body, in cooperation with the Head teacher and members of staff, ensures provision for children with SEND.
- Promoting equal opportunities for all children
- Early identification of SEND and early consultation with teachers about children with possible SEND
- Establishing and maintaining an efficient and consistent approach to identify needs
- Providing a positive and engaging learning environment for all pupils
- Maintaining a SEND register and a record keeping system
- Providing an adaptive curriculum where necessary
- Ongoing training for the Inclusion Lead, class teachers and teaching assistants
- Having regard to the Code of Practice
- Enabling parents to take a supportive role in their child's learning

2. SEND Definition

SEND Code of Practice: 0 to 25 years, 2015

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significant or greater difficulty in learning than the majority of others the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

3. Policy Development

This policy has been developed by Rebecca Hall (Inclusion Lead) and David Le Templier (Head Teacher)

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents and

legislative frameworks:

- ✓ Equality Act 2010: advice for schools DfE (2013)
- ✓ SEND code of practice: 0 to 25 years (2015)
- ✓ The Children and Families Act (2014)
- ✓ The SEND Regulations (2014)
- ✓ Keeping Children Safe in Education (2024)
- ✓ Safeguarding Policy

Schools have a legal responsibility:

- To make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage
- To not treat disabled pupils 'less favourably'

Disability discrimination is less favourable treatment than that received by someone else for a reason related to the pupil's disability when it cannot be justified

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter what their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. Children at Holy Trinity have a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

5. Identification, assessment and provision for pupils with SEND

5.1 Identification

Pupils may have needs in one or more of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and medical

5.2 How does our school know if children need extra support?

We know pupils need support if:

- Concerns are raised by parents/carers, external agencies, teachers or the pupil's previous setting
- Screening, such as that completed on entry or as a result of a concern being raised, indicating a gap in knowledge and/or skills
- Whole school tracking of attainment outcomes indicates lack of expected progress. This is discussed at Pupil Progress Meetings which are held three times a year.
- Observation of the pupil indicates that they have additional needs.
- A pupil asks for help.
- They have an Education, Health and Care Plan

5.3 How will the school support a child with SEND?

All pupils are provided with Quality First Teaching that is adapted to meet the needs of all learners.

Pupils with SEND will be provided with reasonable adjustments to overcome any disadvantage experienced in school and to increase their access to the curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes which include:

1. Classroom observation by the Senior Leadership Team, the Inclusion Lead, external verifiers
2. Ongoing assessment of progress made by pupils with SEND
3. Attendance and behaviour records
4. Work sampling

5. Teacher meeting with the Inclusion Lead to provide advice and guidance on meeting the needs of pupils with SEND

All pupils' attainment is tracked and those failing to make expected progress are identified quickly. These pupils are then discussed in progress meetings that are undertaken between the class teacher, the Inclusion Lead and the Pastoral Support Worker three times a year.

Additional action to increase the rate of progress will then be identified and recorded.

If it is decided through early discussion that special education provision is required to support rates of progress, parents will be contacted and this will be discussed.

Any action relating to SEND support will follow the Assess, plan, do, review model:

1. Assess: Data held by the school will be collated in order to provide an accurate assessment of the pupil's needs. Parents will always be invited to this discussion and an action plan put in place.
2. Plan: If the review suggests that additional support is required, then appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Lead.
3. Do: SEND support will be recorded on a plan and this will identify a set of SMART targets and expected outcomes. A review date will be set.
4. Review: Progress towards these outcomes will be tracked and reviewed regularly with the parents and pupil.

If progress rates are still inadequate, despite high quality interventions, advice will be sought from external agencies. They will suggest strategies to best meet the specific needs of a pupil. Parental permission will be sought and could include:

- Advisory Teaching Service
- Educational Psychologist
- Speech and Language
- Occupational Therapy
- School Nurse
- Children and Young Person Service
- Mentoring service

The school may also involve external agencies as appropriate including health and social services and voluntary organisations for advice on meeting the needs of pupils with SEND and supporting their families.

For a small number of pupils, whose needs are significant and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP).

Please see the School's Local Offer for more information on:

- What parents should do if they think their child might have a special educational need.
- How pupils will be supported in school.

5.4 The Graduated Pathway

Please see the appendices for diagrams of the Graduated Pathway

6. The SEND Register

The school SEND Register is monitored and updated regularly. Pupils can be added or removed based on their individual needs.

7. Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a Healthcare Plan.

Staff who volunteer to administer and supervise medication, will complete some training.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and also identified in

8. Curriculum

At Holy Trinity Primary School, we aim to offer all of our children access to the Foundation Stage curriculum and/or the National Curriculum recommended for their age. We provide this through access to all subjects and provide our children with individual, small group and whole class tasks.

9. Integration

At Holy Trinity we aim to fully integrate all pupils with SEND into the daily routine of the school. Any withdrawal sessions are co-ordinated by the Inclusion Lead or Class teacher and the work covered if supported within the classroom where possible.

10. Equal opportunities

At Holy Trinity C of E Primary School, we aim to provide equal opportunities for all pupils as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they reach their full potential. All members of the school community

have a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social background
- Ability/Disability
- Belief

11 SEND Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to provide for their education called the Age Weighted Pupil Unit
2. The notational SEND budget. This is a fund given to schools to support them to meet the needs of SEND pupils.
3. Pupil Premium Funding provides additional funding for pupils who are claiming free school meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
4. For those children with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND funding allocation.

12 Partnership with bodies beyond school

12.1 Partnerships with Parents

At Holy Trinity, we have always tried to maintain good relationships with parents. In relation to parents of children with SEND, no decisions about referrals, provision My Plans, movement between stages or statutory assessment, will be made without parental consultation and consent. Parents will be invited to join any review and consulted within this.

12.2 SEND Training

Staff at Holy Trinity will attend all relevant courses appropriate to their position and responsibilities within this policy.

12.3 Outside Support Services

The Inclusion Lead will keep staff informed of any reports and assessments carried out by any outside agency.

12.4 Links with other Schools and Settings

Holy Trinity Primary School takes children from a variety of pre-school placements and understand the importance of close liaison with these settings.

Our Reception teacher will visit or telephone pre-schools to build relations with reception children prior to them starting school. The children will visit the reception class and the pre-school will pass on relevant information about the child to include: physical, intellectual, emotional and social development.

In order to ease the transfer of our Children to Secondary School, or to another establishment, we will continue to keep detailed records of referrals, My Plans, review meetings, assessment and reports by outside agencies. The Inclusion Lead at Holy Trinity will liaise with the SENCO at the new setting in the term before transfer.

12.5 Role of the Inclusion Lead

The Inclusion Lead is Rebecca Hall and she is responsible for co-ordinating SEND provision within the school. She holds a NASENCO qualification.

The Inclusion Manager is responsible for:

- Liaising with staff
- The management of the provision for pupils with SEND support and EHCPs
- Overseeing the records of all pupils with SEND
- Liaising with external agencies and parents
- Contributing to in-service training of staff
- Communicating with the SEND support staff
- Contributing to the writing, delivering and reviewing of My Plans, My Plan +
- Keeping the governing body fully informed of SEND issues.

In the absence of the Inclusion Manager the point of contact is the Headteacher. The Headteacher retains the ultimate responsibility and deploys the SEN budget and reports on how it is spent.

12.6 Role of SEND Governor

The SEND Governor is Mrs Kate Westmacott

The SEND Governor is responsible for:

- Monitoring and developing the SEND Policy
- Helping to keep the governing body informed on SEND issues
- Whole school SEND development and meeting regularly with the Inclusion Manager

12.7 Role of Class Teachers

Class Teachers are responsible for:

- Initial identification
- Communicating with the Inclusion Manager and SEND support staff
- Adapting their teaching to ensure it is accessible.
- Being responsible for meeting the Special Educational Needs for all children in their class.
- Contributing to the writing, delivering and reviewing of My Plan and My Plan +.

13 Complaints

Parents are encouraged to discuss any problems or issues relating to SEND with either the class teacher, Headteacher or SENCO. The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) (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.

14 Safeguarding

Holy Trinity C of E Primary School has a Safeguarding Policy which aims to protect every child in its care by ensuring that everyone in the school, teachers, non-teaching staff and volunteers have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare may be at risk.

15 Monitoring and Review

The policy is reviewed by the Inclusion Lead, working in consultation with staff and governors.

The policy will be reviewed annually. Subject leaders will monitor adaptative teaching for children on the SEND register when monitoring their subject. The Inclusion Lead may support them in this way by referring to how teaching can be adapted. This is detailed on the Curriculum Maps.

The implementation of this policy is the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the Inclusion Lead working closely with the Headteacher.

16 Other linked policies

- Safeguarding Policy
- Behaviour Policy
- Attendance Policy
- Supporting pupils with medical conditions
- Exclusions Policy
- Complaints Policy

Appendix 1 – My Profile (Holy Trinity C of E Primary School)



My Profile

My name is	My birthday is
This is me....	This is what is important to me:
This is what people like and admire about me:	Things or people who help me: 
This is what I find difficult:	

Appendix 2 – My Plan or My Plan +

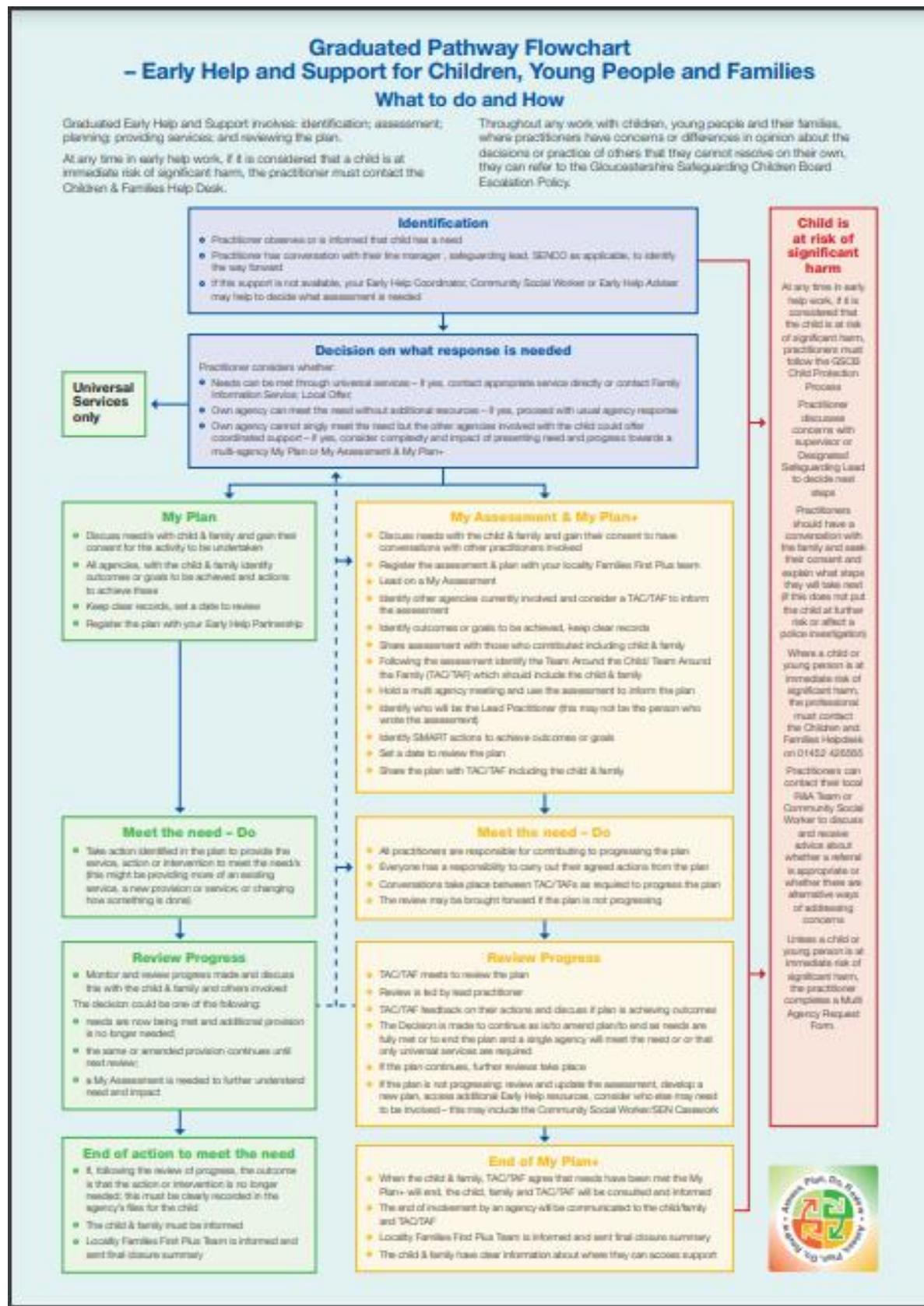


My Plan



My Plan Guidance Notes	Date of Birth:	Parent/Carer/Young Person's Signature:	Date of Signature:
Child/Young Person's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO	Parent/Carer/Young Person's Signature:	People contributing to My Plan:
Parent/Carer's Name:			
<u>My Needs</u>	<u>My Outcomes</u>	<u>Actions</u>	<u>Resources</u>
			<u>Review</u>
Reason for MY PLAN: Please include brief <u>information</u> about the child/young person's strengths & difficulties and the impact on their life.			
What has already <u>been tried</u> in order to support child/young person.			
Has a <u>MY PROFILE</u> been completed for all children/young people named in this plan? YES/NO			
Name of Lead Practitioner:		Date of Completion:	Date of Review:

Appendix 4 – Graduated Pathway Flowchart



Appendix 5 – The Local Offer

Holy Trinity C of E Primary School

Local Offer for Children with Special Educational Needs/Disabilities

Our Special Educational Needs Co-ordinator is Rebecca Hall.

Our Governors with responsibility for SEND is Kate Westmacott.

All Gloucestershire maintained schools have a similar approach to the Code of Practice in meeting the needs of pupils with Special Educational Needs/Disabilities. They are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Holy Trinity is supported by the Local Authority and is a fully inclusive school, with a team of staff to support children to 'live life to the full'. The child is at the centre of all that we do and the support for them is tailored to meet their needs. We are committed to narrowing the attainment gap between SEND pupils and pupils with no additional needs.

We encourage parents to discuss their child's progress and needs regularly with class teachers and work to identify need as early as possible so the right support can be put into place.

