



# HOLY TRINITY CE SCHOOL

## SEND Policy

### Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in July 2018.

It is due for review – *July 2019*

Signature ..... Date .....

Head Teacher

Signature ..... Date .....

Chair of Governors

## Introduction

Holy Trinity CE School is an inclusive school that not only welcomes but also values the different experiences, cultures, talents, interests, capabilities and strengths that each child brings to our school.

It is our expectation that every child will reach his or her maximum potential in a safe and supportive environment that provides equal opportunities for all. This expectation is embodied in our motto 'Aim High – Let your light shine'

## Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of practice 0-25, July 2014. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of practice 0-25 January 2015;
- Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers' Standards 2012;
- The policy was created Holy Trinity CE School SENDCo in consultation with the Governing Body and will be reviewed in consultation with all staff, parents and carers of children with SEND.

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 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 do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Our team of professionals**

We are able to offer expertise from a team of professionals who work together to ensure high aspirations, limitless ambition and good outcomes for all children including those with SEND.

Enquiries about an individual child's progress should be addressed with child's class teacher/key person in the first instance, since it is he or she who knows the child best. Other enquiries can be addressed to the SENDCo, Lara Gardiner, or the Head Teacher, Sarah Chaloner. They have a special role to play in determining the strategic development of SEND policy and provision within the school. Both the Head Teacher and SENDCo provide professional guidance to colleagues and work closely with staff, parents and carers, and other agencies.

For Key Responsibilities see Appendix 1

**Please make an appointment with the school office if you wish to speak to someone about any concerns.**

### **The 2014 SEND Code of Practice:**

- where children have additional needs the school's provision will be additional to or different from that which is offered to all children through the school's curriculum i.e. 'reasonable adjustments';
- where children have significant additional needs, an Education, Health and care plan (EHCP) may be requested and can be used to support children from birth-25 years;
- outcome based plans will be in place to support children with SEND;
- children's progress will be monitored closely and their progress tracked each term;
- children who are in receipt of 'Special Educational Needs Support' are also tracked by the SENDCo;
- there are four broad categories of SEN:
  - Communication and interaction
  - Cognition and learning
  - Social, Emotional and mental health
  - Physical and sensory.
- We aim to work closely with parents, carers and children to ensure that they are fully involved at every stage of planning and reviewing the SEN provision tailored to meet the needs of the child;

all children benefit from 'Quality First Teaching'; this means that all teachers are expected to assess, plan and teach all children at the level, which allows them to make progress with their learning. In addition, we implement focussed interventions to target specific skills, such as speech and language, additional support in the core skills of reading, writing and maths, counselling and mentoring and when necessary social skills programmes of support.

### **Our objectives are:**

- to ensure equality of opportunity and access to the curriculum for all children;
- to meet individual needs within a safe climate of warmth and support in which self-confidence and self-esteem can grow and every child experiences success in their learning and achieves the highest possible standard;
- to ensure that parents are involved in the decision making process in supporting their child's education and feel able to support their children at home;
- to develop skills in identifying children with specific learning difficulties at the earliest opportunity so that barriers to learning can be removed using suitable programmes of work;

- to continue to maintain a programme of support and referral to outside agencies that will enable the children to receive the help they need quickly and effectively;
- to adopt positive and consistent strategies to help children with social and emotional difficulties whilst valuing and encouraging the contribution of all children to the life of the school;
- to ensure staff have access to appropriate training and advice to support quality teaching and learning for all children;
- to work with the Governing Body to enable them to fulfil their statutory monitoring role.

### **Identifying children at SEN Support (SENS)**

Children with SEN are identified by one of three assessment routes: **observation**, **provision** (including assessments) or **consultation** (either with parents and carers or professionals), which are part of the overall approach to monitoring progress of all children.

Class teachers are continually aware of children's learning. If they observe a child, as recommended by the Code of Practice 2015, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers.

The progress of every child is monitored at half termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with senior leaders including the SENDCo and a plan of support is agreed.

Parents and carers sometimes ask us questions about their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, further discussions may take place and school interventions undertaken. Only after following the graduated approach below will a child be placed on the SEN register.

Although the school is able to identify special educational needs and make provision to meet those needs, we are not able to offer diagnoses. Parents and carers are advised to contact their GP if they think that their child requires a diagnosis e.g. ASD.

### **A graduated approach: 'Every Teacher is a Teacher of SEN'.**

#### **Quality First Teaching: 'The baseline of learning for all pupils'.**

1. Any child who is falling significantly outside of the range of 'expected' personal and academic achievement he or she will be monitored carefully.
2. Once a child has been identified as possibly having SEN they will be closely observed and assessed by staff in order to gauge their level of learning and possible difficulties.
3. The class teacher will take steps to provide differentiated learning opportunities that will aid the child's personal and academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied. (School Support)
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the child in class.
5. If parent or teacher raises a concern, this does not automatically place the child on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid

to further progression and for future reference.

6. Through the above actions it can be determined which level of provision the child will need i.e. Individual Support Plan or further support.
7. It may be necessary at this stage to involve the support from outside agencies who provide specialist support such as Educational Psychologists or Advisory Teachers. The school can access a service by completing a Single Service Request or if more than one agency is required by completing a Common Assessment Form.
8. If a child show unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement or parental separation) we complete a CAF with the family and we support the child through that process. A CAF is also completed if there are complex issues requiring multi-disciplinary approach to assessing a child's needs.
9. If parents/carers and school are concerned that the child may have mental health needs, we encourage the parents/carers to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Service) or advice can be sought from other mental health services/charities.
10. If a child does not make the expected progress, it may be necessary to apply for an Education, Health and Care Plan (EHCP); parents/carers remain fully involved in this process.
11. Pupil progress meetings, professional discussions and parent/carer evenings are used to monitor and assess the progress being made by all children. The frequency of these meetings is dependent on individual progress.
12. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.

### **Working with parents/carers and children**

We aim to have good relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either during informal meetings or at parents'/carers' consultations. It should not come as a surprise to a parent/carer that their child is experiencing difficulties and is being identified as having SEN.

To find out more about the provision Holy Trinity CE School offers, please refer to Appendix 2- School Offer (This can also be found on our website.)

To find out more about the provision offered by the Local Authority, please telephone 0300 123 4040 or email [www.hertsdirect.org](http://www.hertsdirect.org)

Once a child is identified as having SEN, the class teacher will meet regularly with the parents/carers to:

- discuss assessments (summative and formative) that have been completed;
- agree a plan for their child's next steps for development;
- set a date to review the plan.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review,' required by the Code of Practice.

Depending on their age and their interest, the child may be invited to attend all or part of the

meeting. Records are kept of the meeting and copies are given to parents/carers.

Parents/carers and children (where appropriate) are invited to attend a meeting each term to review the progress made, set new targets and agree provision for the next developmental steps.

**The school's SEN Information Report is not currently available but will be updated annually in line with Regulation 51, Part 3, section 69(3)(a) of the Act.**

### **Individual Support Plans**

Once a child had been identified as needing SEN Support the following paperwork is completed:

- annually, a single page plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent/carer and acts as a guide to their class teacher. This information may be updated during the year;
- termly, at pupil progress meetings, an Individual Support Profile is produced and reviewed with the class teacher and senior leaders. This profile records specific and challenging targets for the child to achieve in a planned time frame, together with personalised provision such as mentoring and/or 1-1 or small group tuition;
- termly, at the Individual Support Plan meeting with parents/carers and child, targets from the profile are discussed and next steps are agreed and recorded; the views of parents and carers are taken into consideration when setting the desired outcomes for the child;
- tracking records are kept and comments about progress towards each of the targets are recorded;
- we provide an annual report on each child's progress; these can be discussed during the termly parent/carer sessions and/or ISP meetings;
- we endeavour to work closely with parents/ carers to avoid any conflicts. However, where there are disagreements that cannot be resolved by school staff parents/carers may receive support from Parent Partnership or the local Family Support Workers. See Holy Trinity Complaints Policy or refer to the agencies shown in Appendix 3 along with the graduated response procedure.

### **Moving to an Education, Health and Care Plan (EHCP)**

If children do not make the expected progress, in spite of high quality teaching, targeted support and differentiated activities, we may apply for the child to be assessed for an EHCP. Generally, we apply for the EHCP if:

- the child is Looked After and therefore additionally vulnerable;
- the child has a disability which is lifelong and which means that they will always need support to learn effectively;
- the child's achievements are so far below their peers that we think it is likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCPs. Having a diagnosis (e.g. of ASD) does not mean that a child needs an EHCP. If the application for an EHCP is successful, a member of the Local Authority SEN assessment team will call a meeting for parents/carers, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as their barriers they face. Following the meeting, the LA will produce the EHCP, which will record the decisions made at the meeting.

Children who are eligible for a statement should also be eligible for an EHCP. The only cases where

existing children might not change over to a Plan is if:

- their needs have significantly changed;
- the child is no longer in education or training before the planned changeover. No 'new'

statements can be issued after the 1<sup>st</sup> September 2014 and all statements must be changed over to an EHCP by April 2018. Hertfordshire Local Authority has a staged system for the changeover.

### **Supporting children with medical needs**

Everyone at Holy Trinity CE School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips, physical education and enrichment activities. Some children with medical conditions may be disabled and where this is the case our school will comply with the duties under the Equality act 2010.

Some children may also have special educational needs and may have a Statement or Education, Health and care plan, which brings together health, and social care needs, as well as their special education provision.

At Holy Trinity CE School, reasonable adjustments are made to include children with medical needs including the provision of auxiliary aids and services for disabled children to prevent them being put at a substantial disadvantage.

Please refer to Holy Trinity CE School Policy on Supporting Children with Medical Conditions.

### **Teaching and Learning**

At Holy Trinity CE School, we believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours; we aim to put in sufficient support to enable children to reach their challenging targets but without developing a learned dependence on an adult.

Our school has a range of interventions available, which are listed with costs on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Children at SEN Support are deliberately challenged in the attempt to close the attainment gap. Interventions are often crucial in closing these gaps, the class teachers and the Head Teacher and SENDCo monitor them closely.

Interventions are planned in sessions lasting no longer than half a term. The child's progress is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention or to allow for a period of consolidation in class.

### **Adaptations to the curriculum teaching and learning environment**

Our school environment is disability friendly. Adaptations to the physical environment will be made, as appropriate, to accommodate children with physical and sensory disabilities.

All of our classrooms are inclusion friendly. We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. this is good practice to support all children but is vital to those who need it. We will endeavour to help all of our children to access the Early Years Foundation Stage Outcomes and the National Curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas may be adapted and made accessible by using a range of visual, tactile and concrete resources.

### **Access to enrichment activities**

All of our children will have equal access to enrichment activities, which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Admission arrangements**

Please refer to our Admissions Policy and the information contained in our school prospectus.

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

Our school admissions arrangements can be found online at:

[www.holytrinity.herts.sch.uk](http://www.holytrinity.herts.sch.uk) or by phone at calling 01992 623467

### **Transition Arrangements**

At Holy Trinity CE School, we understand how difficult it is for some children as they move into a new class or a new school and we will do all that we can, according to the individual needs of the child, to make transitions between classes-including day- care/nursery- as smooth as possible. This may include:

- additional meetings for the parents/carers;
- additional visits to the classroom in order to identify the layout and location of facilities e.g. cloak room, toilets
- opportunities to take photographs of key people and places in order to make a 'transition' booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to Secondary School**

Transition reviews for year 6 children are held, where possible, in the summer term of Year 5 or the autumn term of Year 6. The secondary school SENDCo is invited to review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel etc.

### **The Governing Body**

The Governing Body works with the Head Teacher to determine appropriate staffing and funding arrangements for Special Educational Needs and disabilities. The appointed SEND governor works with the school in supporting the development of high quality provision and evaluating the impact for pupils with SEN.



### **Evaluating success**

The success of the policy can be evaluated through

- monitoring classroom practice by Head Teacher/SEND/CO/Class Teacher;
- analysis of teacher assessment data;
- value-added data for pupils on SEN register;
- monitoring of practices and procedures by SEN governor;
- school self-evaluation;
- involvement of parents/carers/children at all stages;
- using review procedures to evaluate the effectiveness of ISPs.

## Appendix 1 Key Responsibilities

### **Hertfordshire's Local Offer**

The purpose of the local offer is to enable parents, carers and young people to see more clearly the services, which are available in their area and how to access them. It includes provision from birth to twenty-five, across education, health and social care. Hertfordshire's Local Offer is available from [www.hertdirect.org](http://www.hertdirect.org).

### **School Offer**

To find out more about the provision Holy Trinity CE School offers, please refer to Appendix 2- School Offer (This can also be found on our website.)

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the requirements in the Code of Practice. The Governor with particular responsibility for SEND is Wendy Tuansuam. She meets with the SENDCo at least termly to discuss actions taken by the school.

### **Head Teacher/SENDCo- Arrangements for the coordination of SEND provision.**

The SENDCo and Head Teacher maintain overall responsibility for children with SEND. The SENDCo has an important role to play in determining the strategic development of SEN policy and provision in the school. The Head Teacher and SENDCo provide professional guidance to colleagues who will work closely with all staff, parents and carers, children and outside agencies/providers.

The key responsibilities of the SENDCo may include:

- overseeing the day-to-day operation of the school whilst complying with the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with relevant staff where a Pupil Premium or Looked After Child may have SEND;
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- liaising with parents and carers;
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- being a key point of contact for external agencies, especially the Local Authority (LA) and LA support services such as Advisory Teachers;
  
- liaising with potential 'next step' providers of education to ensure that the parents and carers and children are informed of their options for a smooth secondary transition.

### **Class Teacher**

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

Where a child is not making expected progress, teachers should collaborate with the SENDCo and parents/carers on problem solving, planning support and teaching strategies.

The task of identifying and providing support for each child's need is central to the teacher's role. S/he will:

- gather information about the child and make initial assessments in order to identify the specific area of need and then discuss these concerns with the SENDCo;
- consult with the parents/carers and the child at all stages;
- draw up and implement an Individual Support Plan (ISP) in consultation with the SENDCo, giving due regard to the opinions and insights of the parents/carers;
- use a range of strategies to provide extra support including differentiation in the way that information is presented, by breaking tasks down into smaller steps, using more concrete apparatus or visual resources to aid concept development, planning for peer support, use of technology and the targeted use of extra adults;
- ensure the ISP targets receive sufficient teaching time and resources for the child to be able to achieve them;
- follow up recommendations suggested by the Speech and Language Therapist, Educational Psychologist or other agencies;
- make the child aware of their own targets and help them to take some responsibility for achieving them;
- review the progress of children, set new targets on the ISP in consultation with the parents/carers children.

### **Non-teaching staff and teaching assistants**

All staff members who come into contact with a child with SEND are informed of the child's needs if they are expected to support the child as part of their role. Lunchtime supervisors who assist in supporting children are required to mention their observations to a class teacher or Head Teacher.

Teaching assistants work alongside the class teachers to support individuals and groups of children. As part of their work, some teaching assistants may be required to deliver specific programmes for which they receive training.

### **Parents/carers**

Partnerships with parents and carers play a key role in enabling children with SEND to achieve their potential. In order for parents and carers to be active partners, it is essential that they fulfil the following responsibilities:

- ensure that children attend school regularly, on time and ready to learn;
- ensure that children are dressed in school uniform and have the correct equipment;
- attend the appropriate meetings with class teachers and/or the Head Teacher;
- behave responsibly to themselves and others by showing consideration, courtesy, respect and tolerance for others.

### **Complaints**

The school works in partnership with parents and carers to ensure a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.