



Holy Trinity CE (VA) Primary School

Policy name: SEND Policy

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Governor committee: FGB

Approved by: FGB

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1. INTRODUCTION

Holy Trinity School's Special Educational Needs & Disability Policy has been planned and written by Miss Lisa Sheridan - Special Educational Needs and Disability Co-ordinator (SENDCo). The policy was written in conjunction with the SEND Governor (Miss Leigh Waller), the Head teacher (Mrs. Auriel Wray) and following consultation with the school staff and parents.

The Special Education Needs & Disability Policy sets out the policies and procedures carried out in school to ensure that all pupils' needs are provided for, with special regard to those pupils with Special Educational Needs and Disabilities (hereafter referred to as 'pupils/children with SEND').

This policy has regard to current legislation and guidance on special needs, specifically the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 To 25 Years (2014) and the principals outlined in such legislation and guidance.

Fundamental Principles of Inclusion

At Holy Trinity School we believe in the following fundamental principles:

- A child with SEND should have their needs met.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum.

2. AIMS AND OBJECTIVES

- To identify and provide for pupils who have SEND
- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice: 0 To 25 Years (2014)
- To operate a child-centred approach to the management and provision of support for SEND
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work within the SEND Inclusion Policy
- To provide support and advice for staff working with a SEND pupil
- To provide support and advice for parents and work actively with them to provide for pupils with SEND.

3. ROLES AND RESPONSIBILITIES

SEND Governor

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

SENDCO

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school and ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Co-ordinating provision for children with SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, supporting services, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with supporting services, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Areas of Need

According to the Special Educational Needs and Disability Code of Practice: 0 To 25 Years (2014) four areas of child development are recognised:

1. Communication and Interaction
2. Cognition and Learning.
3. Social, Emotional and Mental Health Difficulties.
4. Sensory and/or physical.

Children identified as requiring further support than provided by typical classroom differentiated learning in any of the above areas are added to the school's SEND Register. It is essential that any child experiencing difficulties in any one or more of these areas of development is identified as soon as possible so that extra help and support can be targeted, swiftly and accurately.

As outlined by the Special Educational Needs and Disability Code of Practice: 0 To 25 Years (2014), we recognise that there are other factors which may impact on progress and attainment which are **NOT** regarded as SEND. These are:

- Disability (the Special Educational Needs and Disability Code of Practice: 0 To 25 Years (2014) outlines the "reasonable adjustment" duty for all settings and schools provided under Disability Equality legislation – these alone do not constitute SEND.
- Behaviour – Any concerns relating to a child's behaviour are recognised as an underlying response to a need, reflecting the *four areas of child development* as outlined above, which will be assessed in school. Challenging behaviour in its own right is not acknowledged as SEND.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

5. CHILDREN IDENTIFIED WITH SEND BEFORE ATTENDING HOLY TRINITY

Communication with other settings/schools:

- **Lower Foundation entry (Nursery)**

Lower Foundation Stage staff hold meetings with parents and supporting services which may already be involved before a child starts at Holy Trinity. This is the forum where parents can express any concerns that they have about their child, and inform staff of any current needs and support that they are getting (for example speech therapy). With parents' permission, staff then write to feeder settings to request information about the child's development, including any special needs.

- **In-year entry**

When a child with SEND transfers from another school to Holy Trinity, we would expect to receive their SEND records from their previous school. If this does not happen and the child is identified by us as having SEND, the SENDCO will contact their previous school for this information.

If the child is already known to have SEND they will be placed on the school's SEND Register.

6. IDENTIFYING CHILDREN WHO ARE ALREADY IN SCHOOL

- Parents can make an appointment to see the class teacher, SENDCO and/or Head teacher at any time with concerns.
- A meeting will then be held with the class teacher, SENDCO, the child and the parents present. A decision will be made as to whether the child requires SEND support or not based on the provision already in place and evidence of the progress the child has made so far in line with the Special Educational Needs and Disability Code of Practice: 0 To 25 Years (2014).
- Pupil progress meetings are held each term where the class teacher and Senior Leadership Team (including the SENDCO) meet to review each individual child's progress alongside national data and expectations of progress. Any children of concern will be highlighted during these meetings.

7. A GRADUATED APPROACH TO SEND SUPPORT

Quality First Teaching

Children may be identified as SEND before they begin Holy Trinity, or whilst they are here by teaching staff in school. Parents may alert school to any concerns that they have about their child, or outside agencies may contact school with information. All information that we receive is valued and acted upon, in line with data protection guidance.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

After Identification of SEND

- Once a child has been identified as having SEND they are placed on the school's SEND Register. Holy Trinity School adopts the graduated response as outlined in the SEND Code of Practice (see Appendix 2) and adopts the Wakefield Local Authority Pathway of Coordinated Support. Briefly outlined, this provision falls into three categories:
 - SEND Support
 - My Support Plan
 - Education Health and Care Plan (EHCP)

Additionally, all children on the school's SEND register will follow a Supporting me to Learn plan (SMTLP) with outcomes tailored to their particular need. In addition, they will have a provision timetable which maps when further support will take place during the school week.

8. REFERRAL FOR AN EDUCATIONAL HEALTH CARE PLAN

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://wakefield.mylocaloffer.org>

9. EDUCATIONAL AND HEALTH CARE PLAN (EHCP)

A. Following Statutory Assessment, an EHC Plan will be provided by Wakefield MDC if it is decided that the child's needs are not being met by the support that is ordinarily available.

The school and the child's parents will be involved developing and producing the plan.

B. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

C. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10. INTERVENTIONS

At Holy Trinity we provide interventions tailored to children's needs. We can use published programmes and also programmes of work designed by staff and support services to support children with SEND. These are designed to address particular needs. Children work in small groups, usually with a Learning Support Assistant. The purpose of interventions are to teach discrete skills that will enable children to access the curriculum. Intervention programmes are matched to children's needs and are time bound. They may be long or short term, however they are usually evaluated after a half term to track individual children's progress.

11. ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary.

We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

12. INCLUSION OF PUPILS WITH SEND

The Head teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Advice will be sought from the Wakefield Inclusion Service for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

13. EVALUATING THE EFFECTIVENESS OF SUPPORT

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

14. INVOLVEMENT OF SUPPORTING SERVICES

As part of the ASSESS-PLAN-DO-REVIEW cycle, it may be decided that it is necessary to draw on more specialised assessment from supporting services.

- Termly “*drop-in*” sessions are scheduled throughout the year. These are attended by the SENDCO and class teachers to seek advice from representatives from the following supporting services:
 - Educational Psychology Services
 - Learning Support Services
 - Communication, Interaction and Access Team
 - Social, Emotional and Mental Health Team
- At the REVIEW stage a decision may be made by the child (if appropriate), parents, class teacher and SENDCO for a referral to be made to supporting services.
- Three yearly “*planning meetings*” are scheduled throughout the year. They are attended by the SENDCO and the following supporting services:
 - Educational Psychology Services

- Wakefield Inclusion Special Educational Needs and Disability Support Services (WISENDSS), this includes Early Years SEND

The purpose of these meetings is to plan the provision for children on the existing caseloads of the supporting services and to make new referrals. New referrals to these services can **only** be made at these meetings.

- After outside agencies have become involved a new cycle of ASSESS-PLAN-DO-REVIEW will commence. At the REVIEW stage a decision may be made by the child (if appropriate), parents, class teacher, SENDCO and supporting services to begin a “My Support Plan” to further address the child’s needs. This is a child-centred, multi-disciplinary process where the following cycles of ASSESS-PLAN-DO-REVIEW are closely monitored in meetings and an action plan is created with everyone involved, with the child included.
- As part of the ASSESS-PLAN-DO-REVIEW cycle of a “My Support Plan” a decision may be made by the child (if appropriate), parents, class teacher, SENDCO and supporting services that additional funding and support are required from the local authority to fully support the child in school. In this case an application will be made to the SEND Panel at the Wakefield Local Authority by the SENDCO in collaboration with all involved. The ‘My Support Plan’ will be sent with evidence of the provision that has already been made, reports from all support services involved, previous Individual Education Plans/One Page Profiles, records of regular reviews and outcomes, National Curriculum attainment levels, and the progress data of the child with parent and child views for the SEND Panel to review.
- If the SEND panel agree that further funding and support is required, an Education, Health and Care Plan will be issued.

15. CRITERIA FOR EXITING THE SEND REGISTER

Children will exit the SEND Register after at least one ASSESS-PLAN-DO-REVIEW cycle has taken place. The decision will be made in collaboration with the child (if appropriate), the parents, the class teacher, the SENDCO and outside agencies (if appropriate).

The child will be exited from the SEND register if there is evidence that:

- *The rate of progress is similar to that of their peers*
- *Progress is better than the child’s previous rate of progress*
- *The gap between the child’s progress and their peers has closed/is closing*

16. SCHEDULED MEETINGS WITH STAFF AND PARENTS

- Once a term the class teacher attends Pupil Progress Meetings with a member of the Senior Leadership Team including the SENDCO. At these meetings the class teacher gives a verbal report on their class data and will discuss each child who has been

highlighted as not making the expected levels of progress. These meetings correspond to three of the six assessment points in a school year, which are October, February and May. The Pupil Progress Meetings provide a regular opportunity for staff to discuss any concerns about individual children.

- Class teachers report to parents at the three of the six assessment points through either open evenings or written reports.
- Meetings are held with the child and their parents with the class teacher and SENDCO when a REVIEW is due (see above).
- Termly meetings are held with parents to review their child's Supporting Me to Learn Plan

17. UNSCHEDULED MEETINGS

- If a class teacher has concerns about a child at any other time they can speak to the SENDCO and parent on an individual basis to discuss the child and their progress, to identify whether there is an additional need.
- If a parent has any concerns about their child at any other time than the above scheduled meetings, they can make an appointment to speak to the class teacher, SENDCO and/or head in accordance with our open door policy.

18. SUPPORTING PUPILS AND FAMILIES

- For further SEN information please visit the Local Authorities Local Offer <http://wakefield.mylocaloffer.org>
- It is a requirement of the Special Educational Needs and Disability Code of Practice: 0 To 25 Years (2014) for schools to provide a SEND Information Report (see Appendix 5). This can also be found on the school website.
- Parents and the families of children with SEND are encouraged to contact the SENDCO for contact details of agencies for support.

19. TRANSITION AND INFORMATION SHARING

1. Transition within school

- The current arrangements for transition between classes for all children in school also apply to those with SEND, together with any additional arrangements that are individual to the child.
- Transition booklets have been created for children with SEND to further support them in moving from class to class, particularly from Foundation Stage to Year One (KS1), Year 2 (Key Stage 1) to Year 3 (Key Stage 2).
- Additional visits to their new classroom or to see their new class teacher/Learning Support Assistants will be scheduled as per the needs of that child

2. Transition to other settings, particularly to Key Stage 3.

- When children on the SEND register are transferring to Key Stage 3 (at the end of Year 6) the SENDCO will find out from parents which school the children are going to and contact the SENDCO at that school at the beginning of the summer term. This will be to find out any transition arrangements that the school operates and to transfer SEND records. Children with a Statement of SEND have a separate programme of transition built into their annual review cycle.
- If children transfer to another school in any year other than Year 6 the SENDCO will contact the receiving school to transfer SEND records. The SENDCO will also support parents and children with this transition.

20. ALLOCATION OF RESOURCES

Funding is agreed locally and is given to schools under three main headings:

Element 1

Schools receive their funding based on the total number of pupils in the school. Primary schools receive £3,000 for each pupil. This is the core budget and it is used to make general provision for all pupils in the school including pupils with SEND.

Element 2

Every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget' or 'delegated funding'. This is £6000 that is delegated to schools for a certain number of children with and EHCP. This funding is for Wave 2 interventions, which support children in group time.

Element 3

If the school can show that a pupil with SEND requires more than £10,000 worth of special educational provision, it can ask the SEN Panel at the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Element 3 is provided by the local authority for an individual pupil who has a high level of needs and schools are expected to use this funding to make provision for that individual pupil.

Pupil Premium

An additional sum of money is provided to schools called 'Pupil Premium'. This money is given to schools according to a government formula based on the number of children who qualify for "Free School Meals", those who are "Looked After Children" and those in "Forces Families". At Holy Trinity this money is used in a variety of ways to support children who are entitled to this premium. Some of these children may also be children with SEND.

21. PROFESSIONAL DEVELOPMENT OF STAFF

All members of staff undertake training for their professional development in line with the needs of the school (outlined in the School Development Plan).

Training specific to the needs of pupils with SEND has also been organised for staff including:

- Autism training for Early Years staff by the Wakefield Pre-5 Service
- Hearing Impaired for Early Years staff by the Wakefield HI team.
- Autism training for whole school staff by Wakefield Educational Psychology Service and Learning Support Service
- Dyslexia Training by Learning Support Service
- SMTLP writing training for whole school staff by the SENDCO
- Moving and Handling training by Wakefield Occupational Therapy Service

21. COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENDCO, who will be able to advise on formal procedures for complaint.