



Holy Trinity C of E Primary Academy

Vision Statement

At Holy Trinity CE Primary Academy, inspired by and rooted in Christian values and teaching, we nurture children to become aspirational, courageous, compassionate and joyful young people.

The values of our school: Courage, Joy, Aspiration and Compassion

POLICY DOCUMENT	Special Educational Needs and Disability (SEND) Policy Information Report
Status	Statutory
Legislation	The Children and Families Act: Section 69. And The Special Educational Needs and Disability Regulations 2014
Lead Member of Staff	Claire Goddard
Lead Governor (Monitoring)	David Graham Wheeler
Governor Committee	Policy & Curriculum
Approval Date and by	1 st May 2018
Review Frequency	Annual
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Chair of Governing Body signature	
Supporting documents	Equalities Accessibility Plan.

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1 Holy Trinity CE Primary Academy Ethos

- 1.1 At Holy Trinity CE Primary Academy, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.
- 1.2 Holy Trinity CE Primary Academy is a mainstream school that does not have specialist SEND (special educational needs and disabilities) provision but adopts a 'whole¹ school approach' to special educational needs. All staff work to ensure inclusion of all pupils and are committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.
- 1.3 The November 2016 un-validated Raiseonline data indicates that the school population was 150 and that the percentage of pupils receiving SEN support or have an Educational Health Care Plan equates to 7.3%. This percentage has risen from the previous year that was 5.4%

2 Defining SEND

- 2.1 The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly 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 schools².

3 Aims and Objectives

3.1 Aims

- To ensure that all pupils with SEN have their needs identified in order to support appropriate academic outcomes and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure that all pupils with SEN are able to fully access a balanced curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

3.2 Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, January 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a special educational needs coordinator (SENCO) who will work within the SEND policy.
- To provide support and advice for all children, parents and staff working with special educational needs pupils.

4 Responsibility for the coordination of SEN provision

¹ Regulation 51

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- The person responsible for overseeing the provision for children with SEN(D) is the headteacher.
- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Claire Goddard. SENCO, National Award for SEN.
- The SENCOs can be contacted through the school office, Tel: 01380813796 or by e-mail: admin@holytrinity.wilts.sch.uk

5 Identifying Special Educational Need

5.1 The SEND Code of Practice, 2015 categories SEN into four broad areas of need:

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

5.2 Class teachers, supported by SENCOs, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which includes most or all of the following:

- Is significantly slower than that of 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
- widens the attainment gap

5.3 It is important to consider what is NOT SEN but may impact on progress and attainment;

- Disability (the SEND Code of Practice, November 2015 and the Equality Act, 2010 both outline the 'reasonable adjustment' duty for all educational settings)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

6 A graduated Approach to SEN Support

6.1 There is a shared expectation that all pupils, regardless of their specific needs should be offered inclusive, quality first teaching which will enable them to make the best possible progress in school.

6.2 Holy Trinity CE Primary Academy recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

² Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

7 Stage 1 – Concern

- 7.1 Pupils at risk of underachievement are closely monitored by staff to identify gaps in their understanding and/or development. The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress alongside national data and expectations of progress. The child, parents and class teacher then discuss the pupils need and future provision which may include quality first, differentiated, class-teaching, small group or 1:1 sessions. At this meeting a 'Concern' sheet will be completed.
- 7.2 Concerns will be shared, with parental permission, at the regular 'surgeries' held at school with the school allocated Educational Psychologist, a lead SENNS teacher, class teachers and SENCO and specialist advice may be given
- 7.3 If a child has responded successfully to this support, which may take up to 2 or 3 cycles, then no further action will be required, although the 'Concern' sheet will be held on file for future records.

8 Stage 2 – SEN Support

- 8.1 If a child has made less than expected progress for their age and individual circumstances as detailed in section 3, following up to 3 cycles on a Concern sheet, then the class teacher, with the support of the SENCo, will access a range of internal resources to identify their specific difficulties and needs and the child will be placed on the SEND register.
- 8.2 These resources will identify one or more of the area/s of SEND need as detailed in section 5. They offer more targeted guidance for teaching staff to help the pupil to progress. It may be necessary to make a referral to an outside agency to advise and support the child, parents and school. A 'My Passport' will be implemented in consultation with the pupil and parents. This will detail the pupil's targets to enable them to achieve the best outcomes and will be subject to the ASSESS – PLAN – DO – REVIEW cycle. 'My Passports' will be completed in conjunction with parents and the child, a minimum of three times a year, although class teachers may change targets more frequently.
- 8.3 It may be necessary to engage additional support or specialist services and appropriate referral documentation will be completed in conjunction with parents.
- 8.4 If external agencies are engaged on a regular occurrence, or a diagnosis has been obtained, the 'My Passport' is incorporated into a 'My Support Plan' which is required to be registered with county. These follow the same review cycle as the 'My Passport' but require more in-depth knowledge of the child and their home circumstances.

9 Stage 3 – An Education, Health and Care Plan (EHCP)

- 9.1 Where the academy has taken relevant and purposeful action to identify, assess and meet the special educational needs of the child and the child has not made expected progress, the academy or parents should consider requesting an Education, Health and Care needs assessment.
- 9.2 The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and as they get older prepare them for adulthood. This again will be done in consultation with the child and their parents.

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- 9.3 In order for the local authority to complete the assessment evidence should be drawn from the school and other agencies. The EHCP will outline the provision required to meet assessed needs and should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child.
- 9.4 Across all three stages, class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 10 Exiting the SEN register**
- 10.1 Class teachers and SENCOs will review pupil progress regularly and where it is deemed that a pupil is now making appropriate progress they will be removed from the SEN register or from a 'My Support Plan' and the parents will be informed.
- 11 Supporting Children and Families**
- 11.1 Parents and families can access our school Local Offer by following this link:
- <http://holy-trinity.co.uk/wp-content/uploads/2011/09/Local-Offer.pdf>
- 11.2 In addition, information on the Wiltshire Local Offer, can be accessed below:
- 11.3 <http://www.wiltshirelocaloffer.org.uk>
- 11.4 This site offers support and guidance for parents and families of children with SEND and details the recommended approach which schools will take.
- 11.5 Holy Trinity CE Primary Academy admissions policy applies. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHCP and those without.
- 11.6 When moving to a new setting all SEND paperwork should be passed to the headteacher as soon as possible. If the child is making a transition from another school or early years setting, a meeting may be set up between the feeding school and Holy Trinity CE Primary Academy SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.
- 11.7 Transition from class to class, setting to setting, will be carefully managed with pupils being given extra visits, time in new setting and transition meetings will be arranged to include teachers, families and children, if needed.
- 11.8 The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.
- 11.9 Children with SEND are given appropriate support to access examinations and other assessments. The class teacher in collaboration with the SENCO will ensure individual needs are met.
- 11.10 See section 17.0 of Equalities and Accessibility Plan for further information of managing the medical conditions of pupils and the Supporting children with medical needs Policy.
- 12 Monitoring and Evaluation of SEND**

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- 12.1 In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.
- 12.2 There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, headteacher and SEN Governor. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parent's evenings, consultation events, feedback forms and school council.

13 Training and Resources

- 13.1 SEN funding is allocated by the Education Funding Agency based on the previous school census information.
- 13.2 Staff training needs are identified through staff meetings, children's individual needs and the SEND Self-Evaluation Tool, which is completed annually, and through consultation with staff. The needs of the pupils are considered carefully and identified needs are raised at PRISSM³ and training is then provided by SENSS⁴ team.
- 13.3 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- 13.4 All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCO to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils.
- 13.5 The school SENCO regularly attend the Devizes SENCO Network meetings in order to keep up to date with local and national updates in SEND.

14 Roles and Responsibilities

- 14.1 The SENCO is Claire Goddard, National Award for SEN, who is responsible for managing the provision in place for pupils with SEND contact through the academy office.
- 14.2 The SEN Governor is Dave Graham-Wheeler with Gemma Ackerman. This role involves representing SEND on the Academy Governing Body and keeping governors updated with changes as they occur.
- 14.3 The designated teachers with specific Safeguarding responsibility are; Mercedes Henning, Dorian Amor and Mark Gyllenspetz.
- 14.4 The member of staff responsible for managing PPG/LAC funding is; Mercedes Henning.
- 14.5 The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils; Mercedes Henning.

15 Storing and Managing Information

- 15.1 Please refer to Confidentiality and Information Sharing Policy Section 5.9.

16 Reviewing the Policy

- 16.1 The SEND policy will be reviewed annually.

17 Accessibility

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- 17.1 Please refer to the Equalities and Accessibility Plan. For further information please contact the school office and make an appointment with the headteacher.

18 Dealing with Complaints

- 18.1 Please refer to the Complaints Policy and Procedure.

19 Bullying

- 19.1 Please refer to the Behaviour and Discipline Policy.

20 Document History

Date	Description
January 2015	Changed to reflect the changes in statutory guidance.
January 2016	Minor changes
January 2017	Minor changes linked to new SENCO and new paper trail
May 2018	Minor changes

³ Planning, Review In Schools Support Meeting.

⁴ Special Educational Needs School Support