

SEN POLICY SPRING 2023



Our school is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.

We celebrate the value of each child and set high expectations for them in our endeavour to sustain and develop their gifts and talents.

Date Adopted	
Signed (Governors)	
Signed (Headteacher)	
Date for review	

Holy Trinity C. of E. Dobcross Primary School

Special Educational Needs and Disabilities Policy

SEN Vision

At Holy Trinity CE Primary School, we believe that any child may experience particular needs at any time throughout their school life and we shall endeavour to cater for those needs within the school environment. We believe every teacher is a teacher of SEN.

Within our school we seek to support children to achieve their fullest potential spiritually, morally, emotionally, socially, intellectually, creatively and physically.

Our Special Educational Needs and Disabilities (SEND) Policy is based upon the principles underpinning the Code of Practice 2014. It has regard to:

- the views, wishes and feelings of the child and the child's parents
- the importance of the child and their parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- the need to support the child and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- the participation of children and their parents in decision making
- the early identification of children's needs and early intervention to support them
- greater choice for young people and parents over support

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- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing the barriers to learning
- successful preparation for adulthood, including independent living and employment

Other factors that may impact on progress and attainment, but that are not considered an SEN are:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality Legislation- these alone do not constitute an SEN)
- Attendance and punctuality
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a looked after child
- Being a child of a service man or woman

Admission Arrangements

It may have been identified that a child has special educational needs before attending our school or nursery. These children are very welcome at Holy Trinity School and our Admissions Policy clearly states that no child will be discriminated against on the grounds of S.E.N. Both the Nursery Admission Policy and the School Admission Policy give priority to children identified as having special needs.

If a child is known to have special educational needs before commencing school or nursery, then a meeting will be arranged with the parents and any other bodies who have been involved in working with the child in order that staff are fully informed of the child's needs and can seek to make provision.

All reasonable steps would be taken to ensure that children with disabilities are not placed at a substantial disadvantage to those who are not disabled.

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Facilities

Our building has been designed to allow access by pupils or adults who are disabled. The school is built on one level and has a purpose built toilet designed for wheelchair users. A motorised changing table is fitted in the school medical room.

Role of the SENCO

SEN Co-ordinator - Miss Catherine Scowcroft BSc. (Hons), P.G.C.E., MEd (Masters in Psychology of Education)

The SENCO, with the support of the Head Teacher, is responsible for the day to day management of the SEN Policy.

This includes:

- Co-ordinating the specific provision to support children with SEN
- Providing professional guidance to colleagues
- Working closely with staff, parents and carers and other agencies
- Liaising with potential next providers of education to plan for a smooth transition
- Having an awareness of the Local Offer, being a point of contact and working with other professionals to provide appropriate support
- Working with the Head Teacher and reporting to school governors.

Identification, Assessment and Provision

The SEN Code of Practice (2014) will be closely followed to ensure appropriate and effective assessment and provision is made for children with SEN. A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally provided to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children may have needs and requirements which fall into one or more of the following areas.

Areas of SEN

1. Communication and interaction e.g. speech and language difficulties, autistic spectrum disorder
2. Cognition and learning e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties.

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3. Social, Mental and Emotional Health e.g. children who are anxious, withdrawn, disruptive, hyperactive.
4. Sensory and/or physical needs e.g. visual impairment, hearing impairment, physical difficulties. It is important to note that some children with health or disability conditions do not necessarily have SEN as their needs do not impact upon their educational progress.

At all times the class teacher remains responsible for meeting the diverse needs of the pupils in the class and should also be aware of the potential barriers to learning.

Children can be identified at any time throughout the year as having special needs. Needs can be identified by staff, parents or external agencies. Class Teachers are continually assessing and monitoring the social, emotional and academic progress of children within their class. Through regular daily contact they become aware of any emotional or behavioural difficulties shown by a child.

Academic progress is monitored through:

- The Foundation Stage Baseline assessments and Profile
- Phonics screening assessment in Year 1
- Multiplication times tables check in Year 4
- Ongoing and end of year teacher assessment
- End of Key Stage SATS results

We use PIVATS to track and assess progress that is broken down into smaller steps and at a much slower pace than the usual national curriculum expectation.

All of this information is used to continually review and plan provision following the APDR process.

Provision Plan - For children who are receiving additional SEN intervention a Provision Plan will be in place.

One Page Profile - This details important information about the child, including what's important to the child and what is important for the child.

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Holy Trinity's graduated response to SEND

Please also see our response to SEN flow chart.

For most children, their individual needs will be addressed within the inclusive teaching environment that the school provides and through high quality teaching. However, if a teacher begins to have concerns about a child's progress, these concerns will be discussed with the pupil's parents/carers through a Structured Conversation approach.

Structured Conversations

A structured conversation meeting is set up to allow more time for a discussion between parents and the class teacher. A review of current classroom practice and/or the setting up of some different extra approaches to help to address the child's difficulty e.g. extra reading sessions, targeted work for completion at home or school, individual reward charts, extra visual cues etc. will take place during the meeting. Structured conversation meetings are held in place of a parent's evening meeting each term.

If the child does not make adequate progress a decision is taken to move the child to:

SEN Support

The teacher and the SENCO should agree, in consultation with the parent and pupil the adjustments, interventions and support to be put in place, as well as the expected outcomes such as the impact on progress and development.

During this stage outside agencies may be involved and have direct input into setting targets. A Person Centred Review meeting will be held each term when parents, the SENDCO, staff and outside agencies (if involved) will meet to discuss progress and to produce a new action plan. The child's views will be sought in a sensitive manner appropriate to their age and needs. An assess, plan, do, review cycle will be followed.

The class teacher remains responsible for working with the child on a day to day basis even if interventions are delivered by a TA. They will work closely to assess the impact of support and interventions used. Support and advice will be provided by the SENCO.

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Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by school but can be requested by parents. The decision to make a referral will be taken at a review meeting and will combine information from everyone involved with the child. The school is required to submit evidence to the Local Authority. They will make a judgement about whether the child's needs can be met through the resources available to school or whether additional funding is required. The judgement is made using the LA's criteria; school has no part in the decision. Parents have a right to appeal if the submission is not successful. If an EHC Plan is put in place this will be reviewed formally on an annual basis, enabling provision for the child to be evaluated and any changes to be agreed.

Allocation of resources

An amount of funding is identified within the school's overall budget: the notional SEN budget. It is the responsibility of the school to provide high quality appropriate support. School will provide additional support which costs up to a nationally prescribed threshold per pupil per year. Top up funding is applied for through statutory assessment and forms part of the EHC plan.

School receives Pupil Premium funding for children who have free school meals (FSM) or who are looked after children (LAC)

Resources may be allocated to provide materials or equipment or classroom support as available.

Transition Arrangements

For children moving to a new school during their primary school life, all necessary information and records will be sent to the receiving school.

For children with SEN once Secondary School places have been allocated contact will be made with the receiving SENCO and they will be invited to a transition review meeting. All relevant information will be shared and additional transition visits will be arranged where felt needed for vulnerable children.

Other Agencies

We receive regular support from the LA's QEST link person and have access to an Educational Psychologist. We try to work in close partnership

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with other agencies. These include Child Health Services, Social Services, Education Welfare Services, Speech and Language Therapy Services, Services for the Hearing and Visually Impaired and Parent Partnership.

Exiting the SEND register

Where children in receipt of SEN Support make progress in their targeted areas and can access the learning in the classroom without additional to and different from intervention or support, then it may be decided at a review meeting that the child be taken off school's SEN register. They will continue to be monitored to ensure that their rates of progress are tracked carefully and that they continue to make progress despite SEN Support having been removed. A one-page profile will continue to be used to outline any personalised reasonable adjustments that class teachers have put into place to ensure progress is made. This will be continually reviewed as outlined above.

Staff development

The SENCO will keep up to date with issues relating to SEN by attending LA Network Meetings, SENDCO Development Days and other relevant courses. Whole staff training will take place when appropriate. Outside agencies may also be contacted to contribute to staff training.

Our Governors have nominated a designated SEN Governor. This is Beverley Johnson.

Complaints

Your first point of contact is always the person responsible - this may be the class teacher, the SENCO or the Head Teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head Teacher. The next step would be to contact the SEND Governor. Formal complaints should be made to the Chair of Governors using the procedures outlined in the School Complaint Policy.

SEN Information Report

Further information can be found in our school SEND Information Report