Holy Trinity C of E Primary School

SEND Policy and Information Report

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Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Explain the vision and values for SEND pupils to meet their needs, improve their learning and reach their full potential
- Explain the deliverance of a broad, balanced, exciting and relevant curriculum
- Explain the importance of a high quality teaching enabling for ALL pupils.

"You are precious and honoured in God's sight."
Isaiah 43:4

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Definition of Disability:

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is '..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a low threshold and includes more children than many realise: 'Long term' is defined as a 'year or more' and substantial' is defined as' more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition'

Special Educational Needs Register:

At Holy Trinity CofE Primary School the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carer and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

'SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.'

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

Monitoring list

At Holy Trinity C of E Primary School, the monitoring list is an internal tool used by the SENCO to track pupils who require additional support before they are added to the SEND Register. It tracks the use of SEND Support Forms to monitor emerging needs in pupils and young people. Class teachers and the SENCO work together on a range of strategies and advice to support a variety of needs and then decisions are made whether to continue to monitor pupils or to progress to the next level of being added to the SEND Register. Teachers communicate needs with parents/carers throughout this process and give permission for pupils to be added to the SEND Register.

Inclusion Hubs

At Holy Trinity C of E Primary School, we currently have 2 school-based Inclusion Hub: The Nest and The Den. An Inclusion Hub is a dedicated, safe space within mainstream schools where pupils with special educational needs and disabilities (SEND) can access targeted, out-of-class support. This is for pupils who are find it difficult to access busy mainstream classrooms.

Learning difficulties explained:

SpLD	**Specific Learning Difficulties** Dyslexia - difficulty with words Dysgraphia - difficulty with writing Dyscalculia - difficulty with calculations Dyspraxia - difficulty with actions/movement
MLD	**Moderate Learning Difficulties -** a child is working at a significantly lower cognitive level than their peers.
SLD	**Severe Learning Difficulties -** a child is likely to be working at below the level of year

	1 curriculum
PMLD	**Profound and Multiple Learning Difficulties -** a child who will work on Skills ladders or below by the end of KS4
ASD	**Autism Spectrum Disorder** – communication and interaction difficulty
SLCN	**Speech, Language and Communication Needs** - articulation difficulties, specific language disorders, autism spectrum difficulties prior to diagnosis.
SEMH	**Social, Emotional and Mental Health** - Attention, Deficit Hyperactivity Disorder (ADHD), attachment disorder, pupils receiving support from CAMHS
VI	**Visual Impairment**
HI	**Hearing Impairment**
PD	**Physical Disability** – children with physical disabilities and/or medical needs
MSI	**Multi Sensory Impairment** – child has severe visual and hearing impairment- deaf/blind

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The 4 areas of need

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.

Area of Need	
Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or

	attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical needs	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

4. Roles and responsibilities

4.1 The SENDCo/Inclusion Manager – Miss Wynter

The SENDCo and Inclusion Manager will:

- Work with the Headteacher, Deputy Headteacher, SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to 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 SEN up to date
- Support safeguarding practices throughout the school
- Have some responsibility for the operation of specific provision made to support individual pupils with SEN, especially regarding children with SEMH needs

4.2 The SEND governor –

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteachers – Mrs Roberts

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Designated Safeguarding Lead – Mrs Devi

The family support worker will:

- Lead safeguarding practices throughout the school
- Work with the SENCo/Inclusion Manager and headteacher to support vulnerable families through Early Help
- To share family and teacher concerns with the SENCo

4.5 The SEND administrator – Miss Kaur

The SEND administrator will:

- Support and work closely with the school's SENCO
- Support an efficient administration system
- Support with EHCP's, annual review processes, all about me reviews, parental meetings and pupil documentation
- Liaise with staff, pupils, parents, external agencies and stakeholders

4.6 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.7 Parents and Carers

Each parent is responsible for:

- Support the school's vision and values
- Encourage positive learning behaviours at home

- Working closely with school staff and external agencies to support their child/ren's learning and development
- Share concerns they have about their child

4.8 Pupils

Each pupil is responsible for:

- Follow routines and expectations
- Complete directed homework

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum disorder, Downs Syndrome and speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils termly and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs and behaviour.

However, slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

This is done at Holy Trinity C of E Primary School using Support Form 1 and Support Form 2 where teachers share strategies they are already using and seek advice from the SENCO to continue the support for pupils who need it.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive/has received SEN support from school and if the child goes on the SEND register and if further support is needed from external agencies.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will complete concern forms to assess their graduated approach, implementing strategies before coming to the SENCo for more support.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and an All About Me used to evidence and show progress towards individual targets set. Pupils who receive support from outside agencies, which include Educational Psychologists (EP) and Specialist Teachers, will also receive targets, which will be reviewed by them on a 2 to 3 monthly cycle.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the High School or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this and plan a transition cycle to ensure movement is as smooth as possible for both pupils and parents. Meetings are set up with the SENCo of the corresponding High School or school setting, in order for them to observe the children with additional needs and plan a transition plan.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Wave 1 Teaching – Class teachers provide excellent targeted classroom teaching also known as Quality First Teaching.

Wave 2 Teaching - Catch Up or Filling the gaps – Interventions are put in place to increase rates of progress and secure learning.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help

them make the best possible progress. All children in school should be getting this as part of excellent classroom, practice when needed.

Wave 3 Teaching - High frequency interventions to accelerate and maximise progress for children with a Special Education Needs (SEN).

Your child's teacher will have carefully checked on your child's progress and in conjunction with the Inclusion Manager and SENCo will have decided that your child has a special educational need in a particular area and needs some extra support to help them make the best possible progress. Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.

We may also provide the following interventions:

- Phonics
- Closing the Gap (CTG)
- Wellcomm
- Wellcomm Primary
- Speech and Language programmes

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Our teaching assistants are trained to deliver a range of interventions across our school.

Teaching assistants will support pupils on a 1:1 basis when their needs are specific and the programme is designed for that individual e.g. precision teaching.

Teaching assistants will support pupils in small groups when a group of pupils have the same gap in learning or are working on social skills e.g. turn taking.

We work with the following agencies to provide support for pupils with SEN:

(Please note names may vary depending on availability/changes)

Inclusion Support for Early Years:

- Senior Manager – Donna Woodhall

Inclusion Support:

- Educational and Child Psychologist (EP) – Grace Giles
- Assistant Educational and Child Psychologist – Brooke Holland
- Specialist Advisory Teacher for Learning (SAT-L) – Hayley Taylor
- Specialist Advisory Teacher for Social, Emotional and Mental Health (SAT-SEMH) – Kim Palmer-Mills
- Complex Communication and Autism Team (C-CAT) – Dawn Dovey

Sensory Support:

- Hearing Impairment – Lucy Jones
- Visual Impairment – Carrie-Ann Parson

Speech and Language:

- Speech and Language Therapist (SLT) – A range

5.9 Expertise and training of staff

Our SENCo, who is also an Assistant headteacher, has 8 years' experience in the role of SENCo and has worked as a teacher across Key Stage 1 and 2 for over 14 years working with a range of young people with Special Educational Needs and Disabilities. They also lead one of the Inclusion Hubs called The Den

Our SENCo achieved the Award in Special Educational Needs Co-ordination in 2020.

We have a team of superb teaching assistants, including 1 higher level teaching assistant (HLTA) who leads Our Inclusion Hub The Nest and is the SEND administrator. She has worked with a variety of needs throughout the school and has lead our Hub for the last 3 years.

In the last academic year, staff have been trained in SEN practices including how to use new skills ladders documents, writing and reading strategies for SEND pupils and Crisis Prevention and Intervention training. We continue to focus on speech, language and communication quality teaching and assessments due to this being a high need across the school.

We have the following specialist staff for particular SEN support and interventions across school:

- Assistant Headteacher / Inclusion Hub Lead (The Den)– Miss Wynter
- HLTA / Inclusion Hub Lead (The Nest) Send Administrator – Miss Kaur
- Learning Behaviour Mentor – Mr Roberts
- Nurture Support Specialist – Mrs Talbot
- Year 6 Support Specialist – Mrs Fellows

5.10 Securing equipment and facilities

As a school we secure equipment and facilities to support pupils by:

- Having strategic discussions with Senior Leadership Team (SLT) regarding staffing to support pupils with SEND
- Planning through the schools accessibility plan
- Budgeting annually to develop SEND provision over time
- Saving a pot of money for new pupils or/and new needs
- Acting on advice from specialists for equipment needed

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO including learning walks, drop ins and book looks
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) when available.

All pupils are encouraged to take part in sports day, swimming, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Supporting pupils through PSHE lessons (Wave 1).
- Pupils with SEN work with the Nurture, SEMH, ASD/ADHD specialists on interventions including emotional literacy and social stories.
- Pupils with SEN are also encouraged to work with the learning and behaviour mentors 1:1 to promote positive learning behaviours in the classroom.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with a range of agencies to support us in meeting the needs of pupils and families with SEN. When a pupil has been identified by a teacher with needs they will discuss this with the SENCo, who will then decide if we have enough evidence to put the pupil on the School's SEN register. The appropriate outside agency would then be contacted and documents completed in order to register the pupil with the service, which includes parental consent. Outside agencies then book to come and observe the pupil, putting targets in place for the school, which are shared with parents through the teacher, SENCo and/or outside agency.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents can contact Sandwell's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for support.

www.sandwellsendiass.co.uk
Call on 0121 500 4010

5.17 Contact details for the SENDCo

Tahirah.wynter@holytrinity.sandwell.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo, Miss Wynter, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions