

SEND Policy and Information Report

Holy Trinity C of E Primary School



Written by: Miss T Wynter

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SEND Governor:

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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

Holy Trinity Vision Statement

We believe that all people are precious and honoured in God's sight. From this comes a desire for all in our care and in our partnerships to experience life in all its fullness, as promised by Jesus. We embrace the spiritual, physical, intellectual, emotional, moral, and social development of our young people supporting human flourishing for ALL.

At Holy Trinity we ensure that pupils are included in all aspects of learning and school life throughout our school. We have high quality provision for all pupils and strive for all pupils to achieve their full potential. Some children require additional support to help meet their needs and improve their learning. It is important that no matter the level of learning, that all children have access to the curriculum. This may be achieved through in class support or out of class intervention. Our main aim is to provide an ethos of inclusivity.

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 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

Learning difficulties explained:

SpLD	Specific Learning Difficulties Dyslexia - difficulty with words Dysgraphia - difficulty with writing Dyscalculia - difficulty with calculations Dyspraxia - difficulty with actions/movement
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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.

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 SEN 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 headteacher – Mrs Corbett

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 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

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.

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:

- Precision teaching
- 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:

- Differentiating 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.
- Differentiating 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 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:

Inclusion Support for Early Years:

- Senior Manager – _____

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) – Claire Farrell

Sensory Support:

- Hearing Impairment –
- 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 6 years experience in the role of SENCO and has worked as a teacher across Key Stage 1 and 2 for over 12 years. As well as this our Inclusion Manager having over 10 years experience of working with SEND.

We have a team of superb teaching assistants, including 2 higher level teaching assistants (HLTAs) who cover classes and support class teachers with all provision in the classroom.

In the last academic year, staff have been trained in SEN practices including, individual learning plans and how to use skills ladders and MAPA. We have had an especially high 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 interventions across school:

- Learning Behaviour Mentors – Mr Corbett and Mr Roberts
- Year 6 Specialist – Mrs Fellows
- Nurture Specialist – Mrs Talbot

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 each term
- 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@holyltrinity.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.

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