

Love Your Neighbour
As Yourself



Special Educational Needs and Disabilities (SEND) Policy

Review Date: October 2021
Next Review Date: October 2022
SENDCo: Debbie Wheeldon
Link Academy Councillor: Mrs Crowley



Our Vision:

Excellent education in a Christian environment.

Our Mission:

Holy Trinity School is a church and village school in the truest tradition. We have a school ethos based on 'Love thy neighbour as yourself' - Matthew 22 Vs. 3-9, of which we are all extremely proud and which has served the Church families and the village community for a huge part of the community's history.

Our aims are to meet the needs of individual children so that they are able to make the most of their abilities and to achieve personal excellence, whilst providing spiritual, moral, social and cultural guidance with the aim to prepare them to take on the responsibilities of later life; including those related to fundamental British Values, in an atmosphere of a caring Christian setting, where there is equality of opportunity for all children.

Introduction

This SEND policy for Holy Trinity C. of E. Primary School complies with the Children and Families Act 2014, SEN Code of Practice 2015 and the Equality Act 2010. It should be read in conjunction with the SEND Report, Local Offer and Admissions Policy.

At Holy Trinity C. of E. Primary School all children are valued as individuals and will be given the best opportunities to achieve their full potential, including those who may face barriers to learning.

1 Peter 4:10

"As each has received a gift, use it to serve one another, as good stewards of God's grace."

Learning is an emotional process; we learn best when we are happy and feel safe. Children will be identified and supported according to their need. Their progress will also be carefully and rigorously monitored. Families will be supported by school and where appropriate external agencies. Safeguarding measures will be applied where necessary to protect our most vulnerable pupils.

Definition of SEND

A child has **special educational needs** if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for them.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

A child has a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have 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 schools or mainstream post-16

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institutions.

Definition of Disability

In accordance with the Equality act 2010 a person has a disability if a person has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Categories Broad Areas of Need

There are four broad areas of need outlined in the Code of Practice 2014. The purpose of the identification is to identify the child's main area of need to work out what specific actions school needs to address. Individual children often have needs across the four areas and their main area of need may change over time.

1: Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism are part of this category.

2: Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a significantly slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. However, a child with SpLD does not automatically mean they are on the SEND register.

3: Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as 'Attention Deficit Disorder'(ADD), 'Attention Deficit Hyperactive Disorder'(ADHD) or 'Attachment Disorder'.

4: Sensory and Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Our Inclusive Values and Aims for SEND

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'Every Teacher is a Teacher of SEND'.

At Holy Trinity C of E Primary School we believe that all teachers are teachers of pupils with special educational needs. Quality first teaching, involves the teacher delivering a lesson and catering for all learning needs to ensure children with SEND can access the national curriculum. Individual and small group interventions are targeted where children may need additional support in areas such as developing leaning /thinking skills, managing emotions and developing social skills. The following values underpin our work:

- To ensure that **every** child experiences success in learning and achieves to the highest possible standard
- To value and encourage the contribution of all children to the life of the school in a variety of ways and encourage children to develop a positive self-image
- To work in partnership with parents and pupils to ensure that their views are taken into account
- To seek to identify early identification of special educational need through ongoing assessment, close parental partnerships and prompt referral to external agencies in order to give every child the best chance of success
- To enable all children to participate in sessions fully and effectively by providing interesting and well differentiated lessons. Responding to diverse learning needs: adapting approaches so that all pupils can engage effectively
- To regularly monitor the progress of all children to ensure that no child falls behind or fails to make progress and support children to overcome potential barriers
- To ensure the needs of all pupils are met to provide resources that enable SEND to access the curriculum
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To provide children with experiences and opportunities which will promote a life-long love of learning, independence, self-motivation, resilience and self-esteem alongside the development of individual talents and abilities.

Identification of Special Educational Needs

At Holy Trinity C of E Primary School we understand that early identification and assessment of special educational need is of prime importance. We recognise that they have, or may have, a special educational need if they:

- Came to us having been identified as having special educational needs from a previous school or early years setting
- Began school with a statement or EHCP were in the process of assessment
- Are experiencing significant difficulties within the four broad areas of need
- Have a physical disability which either hinders or prevents them from making use of the educational facilities provided for children of the same age
- Have a serious medical problem which has implications for the learning process
- Are identified as having learning difficulties by Baseline Assessment
- Are identified as having an uneven progress profile in pupil tracking.

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Parents as Partners & The Graduated Response

Holy Trinity C of E Primary School is open and responsive to the opinions, concerns and viewpoints of parents and guardians. It is paramount that parents are involved when assessing and reviewing pupils who have special educational needs as it is often the crucial factor in their progress and achieving success. Parents will always be kept informed about the special educational needs of their child in accordance with the recommendations outlined in the Code of Practice. When children are identified as having a learning difficulty or a disability, parents are invited into school to discuss their child's barriers to learning as well as discussing their strengths. Their consent is needed to place their child on the SEND Support Register. Where a pupil continues to make less than expected progress, despite support and intervention, we may seek referral to external agencies such as Learning Support, Educational Psychology Services, Speech and Language, Occupational Therapy or Health for specialist assessment and advice where appropriate.

Alongside the class teacher, parent and other relevant professionals, they plan for the needs of their child both at home and at school. A graduated response plan (assess, plan, do, review) is put in place and this (IEP) is discussed and reviewed each term based on the child's targets, outcomes, progress and support they need to help them achieve their next step. Communications between the parent and the school will be consistently maintained and parents will have the opportunity to discuss IEP outcomes and progress at least three times a year in face to face meetings.

The SEND Local Offer is available for parents. It describes the services and provision for families in school and within Hartlepool. This link can be found below and on our website.

https://www.hartlepoolnow.co.uk/local_offer

Engaging Pupils with SEND

Children should be actively involved and understand what is expected of them in developing responsibility and independence in their learning. We try to involve children in understanding their IEP targets and how they can help. This approach is different according to the age of the child. SEND pupil's opinions and viewpoints are collated bi-annually via questionnaires. Analysis of the responses are used to inform targets and next steps.

Where necessary, we make accommodation and adaptation to meet the learning and physical needs of our children. We encourage children with SEND to play a full part in the life of our school. We carefully monitor our provision to ensure that our children with SEND are given the opportunity to take part in a wide range of clubs, sporting and musical activities as well as the other exciting opportunities that the school offers.

Educational and residential visits are part of our curriculum and we aim for all children to benefit from them. When necessary we make reasonable adjustments to plans and arrangements. We work very hard to ensure that we include all of our children and no child is excluded from a trip because of SEND or medical needs.

Roles and Responsibilities

(Regular training and guidance ensure staff and governors meet the needs of our children).

The Academy Council

In conjunction with the Headteacher the Academy Council will follow the schools agreed admission policy for children with SEND

The Academy Council:

- Determine the school's approach to provision for children with special educational needs and disabilities
- Establish staffing and funding arrangements for SEND and maintain an overview of the school's work
- Appoint a link Academy Councillor to monitor the school's effectiveness in special educational needs and disabilities provision to feedback to the full Academy Council. The SEND Link Academy Councillor is Mr Bull.

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The Headteacher

- Has responsibility for the day to day management of the school's work including provision for pupils with special educational needs and disabilities
- Will ensure the Governing Body are fully informed on special educational needs and disabilities provision
- Will work in close partnership with the SENDCo.

The SENDCo (Special Needs Coordinator)

The SENDCo will:

- Determine the strategic development of SEND provision throughout the school in partnership with the Headteacher
- Be responsible for the implementation of the school's SEND policy and coordinate pupil provision
- Be responsible for liaising with parents/ guardians, class teacher, teaching assistants and external agencies including health, Educational Psychology Services, voluntary agencies, LA support such as Learning Support
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- To ensure transition between key stages and schools/early year providers is smooth and well planned in conjunction with the pupil and parents
- Liaise with the mentoring coordinator within school to monitor provision progress of individuals experiencing emotional barriers
- Provide support and advice to other practitioners and advise on the graduated approach to providing SEND support
- Ensure that Individual Education Plans and provision maps are in place and are appropriate
- Ensure that relevant information is collected, collated, recorded and updated
- To advise on the deployment of the SEND budget
- To work with the Headteacher and school governors to ensure responsibilities are met under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Teaching and Non-teaching Staff

Staff will:

- Be aware of the school's procedures for identifying assessing and providing for pupils with special educational needs
- Understand their responsibilities to such children as set out in the SEND code of practice and the Teachers' Standards
- Take account of the needs of individual pupils when planning the curriculum and where appropriate to develop pupil understanding through multi-sensory approaches and experiential learning
- Take specific action to provide access to learning for pupils with special educational needs and disabilities

Teaching staff will:

- Keep SEND and monitoring files up to date, including contact with external agencies
- Write termly IEPs based on reviews and recommendations from external agencies
- Provide a copy of each IEP to parents and all staff who work with that child

Transition

We are aware that some children especially those with SEND find the transition between school and between key stages within school difficult. Therefore we endeavour to make this transition as smooth as possible. We enable identified children to have access to an early transition: children can meet their new teacher(s) early; visit their new school or new area within school; parents are given the opportunity to speak to the new members of staff; the child (when appropriate), parents/guardians SENDCo(s) and new staff members meet in the Spring term to develop a transition plan.

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We have a robust induction programme in place for welcoming new learners into the Early Years setting. Parents and children are welcomed so staff can build up relationships with parents and children. We maintain close liaison with other settings to support with transitions and ensure children who use other providers can transfer smoothly between both settings.

Before SEND children transfer to secondary school, we hold a meeting in the summer term to share an overview of SEND learners. In some cases early meetings are set up to support early transition and a program is put in place to facilitate the transition. In Year 6 we work closely with our feeder school to support the transition. Where we know there are high levels of anxiety we send staff along to support children.

Complaints

At Holy Trinity C of E Primary school we always work hard to make sure that our parents are happy with a child's provision. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to any concerns. Parents are actively encouraged to contact the school SENDCo to discuss any of the provision provided for children with SEND either to provide positive feedback or to make a complaint (see our school

Difficulties Concerns and Complaints procedure). The SENDCo can be contacted by phoning the school phone number (01429 855620) or via the schools email address (admin@hpoolholytrinity.org.uk).

Debbie Wheeldon October 2021