Learning and caring together, building a firm foundation for the future

HOLY TRINITY CE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Learning and caring together, building a firm foundation for the future

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Respect  Honesty  Love
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Kent local offer

A local offer gives children and young people with special educational needs or disabilities and their families’ information about what support services will be available in their area. The name 'local offer' was given by the government.

Every local authority must talk with children and young people with special educational needs or disabilities and their families to find out what sort of support and services they need. There will be many different types of services that children and young people may need, including support services in school and specialist health services.

Children, young people and their families may also have ideas about what leisure activities should be available, and what services are needed to help young people move towards independence in adulthood.

Every local authority must have a local offer that is available on the internet and must make sure that people without access to the internet can also see it. The local authority must tell children and young people and their families how they can find out more about the local offer. The local authority will then decide what services to make available.

Every local authority must get feedback on its local offer from young people and their families. They must show what feedback they have been given and say how they are going to make improvements to the local offer and services.
Please find the link to the local offer below.

http://www.kent.gov.uk/education-and-children/special-educational-needs/local-offer-your-voice#tab-4

1. Aims

Our Special Educational Needs and Disability (SEND) policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Holy Trinity CE Primary School is a wonderfully diverse cultural community, which seamlessly embraces and reflects the British values of mutual respect and tolerance of those with different faiths and beliefs. This harmony is lived out daily in our lives at school.

Our core Christian values of respect, honesty and love are carefully interwoven into all aspects of the curriculum. This curriculum is broad, inclusive, engaging and prepares pupils for productivity in a fast paced changing world.

At Holy Trinity CE Primary, we believe that inclusion should be universal. This means that every member of staff will use strategies that are effective for all pupils regardless of levels of need, as outlined on our whole school provision map.

Our core universal approach states that every teacher must use-

Visuals, demonstration, manipulatives, keywords, scaffolding, effective questioning, discussion, minimising teacher talk and off white paper to reduce contrast and therefore visual glare.

2. Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEND coordinator’s (SENDCOs) and the SEND information report

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:

- Respet
- Honesty
- Love
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- 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.

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

- The name of Special needs coordinator (SENDCO) is Mrs Rosemary Bayliss.
- Email- rosiebayliss@holytrinity-graveSENDd.kent.sch.uk
- Telephone- 01474 534 746 or by direct contact with the school office

The SENDCO will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school’s delegated budget and other 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 Head Teacher 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 SEND up to date.
4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head Teacher

The Head Teacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any associate teachers 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 SENDCO to review each pupil’s progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

According to the SEND Code of Practice (2014), special educational needs can fall under any of the following categories:

**Communication and social communication** - e.g. their ability to socialise, make friends, understand what you are saying or be able to say what they mean. For example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties.
Cognition and learning - e.g. reading, maths, slow to pick things up, needing a long time to think about things before they work it out, forgetting what they were doing. For example, dyslexia, dyspraxia.

Social, mental and emotional health - e.g. anxiety, depression, outbursts, behaviour difficulties. For example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs - e.g. vision impaired, hearing impairment, sensory issues. For example, visual impairments, hearing impairments, processing difficulties, epilepsy.

At Holy Trinity CE School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan.

There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar, but we can access training and advice from a variety of sources e.g. SMILE Centre, our Educational Psychologists and the Speech and Language Therapy service so that these kinds of needs can be met.

The school currently meets the needs of pupils with an Education, Health and Care plan.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without a statement an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

5.2 Identifying pupils with SEND and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress as described in the SEND Code of Practice (2014,6.17):

- 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.

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

KCC expects all educational settings to take action through a graduated response to identify pupils with a Special Educational Need. Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEND register unless they are in receipt of significant, additional and personalised support without which they could not access learning.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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.

At Holy Trinity CE School, we monitor the progress of all pupils termly to review their academic progress. We also use a range of assessments with all the pupils at various points throughout their school career, including all those assessments required by the Department for Education.

Where progress is inadequate, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. These can be found on our whole school provision map.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available.

If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

The effectiveness and impact of the provision we make can generally be tracked using Provision Maps. Where there is significant support that qualifies for High Needs Funding or the CYP’s needs are many and varied, we may use a personalised plan.

If assessments do not show adequate progress is being made, the personalised plan will be reviewed and adjusted. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

5.3 Consulting and involving pupils and parents

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

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 SEND support. If following this normal provision, improvements in progress are not seen, we will discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. Parents will be actively supported to contribute to assessment, planning and review.

For pupils identified with SEND Support, we will contact parents a minimum of three times per year to review the provision made for the child. This will enable parents to contribute their views to the effectiveness of the special provision. The SEND Code of Practice recommends that this conversation, and any review of the Outcomes and provision, should be via the school’s normal parent consultation process, through an extended meeting time.

The Record of SEND in-year review (DOCX, 14.7 KB) documentation may be used to help teachers capture this conversation with parents of pupils identified as SEND Support. It can be used to record aspirations for the future, outcomes for the current Key Stage as well as any information about what works and does not work for this student.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

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 or subject teacher will work with the SENDCO 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.

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

At Holy Trinity CE School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Bespoke transition packages for vulnerable pupils transferring to Holy Trinity CE School can be arranged by the SENDCO. We also contribute information to a pupils’ onward destination by attending meetings with, and providing information to, the next setting. Arrangements are made to support vulnerable pupils transferring from primary education to a KS3 facility by close liaison with the relevant staff.

5.6 Our approach to teaching pupils with SEND

The SEND code of Practice (2014, 6.37) states that-

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.*

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide interventions as set out on our whole school and class provision maps.

At Holy Trinity CE Primary, for key stage 1 & 2, we use KCC’S guidance documents - the [Mainstream Core Standards](#) for advice on effective interventions for each need type. For Early Years (nursery and reception) we use [Best Practice Guidance for EYFS](#), to ensure appropriate intervention is being made available. In addition we may consult such resources as the [Sutton Trust Teaching and Learning toolkit](#) and Greg Brooks' evaluation of [what works in literacy interventions](#).

5.7 Adaptations to the curriculum and learning environment

At Holy Trinity CE School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of specially commissioned SEND audits, assessments (both internal and external) and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements as part of the school’s accessibility planning:
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- The introduction of a creative curriculum matched to the new National Curriculum document
- Creating more shared intervention spaces for small group intervention work
- A strong emphasis on developing staff expertise through the school’s commitment to Continuing Professional Development and the Performance Management cycle.
- The creation of a small Sensory Room and garden available to all children.
- Improved access to computing through the purchase of tablet computers for pupils
- Training of pupils as peer mediator and play leaders

5.8 Additional support for learning
Kent County Council (KCC) provides the following clarification of what constitutes SEND Support:

"SEND support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools and colleges). Each CYP identified as SEND Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."

KCC expects every educational setting to make provision for a CYP as and when they require it, irrespective of their Special Education Need. Additional teaching opportunities (e.g. small group catch up) or the filling of gaps in learning due to absence or not making the progress that is expected is not considered to meet the criteria for SEND support; it should be normal practice in schools.

If additional assessment or advice and support are required, we may request support through our termly Local Inclusion Forum Team (LIFT) meeting. This is a meeting attended by professionals from other schools, specialist advisory teachers and other outside agencies such as Educational psychology and speech and language services. Parents will be consulted and permission sought to discuss a pupil at this meeting.

5.9 Expertise and training of staff
We have a number of associate teachers who are trained to deliver a number of personalised and general interventions as outlined on our whole school provision map.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are:
Kent CPD: Professional development and training for Kent Children's workforce
- Ifield SMILE outreach support
- Educational Psychologist
- Speech and language therapists, occupational therapists, physiotherapist, etc.

The cost of training is usually covered by the notional SEND funding, although access to services is also available should the governing body wish to purchase a ‘Service Level Agreement’ from specialist providers. Specialist training can, in some cases, be funded through the High Needs Funding system.

5.10 Securing equipment and facilities
Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase it. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.
As part of our budget we receive ‘notional SEND funding’. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to meet the Mainstream Core Standards.
The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we currently offer is on our whole school provision map.
In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school in the form of higher needs funding (HNF).

5.11 Evaluating the effectiveness of SEND provision
We evaluate the effectiveness of provision for pupils with SEND by:
- Reviewing pupils’ individual progress towards their goals each term
- Reviewing the impact of interventions every term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND
All clubs, trips and activities offered to pupils at Holy Trinity CE School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the
school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. 
No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

Pupils in the early stages of emotional and social development will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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

Pupils with SEND are encouraged to be part of the school council
Pupils with SEND are encouraged to be peer mediators and play leaders
Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc. We have a zero tolerance approach to bullying.

- Pupils will be offered social skills interventions
- Pupils will be referred to our Pupil Support Worker Families will be referred to our family support worker External referral to CAHMS
- Discussion at Local Inclusion Forum Team (LIFT) meetings with the potential to refer to a member of the Specialist Teaching and Learning Service
- Safe space for pupil to use when upset or agitated

5.14 Working with other agencies

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children’s Service for support to families for some pupils with high needs
- Education Psychologist commissioned through the Gravesham Learning Partnership
- School counsellor commissioned through Eden counselling services
- Membership of professional networks for SENDCO - SENDCO forums/AEN networking

5.15 Complaints about SEND provision

The normal arrangements for the treatment of complaints at Holy Trinity CE School are used for complaints about provision made for special educational needs. This is outlined in our school communication policy.
If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. The school cannot investigate complaints, which fall within this category.

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

Information, Advice and Support Kent (IASK) (formerly Kent Parent Partnership Service) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child’s education. They can be contacted on:

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.
Email: iask@kent.gov.uk Web: http://www.kent.gov.uk/iask
Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW
Office telephone: 03000 412 412

5.17 Contact details for raising concerns

We encourage parents to discuss their concerns with the class teacher in the first instance through our SEND concern form (available from the class teacher, school office or school website)

If you are not satisfied with their response, please contact our SEND lead (SENDCO) or our Assistant Head Teacher-Leader of Learning.

If you are still not satisfied with their response please contact our Deputy Head Teacher, Marc Dockrell and then the Head Teacher, Denise Gibbs-Naguar to resolve the issue before making the complaint formal to the Chair of the governing body.

5.18 The local authority local offer

The local authority’s local offer is published on the KELSI website (http://www.kent.gov.uk/education-and-children/special-educational-needs) and parents without internet access should make an appointment with the Inclusion Team to gain the information they require.

6. Monitoring arrangements

This policy and information report will be reviewed 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 should be read in conjunction with our other school documents and policies, in particular:

- Annual SEND report to Governors
- Anti-Bullying Policy
- Communications Policy
- Equal Opportunities Policy
- KCC Mainstream Core Standards
- Outline of Baseline Assessments
- Positive Behaviour Policy
- Safeguarding and Child protection,
- Teaching and Learning Policy
- Whole School Provision map