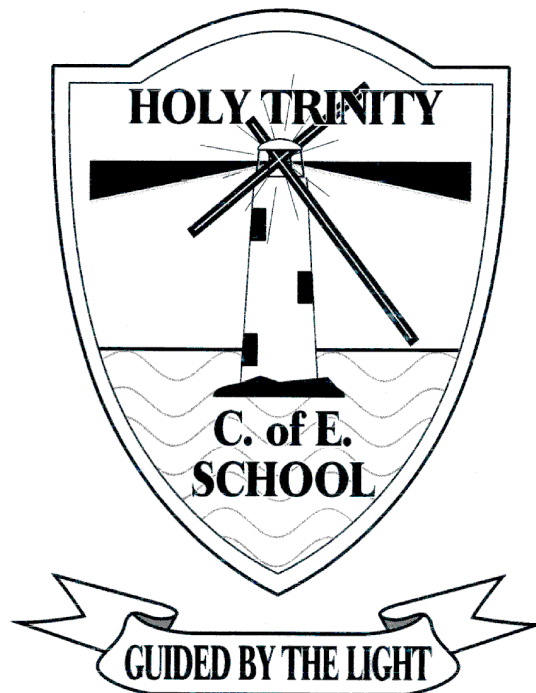


*"Lord, your word is a lamp to guide me and a light for my path,"*



# Special Educational Needs and Disability (SEND) Policy



Last reviewed on:

April 2024

Next review due by

April 2025



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## ***Our Christian Vision and Values***

**Guided by the light of Christ in all we do, we enable all to flourish and live life in all its fullness.  
We celebrate our diversity, find strength in our differences, empower and encourage all to have a voice.  
We shine as beacons of light and hope in our community.**

We live out our Christian vision through our Christian values, where children are appropriately supported and challenged to succeed. These values help to promote the principles of life that Jesus taught.

Our school’s core Christian values are Love, Honesty, and Respect. We seek to foster our spiritual and moral development within a caring community and work in close partnership with our parents and carers.

Our school values are rooted in stories from the Bible such as:

<b>A Story of Love</b> <i>The Lost Sheep</i>	<b>A Story of Honesty</b> <i>Zaccheaus</i>	<b>A Story of Respect</b> <i>Jesus and the Temple Traders</i>
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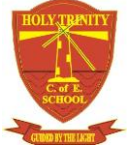


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## 1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was developed by the school’s SENCO in consultation with representatives from the school community and will develop as changes are implemented over the coming year. It will then be reviewed annually.

Contacts details:

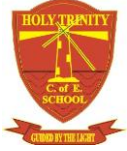
If you have any concerns about your child please discuss them with the class teacher or contact the

SENDCO on the school number, 01474 534 746

Holy Trinity CE Primary School and Nursery is an inclusive school and is committed to the education and wellbeing of all its pupils. We aim to provide an inclusive environment within the limits of our resources and premises in line with the guidance in the 0-25 Code of Practice, which outlines the ‘reasonable adjustment’ duty for all settings and schools.

## 2. Broad aims

Holy Trinity CE Primary School and Nursery is an inclusive school. We are a wonderfully diverse cultural community, which seamlessly embraces and reflects the British Values of mutual respect and tolerance of those with different faiths, beliefs, family backgrounds and additional needs. We seek to grow enlightened, curious, responsible and



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confident learners within a respectful, loving and honest community. At Holy Trinity CE Primary school, we actively seek to remove the barriers to learning that can hinder or exclude individual pupils, or groups of pupils.

In essence we are:

*“Guided by the light of Christ in all we do; we enable all to flourish and live life in all its fullness. We celebrate our diversity; find strength in our differences, empower and encourage all to have a voice so we can ‘shine as beacons of light and hope wherever we go’.”*

This policy 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

### 3. Purpose

At Holy Trinity CE Primary School and nursery, we strive to ensure that all children are given the same opportunities and that barriers to learning are removed along the way. We aim to give all our pupils the right opportunities to enjoy and benefit from an appropriate education, value each other’s contribution and develop life-long positive attitudes towards diversity and inclusion.

### 4. 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 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

### 5. Christian vision

As a Christian school, our theologically rooted Christian vision is at the heart of everything we do as a school. We are proud and confident to be:

*“Guided by the light of Christ in all we do; we enable all to flourish and live life in all its fullness. We celebrate our diversity; find strength in our differences, empower and encourage all to have a voice so we can ‘shine as beacons of light and hope wherever we go’.”*

Our children understand and demonstrate daily our school values and make links to appropriate Gospel stories.



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Love	The Lost Sheep	This parable teaches us all of the kind of care that God has for mankind. He knows each of us by name and doesn't ever want even one of us to go astray. We replicate this in school. We are fully inclusive of all of our pupils, know their needs and strengths individually and plan to support each child to ensure no one goes astray.
Honesty	Zacchaeus	This Bible story teaches our children that they must always be generous and open-hearted. We demonstrate this in school by being fully inclusive of all our children – welcoming a variety of needs and developing open and honest relationships with parents and external professionals to best support the child.
Respect	Jesus and the Temple Traders	This Bible story explains to children the need to respect others, regardless of their background. We demonstrate mutual respect with all of our children and model respect between peers, particularly where additional needs are noted.

## 6. 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.



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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.

SEND is categorised in two ways: either children are identified as being SEN support or they will have been awarded an EHC plan by the local authority.

**SEND support** describes the support made for a child where there are more specific approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to their current needs. During the process of identifying a child as needing SEND support, the SENDCO works with the class teacher, other school adults and parents in gathering a clear understanding of the pupil's needs. A child identified as needing SEND support will be recorded as such on the school's information management system and on the SEND register. Parents are informed that their child is to be provided with SEND support and a personalised learning plan (PLP) is then created by the class teacher in liaison with parents, carers, the child (if possible) and any external agencies (if appropriate).

An **education, health and care (EHC) plan** is for children and young people aged up to 25 who need more support than is available through SEND support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. This is a legal document provided by the local authority; school's must meet their best endeavours to ensure all provision outlined in this plan, is implemented.

**The kinds of SEN that are provided for within Holy Trinity CE Primary School include:**

**Cognition and learning**, for example, dyslexia and dyspraxia.

**Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD).

**Communication and interaction**, for example, autistic spectrum disorder and speech and language difficulties.

**Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties and epilepsy.

Further information about SEND at St Fidelis can be found in the [SEND Information Report St Fidelis](#) which is available on the school website.

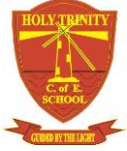
## 7. Roles and responsibilities

At the time of writing this policy, the school SENDCO is Charlotte Rootsey. The SENDCO works closely with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.

### *The SENDCO*

The names of the Special Educational Needs Co-ordinator is: **Miss Charlotte Rootsey**.

Email: [sendco@holytrinity-gravesend.kent.sch.uk](mailto:sendco@holytrinity-gravesend.kent.sch.uk)



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Telephone- 01474 534 746 or in person 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, to ensure that all SEND children flourish.
- 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 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date

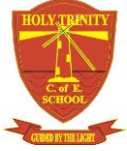
### *The SEND Governor*

The SEND Governor is: **Lizzie Burton**. Her term of office is: 4th October 2023 - 3rd October 2027

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 to ensure that all children flourish





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## *The Head Teacher*

The Head Teacher is: **Mrs Pamela Gough**

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.

## *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 SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEND policy.

## 8. 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.

Slow progress and low attainment will not automatically mean that a pupil is recorded as having SEND. When deciding whether special educational needs provision is required, we start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents (as seen in the PLP template). We will use this to determine the support that is needed and whether we can provide it by adapting our core offer (mainstream core standards and quality first teaching) or whether something different or additional is needed.



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## **Quality First Teaching (QFT)**

Concerns about a pupil can be raised by the class teacher observing difficulties, a parent raising concerns and/or a plateau or drop in pupil progress. To identify pupils with SEND:

Regular assessment of pupil progress

Identify pupils making less than expected progress

Termly pupil progress meetings with SLT to discuss progress and identify concerns. Measures to support concerns will be put in place and recorded on the provision map.

It is important to remember that many causes can impact on pupil progress other than SEND. The school and parents should consider possible causes as part of the decision-making process. Examples of these are; disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN), attendance and punctuality, health and welfare, English as an Additional Language (EAL), being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of serviceman/woman, or traumatic events such as bereavement, divorce or homelessness. It is also important to remember that unusual, disruptive or aggressive behaviour is not a Special Educational Need but can be an underlying response to need.

At Holy Trinity CE Primary School, we monitor the progress of all pupils termly to review their academic progress and to ensure that each child is flourishing in their own way. Discussions are held between class teachers, the SENDCO, the deputy-head teacher and the head teacher during these pupil progress meetings to closely monitor pupils progress and decide on action points moving forward.

## **Identification of SEND – Initial response**

“In particular, parents know their children best and it is important that all professionals listen and understand when parents express concern about their child’s development. They should also listen to and address any concerns raised by children themselves.” (SEND Code of Practice 0-25 years, 2014)

## **Identification of SEND and consulting and involving pupils and parents:**

“The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistant or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teacher The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses in problem solving and advising on the effective implementation of support.” (SEND Code of Practice 0-25 years, p. 101 para 6.52)

If progress continues to be less than expected, the class teacher with the SENDCO should assess whether the child has SEND. At this point, evidence should be informally gathered and must include the views of the parents and child.



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We believe that parents, as the first educators of the child, are key to the development of the child. Where any concerns may arise, a conversation between class teacher and parents would take place to gain a global view of the child in terms of their history and development to this point. These conversations ensure that:

- Parental concerns are taken into account
- Concerns/observations from the class teacher are heard by the parents
- Everyone develops a good understanding of the pupil’s strengths and difficulties
- Everyone understands the agreed outcomes for the child
- Everyone is clear on what the next steps are in order to help the child flourish

As teachers, we are unable to diagnose children with additional needs. It is our role to inform parents of what we have observed and to create a plan of action moving forward. The school will notify parents when it is decided that a pupil will be placed on the SEND register and receive SEND support.

This is when a personalised plan is made in collaboration to ensure the correct support is provided and appropriate teaching approaches are used.

For children on the SEND register, more regular conversations occur throughout the year to ensure that parents are well-informed of their child’s progress and provision. These conversations take place at least three times a year, in term 1, 3 and 5.

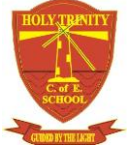
In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend a yearly annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. The collation of all annual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

### *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



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- The pupil’s own views
- Advice from external support services, if relevant the assessment will be reviewed regularly
- The mainstream core standards

If a pupil no longer needs additional provision and their needs can be met by quality first teaching, they will be removed from the SEND register. The decision will be made by the SENDCO in consultation with the pupil, parents and class teacher.

## 9. Supporting pupil’s transitions (moving between phases or schools)

To ensure that all of our pupils flourish, we work closely and share information with the school or other setting that the pupil is moving to. This will include reports received from outside agencies, school reports and details of targets. We also actively seek out information from educational settings used by pupils before they transfer to us to ensure the transfer is as seamless as possible.

As our theologically rooted Christian vision states: *“We enable all to flourish and live life in all its fullness”*. This means transition will be different for different children.

For children joining the school Nursery, a home visit will be carried out. For children joining Reception who have not attended the school Nursery, we will endeavour to complete a home visit or a visit to their pre-school setting. All children in Nursery and Reception will receive a starting school pack where a social story is included. All parents are encouraged to share the resources in this pack with their child during the summer holidays.

For those children in Year 6 who are preparing for the transition to secondary school, we welcome colleagues to come and meet with pupils who are transferring to their school during the summer term.

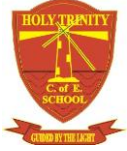
For children who have a special educational need, the SENDCO will attend the transition day hosted by Ifield SMILE to ensure that key information is passed on. In all other instances, SEND paperwork will be passed on to schools at the point of transition. Some children, in order for them to flourish and live life in all its fullness will require a more robust transition. This might include more regular visits to their new settings, frequent meetings with new teachers and key workers and lots of preparation work within school.

We ensure at Holy Trinity that all children are prepared for transitions – both the big ones and the smaller ones. Throughout the school day pupils who need support with transitions between lessons or activities have access to visual timetables and now/next boards. We ensure the transition from year to year is robust. Children are given opportunities to spend time in their new classrooms, learning alongside their new classroom teacher and supporting adults.

## 10. Approaches to teaching children 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*



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*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 year group action plans.

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](#).

## SMSC

At Holy Trinity, all children including those with SEND are encouraged to fully participate in SMSC (social, moral, spiritual and cultural) lessons. Staff are expected to adapt the curriculum to meet the needs of pupils and consider the sensory needs of pupils, just as much as physical needs.

We encourage all children to channel the vision *“Guided by the light”* when aspiring to achieve the personal goals of:

R - resilience

A - aspiration

M - morality

C – collaboration / cooperation

A - adaptability

R – respect

For our SEND children, these personal goals might be achieved outside the classroom, during interventions or on the playground with their peers. We promote equity for our children to ensure that all children are given the same access to opportunities.



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## 11. Evaluating effectiveness of SEND provision

The school is always keen to evaluate the impact of its actions including in the area of SEND. Some of the ways the effectiveness of provision for pupils with SEND is evaluated are by:

- Reviewing pupils' individual progress towards their targets each term (PLPs)
- Reviewing the impact of interventions after a specified number of weeks (action plans)
- Using SEND surveys for parents, staff and children
- Using year group action plans to measure progress.
- Holding annual reviews for pupils with statements of SEND or EHC plans.
- Seeking the views of external visitors to the school e.g. STLS.

## 12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

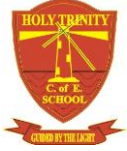
All of our extra-curricular activities and school visits are available to all our pupils, including our lunch and after-school clubs. All pupils are encouraged to go on our residential trips with adaptations made as needed. No pupil is ever excluded from taking part in any activity because of their SEND. Sometimes, parents might be asked to attend with their child.

## 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
- Families will be referred to our family supportworker
- External referral to CAHMS



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- 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

We are extremely lucky at Holy Trinity CE Primary School as we have a trained ELSA who supports children in their emotional and social development. For any further information about ELSA, please ask the deputy-SENDCO for further information.

We pride ourselves on being a nurturing school and this academic year, we are working towards an accreditation for the National Nurturing Schools Award. This is based on the 6 principles of nurture:

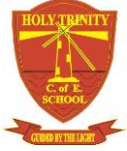
- Children’s learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transitions in children’s lives

## 14. Working with other agencies

The school welcomes the expertise from professionals from outside agencies in understanding a child’s strengths and needs to a fuller extent. The school works with professionals from the local authority and health service including Educational Psychologists, Speech and Language and STLS. Where these professionals are involved with a child, parents will be kept fully updated with regards to their involvement from the school’s perspective.

Also, in ensuring that our staff are able to flourish and support all children to the best of their ability, we also have:

- Access to LIFT – to request the support of the specialist teaching and learning service
- A school counsellor
- Best Practice Team meetings across the trust
- SENDCO forums
- Specialised training for staff (e.g. colourful semantics, Lego therapy, clever fingers)



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## 15. Concerns about SEND provision

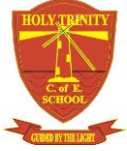
Any concerns about SEND provision in our school should be made to the class teacher in the first instance. If, after this meeting, the concern is still felt then the issue will be referred to Charlotte Rootsey, SENDCO or after that to Pamela Gough, Headteacher. They will then be referred to the school’s 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.

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.





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## Extra information about needs

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. The SEND Code of Practice refers to learning difficulties covering a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

### **Moderate learning difficulties (MLD)**

Children with MLD have attainment significantly below expected levels in most areas of the curriculum, despite appropriate interventions. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

### **Profound and multiple learning difficulties (PMLD)**

Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. These children may communicate by gesture, eye-pointing or symbols and require a high level of adult support, both for their learning needs and also for their personal care.

### **Severe learning difficulties (SLD)**

Children with SLD are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. These children have significant intellectual or cognitive impairments. They may also have difficulties in coordination, perception and the acquisition of self-help skills.

### **Specific learning difficulties (SpLD)**

SpLD affects one or more specific aspects of learning. The term refers to conditions such as dyslexia, dyscalculia and dyspraxia. Children with SpLD have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Children may also have problems with short-term memory, organisational skills and coordination. Children with specific learning difficulties cover the whole ability range and the severity of their impairment varies widely.

### **Social, emotional and mental health difficulties (SEMH)**

Children with SEMH can display these difficulties in many ways such as being withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. These behaviours may indicate underlying mental health issues such as anxiety, depression, self-harming, substance misuse, eating disorders or unexplained physical symptoms. Other



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SEMH disorders include attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and attachment disorder.

### **Attention deficit hyperactivity disorder (ADHD)**

Attention deficit hyperactivity disorder is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.

### **Attention deficit disorder (ADD)**

Attention deficit disorder describes a persistent pattern of inattention more frequent and severe than is typically observed in individuals of a comparable level of development.

### **Attachment disorder**

Early experiences of neglect or abuse in babies can cause attachment disorder in which the child will lose trust of others and will shy away from making a serious connection with acquaintances or family, sometimes even causing excessive friendliness and inappropriate approaches to strangers in older children.

### **Communication and interaction**

The SEND Code of Practice uses this term to cover a broad range of needs. Children and young people with SEND may have difficulties in one or more of the areas of speech, language and/or social communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills.

### **Speech, language and communication needs (SLCN)**

Pupils with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to, they have difficulty understanding what is being said to them or they do not understand or use social rules of communication. The child may have a combination of these needs and this profile of needs may change over time. SLCN also includes children who have been diagnosed with DLD (Development Language Disorder).

### **Autistic spectrum condition (ASC)**

Pupils with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination.

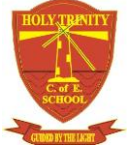


*“Lord, your word is a lamp to guide me and a light for my path,”*



### **Sensory and physical needs**

Children with sensory and physical needs include those with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI), which involves a combination of vision and hearing difficulties.



*“Lord, your word is a lamp to guide me and a light for my path,”*



## Extra information about classroom provision

The following list includes some strategies which may be used at Holy Trinity CE Primary School and Nursery:

### Action plans

Across the year group, these track the interventions being run for the children in each class and should be updated half termly. These are monitored by the SENDCO to measure the impact of interventions.

### Clicker 8

Some children need support with their writing skills. This programme, on the computer, supports children in their spelling, sentence structure and working memory skills. Children are able to use word banks, record their ideas orally and spell phonetically.

### Coloured overlays

Where visual stress is a challenge, children might need to use a specific coloured overlay whilst reading to ensure the contrast of the writing stands out against the background.

### ELSA

Mrs Watts is our trained ELSA and she works closely with Reggie, our therapy dog, to ensure the emotional literacy development of some of our children. Mrs Watts meets with some children for a daily check-in and others she meets for the TAM project. She can also work with children on Drawing and talking or sand therapy too.

### Individual work stations

Children who find learning alongside or with other children will often have their own individual work station. This could be used to help reduce distractions and to promote focus and concentration. For other children, individual work stations might be used to promote independence in differentiated tasks.

### Personalised learning plans (PLP)

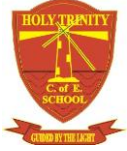
All children on the SEND register have a PLP. These are created by the class teachers, alongside parents, with advice from external professionals if needed to ensure that our SEND children have specific targets they are working towards, with specific provision to meet those targets. These are shared with parents three times a year and are shared with all staff who work in the classrooms.

### Pre-teaching vocabulary

The number of words used in a classroom can be overwhelming. For some children, learning new vocabulary can be a challenge. Pre-teaching vocabulary is a useful way of introducing new words to a child before they are part of a taught lesson with the whole class. It is also a useful way to check that a child understands what the word means.

### Printed resources

Children who find it difficult to read due to diagnosis such as dyslexia, might need resources or slideshows printed so they are in front of them. This can reduce the stress on the eyes having to copy from a distance.



*“Lord, your word is a lamp to guide me and a light for my path,”*



## **Scaffolding**

Scaffolding is used across the school to help children to become independent writers. By providing some words, phrases or a structure for the child to follow, the child will gain a sense of achievement on completion of the scaffold while learning the conventions of writing at the same time.

## **Speech and language**

*Language Link* - For some children this is a time limited intervention focussed on speech and language needs. It typically runs from Reception to Year 2. It uses assessments to highlight particular areas of needs for the children from concepts to follow instructions. The aim is to develop their understanding in highlighted areas which will support their learning.

*Targeted support* - for some children, they will have been seen by a Speech and Language therapist and have a care plan. These care plans are supported in school both within the whole class and smaller targeted groups.

## **Social stories**

Social stories help children to cope and understand social situations which otherwise they may find a challenge. The story should address the issue faced, explain how it is important and its impact on others. Used correctly, these stories should enhance the children’s understanding of social situations and social encounters in their lives and help them to be more active participants in life’s routines and activities.

## **Timers**

A timer, whether sand or digital, is a useful resource in helping children to understand how much time they have for a particular task.

## **Visual timetables**

We all like to know what is happening next and to help with this every class should have a visual timetable on display which shows the lessons which will take place during the day. This is used most effectively when the subject card of the lesson which has just been taught is removed straight after, so it is really clear to the children of what is happening next.

## **Writing slopes**

To adjust the angle in which you are writing at can sometimes have significant improvements on handwriting but also comfort. We have a variety of writing slopes which children use to support this.