



Trinity St Mary's Church of England Primary
School

SEND Policy

Autumn Term 2023



Trinity St. Mary's C. of E. Primary School

SEND Policy

Introduction

This policy is based on the revised Code of Practice dated 2014. It was reviewed in Autumn 2023 and will be reviewed during the Autumn term 2025. It should be read in conjunction with the Child Protection and the Admissions Policies.

We endeavour to ensure our school is a happy, caring community where all feel valued and secure. We respect the contributions made by all children, professionals and parents to help improve and preserve our inclusive school community.

We appreciate and value the best efforts of every child in all aspects of school life, and support them as they realise their potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

Aims

- To welcome pupils with SEN and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEN as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEN.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEN can achieve their best.
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.

How we aim to meet these objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at Trinity St. Mary's C of E Primary School are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, National Curriculum descriptors, attainment compared to age related expectations, standardised screening and assessment, discussions with parents and information gathered from outside agencies. The Engagement Model and Pre-Key stage assessment has replaced the use of P scales. This guidance sets out the statutory requirements to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2). Support teachers and staff involved in assessing the progress of these pupils, and can be used by schools from September 2020. Schools will be required to use the engagement model from the 2021/22 academic year.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the children. This is managed through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEN.
- We follow the advice in The National Curriculum Framework 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 assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.
- Termly planning and reviewing of One Plans for all pupils with SEN, involving both parents and pupils as much as possible.
- Ensuring that advice from outside agencies is sought and incorporated into One Plans.
- To focus on outcomes not difficulties.
- Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCP).
- Ensuring that SEN is featured in the School Development Plan, reflecting the training needs of all staff.
- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including SLT, Phase leader, Inclusion Manager, Class teacher
- Supporting social, emotional and mental health through the provision of nurture groups and social skill groups.

Working with Parents

We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We encourage parents to maintain close communication links with the class teacher and Inclusion Manager, LSAs/TAs and Head Teacher. Teachers are available both before and after school to discuss any issues and we ask that you contact us to arrange a mutually convenient time.

For some SEND pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written school report in the summer – which may be discussed face-to-face with the teacher if necessary.

For One Plan/EHCP pupils, meetings take place with the class teacher and/or Inclusion Manager termly – to discuss pupil progress and targets.

Assessment data on pupil progress is shared at these parent meetings. Where specific targets are set for a pupil, progress to date is shared and new targets may be agreed.

Parents may have the opportunity to meet face to face in school with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Teachers etc. who are involved in their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, Social Care input is also available where needed.

The Head Teacher/Inclusion Manager are able to signpost parents to various support services such as Optometrists, local support groups etc. should they require this.

Parental views are sought via questionnaires and face-to-face at review meetings.

Working with Children

Pupils are involved in their education plan and are encouraged to contribute their views. Where possible they are invited to review meetings.

The school has a variety of ways of celebrating pupils' success such as certificates linked to the Christian Values, sharing assemblies etc.

Depending on individual needs, targets may be set and celebrated in different ways, for example, reward charts, points cards.

Equal Opportunities

Where children have a physical disability or have SEND, we aim to provide appropriate support, resources, tasks, equipment and learning experiences that will support their learning. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014). The school accessibility plan

and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.

Identification and Intervention

We use on-going assessment to identify specific needs and aim to address these through adjustment of 'quality first teaching' teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, individual and group support. The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation. It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting. Should a child be starting at the school that has an existing issue, meetings are encouraged to enable a smooth transition.

A child may initially be placed on a SEND support provision where appropriate teaching will be delivered at classroom level. If a child requires further support the provision for this will be detailed in a One Plan. For children whose needs cannot be met using these systems, then an EHCP may be applied from the County Special Needs Service. This will involve Education and Health working together as needed.

Teachers and Teaching Assistants/Learning Support Assistants respond to children's needs by:

- Providing support for children who need help with communication and all areas of the curriculum.
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- Helping individuals to develop their social skills • Becoming more informed through In-Service Training.

Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching. The school has a named governor who the SENCO reports to.

Resources

The school has a stock of resources which it can draw upon dependent on individual need. We have a range of screening texts including reading and numeracy. Other resources can be sourced depending on individual need.

Roles and responsibilities

The SENCO is Claire McDonald, who will:

Work with the head teacher 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 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 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

The SEN Governor, Karen Munro, 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 head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The head teacher, Janet Hoy, will:

Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN 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 SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

Evaluation and Review

This policy has been agreed by staff and governors in the Autumn term of 2023 and will be reviewed in the Autumn term of 2025.

Signed on behalf of the governing body:

Date:

To be reviewed: Autumn 2025